



# Blanchelande College

## Blanchelande College Appointment of Teacher of Geography & Games For September 2019 (or sooner)

### **The College**

Blanchelande College – in Guernsey, the Channel Islands – is a co-educational Catholic independent school for pupils aged 4 to 16. The College educates over 375 pupils, of whom approximately one third are Catholic. Blanchelande's Catholic mission and identity, understood and supported by all staff, are at the heart of school life.

Blanchelande has a one-form structure from Reception to Year 4, with room for two forms in Years 5 and 6, and for three forms in the senior school (Years 7-11). Typically, classes contain around twenty pupils. Pupils are required to pass an entrance assessment to ensure that they can access our curriculum, but otherwise Blanchelande is not an academically selective school and the College nurtures a wide ability range. Exam results reflect excellent value added in most subject areas:

- 2017: 100% of students achieved at least five A\*-C grades, with 33% of grades at A\*/A.
- 2018: 83% of students achieved at least grades 4-9, with 38% of grades at 7-9.

The College was most recently inspected in October 2018 and the full report is available on the school website. Blanchelande was rated 'excellent' in both outcome areas (pupil achievement and pupil development) as well as meeting all the regulatory requirements. The College is also subject to inspection by the Roman Catholic Diocese of Portsmouth.

Blanchelande offers an extensive programme of extra-curricular activities before, during and after the school day, to which all academic staff are expected to contribute.

### **History**

Blanchelande was re-founded in 1992 by parents and members of the local community after the Sisters of Mercy withdrew their Order from Guernsey. The new school began in temporary accommodation and in its first five years grew from 40 pupils to almost 200. It is now almost twice that and is experiencing a period of strong growth.

In April 1999, the College moved to its current address at Les Vauxbelets (former site of the De La Salle boys' school) after an extensive refurbishment programme. Les Vauxbelets is a beautiful estate in a rural setting with large historical buildings. 2017-18 has seen a new round of developments, including the relocation of the Infants to renovated classrooms in the main school buildings, and the conversion of Victor House (formerly the Infant school) into an Arts Centre for music, drama and art. Further projects include the conversion of the Undercroft basement area, new computers throughout the school and the development of an agricultural field into a breath-taking cricket pitch. There are many further plans in the pipeline.



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## **Leadership/Governance**

Blanchelande is administered as a charitable trust and three Trustees oversee the finances of the College. As a grant-maintained college, Blanchelande receives a degree of funding from the States of Guernsey.

The Senior Management Team consists of the Principal, Vice Principal (Secondary), Vice Principal (Primary), Head of Pastoral Care and the Bursar. This team meets weekly and works closely together on all aspects of College life. There is also a Senior Leadership Team, which comprises the Head of Activities and Head of Careers in addition to the SMT.

The Board of Governors meets twice a term and is responsible for working with the Principal in setting the strategic direction for the school, including approval of school policies, and for monitoring and evaluating the performance of the school. The Board operates sub-committees – such as for educational issues, ICT and property management – which also meet regularly.

The Trustees are responsible for the administration of the whole school site, including the financial administration of the College and the relationships with the site owners and with sub-tenants.

The Principal of Blanchelande College is Mr Robert O'Brien, formerly Deputy Head at Westminster Cathedral Choir School.

## **GEOGRAPHY DEPARTMENT**

### **KS3 GEOGRAPHY**

#### **CONTENT**

In Year 7, pupils begin by analysing what makes up the study of geography. The course then focuses on Guernsey, the Channel Islands and the British Isles. Pupils then look at the geography of Europe. The course introduces pupils to human geography (settlement and shopping) and physical geography (rivers, floods and earthquakes). Pupils undertake a geographical case study and consider how natural processes affect human activity.

In Year 8, pupils explore coastlines and the issues involved in coastal management. The weather and climate of the British Isles and Europe are also covered. Pupils choose a 'question' related to the weather to research and present their findings to the class. The course then continues with a study of ecosystems, comparing tropical rainforests with the arctic tundra. The year ends an investigation into population change and migration issues in a range of locations.

Year 9 continues work started in Year 8 by looking at development and sustainability issues. Pupils study Ghana, China and USA as examples of countries at different stages of



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development, each with very different problems. This leads to a module studying globalisation, trade and Fairtrade. We then look at world tourism and Guernsey tourism. The course ends with a look at the importance of the world's oceans, their value as a resource and our human impact.

## **SKILLS**

In Year 7, pupils use Ordnance Survey maps to develop their map skills by learning about grid references, distance, direction, scale and height. They also learn how to use an atlas. Pupils learn how to select information from research and develop their decision making skills. They learn how to create sketch maps and drawings and how to describe and explain geographical information.

In Year 8, pupils develop their skills of using data and graphs. They develop the ability to see both sides of an issue and to form and support their own opinions. They practise solving geographical mysteries and carry out their own investigations.

In Year 9, pupils work individually and in various sized groups to develop their skills of investigation and analysis. They begin to assess and evaluate their work.

## **ASSESSMENT**

Homework is set once a week to support and extend learning. End of unit tests or tasks use a range of strategies to assess progress and regular feedback is given to pupils detailing how they can improve their work. Pupils sit an examination in the Trinity term.

## **ADDITIONAL EDUCATIONAL EXPERIENCES**

Pupils are encouraged to follow world news so as to keep abreast of geographical issues and changes. All pupils will experience offsite fieldwork linked to the current learning topics such as recycling, tourism and settlements.

Year 7 Settlement – A trip within the local vicinity of the school to see how settlement has changed over the years.

Year 8 A coastal visit to investigate geographical features.

Year 9 A trip related to Guernsey tourism.

## **GEOGRAPHY GCSE CONTENT OVERVIEW**

Geography enables young people to become globally and environmentally informed as well as thoughtful and enquiring citizens. The course is designed so that learners can appreciate and understand a range of issues that affect people and places on both a local and global level.

- Global Hazards
- Weather and tectonic hazards
- Changing Climate
- Past climate changes



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- 21st Century impacts worldwide and on the UK
- Distinctive Landscapes
- Coasts and Rivers (both must be UK Landscapes)
- Sustaining Ecosystems
- Tropical rainforests and polar environments
- Fieldwork and Geographical Skills
- Urban Futures
- Urbanisation
- Ways of life in an AC city and an LIDC or EDC city
- Dynamic Development
- Uneven Development
- UK in the 21ST Century
- Population and economic changes
- Political and cultural influence
- Resource Reliance
- Food security
- Fieldwork and Geographical Skills
- Geographical Skills
- Decision Making Exercise

## **Examining Board: Edexcel**

### **THE PE/GAMES DEPARTMENT**

#### **CONTENT**

The PE department aim to promote purposeful activity and skill development in a range of sports. Pupils learn to work safely and effectively, with co-operation, perseverance and self-motivation, individually, in pairs and as members of groups or teams. Within each area, physical competence is developed and teamwork and co-operation are encouraged.

Year 7 pupils have a games afternoon and 2 single periods of PE.

Years 8 & 9 pupils have a games afternoon and a single period of PE.

Fixtures and tournaments against other island senior schools mainly take place after school. If pupils are selected to represent the College in a competitive fixture, then it is expected that they will attend training sessions.

Pupils follow a varied sports programme, which includes the following sports:



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Netball	Swimming	Athletics	Dance
Football	Personal Survival / Lifesaving	Cross Country	Gymnastics
Hockey	Badminton	Rounders	Tennis
HRF	Basketball	Touch Rugby	

## **ASSESSMENT**

For practical work each pupil's ability is assessed through visual observation and the setting of tasks. Pupils receive verbal feedback detailing how they can improve and they complete self-assessment sheets within each unit of work.

## **ADDITIONAL EDUCATIONAL EXPERIENCES**

Pupils have the opportunity to compete in Inter-house competitions throughout the year and the opportunity to compete off island.

## **PHYSICAL EDUCATION AT GCSE**

This is a linear course with all exams sat at the end of Year 11 and non-exam assessment of practical performance and evaluation submitted at the end of the course. The course is heavily theory based with most lessons being in the classroom. The theory element comprises of 2 sections which are studied independently of each other, but are inter-related within the course.

### Section 1 - Human Body and Movement in Physical Activity and Sport

- Applied anatomy & physiology
- Movement analysis
- Physical training
- Use of data (interpretation, analysis and presentation of graphs, pie charts and tables)

### Section 2 - Socio-Cultural Influences and Well-Being in Physical Activity and Sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data (interpretation, analysis and presentation of graphs, pie charts and tables)

## **Examining Board: AQA**



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## BLANCHELANDE COLLEGE – TEACHER

### MAIN PURPOSE OF THE JOB

Teaching at Blanchelande is a hugely stimulating and rewarding experience. All teachers are expected to participate fully both in the life of their academic department and the wider life of the School, including providing an extra-curricular activity and furthering their professional development.

### RESPONSIBILITIES AND DUTIES:

#### 1. TEACHING

- (a) Planning and preparing appropriate course and lessons in accordance with departmental and school policy;
- (b) Teaching, according to their educational needs, the pupils assigned including the setting and marking of pupils' work;
- (c) Promoting the progress and academic development of pupils, differentiating for ability where appropriate;
- (d) Assessing, recording and reporting on the development, progress and attainment of pupils according to the normal practice of the College;
- (e) Preparing pupils for and participating as appropriate in the College's arrangements for pupils taking public examinations.

#### 2. OTHER ACTIVITIES

- (a) The Catholic nature of the College is central to our success and you should be fully supportive of the aims, identity and mission of Blanchelande as a Catholic school;
- (b) Any duties required as a result of accepting a position of Responsibility and the accompanying Responsibility Allowance;
- (c) Acting as a Form Tutor as required and fostering the general progress and well-being of individual pupils of any class or group of pupils assigned;
- (d) Taking an interest in the personal and social needs of pupils, and communicating as appropriate with the relevant Form Tutor or Key Stage Head;
- (e) Playing a full role in the wider life of the School, contributing actively to the extra-curricular programme;



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- (f) Providing guidance and advice to pupils on educational and social matters and making relevant records and reports;
- (g) Making records of and reports on the personal and social needs of pupils;
- (h) Communicating and consulting with the parents of pupils as necessary and attending all parents' evenings and official functions;
- (i) Providing or contributing to oral and written assessments, reports and references relating to individual pupils or groups of pupils;
- (j) Supporting pupils as appropriate at major school events and in other activities, eg: plays, concerts, matches etc.
- (k) Monitoring and ordering books, supplies or other materials required for your subject or department.

## **3. REVIEW AND PROFESSIONAL DEVELOPMENT**

- (a) The College may review from time to time your methods of teaching and programmes of work and you will be required to participate in the Performance Management process for teachers;
- (b) The College will support and participate in arrangements for your further training and professional development as a teacher and attendance at INSET days is required.

## **4. CURRICULUM DEVELOPMENT**

- (a) Advising and co-operating with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

## **5. DISCIPLINE AND WELLBEING**

- (a) Maintaining good order and promoting self-discipline among pupils and taking reasonable care for their safety and wellbeing, whilst in your charge whether they are engaged in school activities on or off the property;
- (b) Undertaking supervisory duties as required;
- (c) Actively implementing the College's policies on rewards and sanctions.

## **6. STAFF MEETINGS**

- (a) Attending staff meetings which relate to the College curriculum or to the administration or organisation of the College, including pastoral arrangements. Such meetings shall normally be held at the College and be of reasonable duration.



## 7. ADMINISTRATION

- (a) Where appropriate, taking responsibility of the maintenance of an accurate register of the pupil's attendance at the College;
- (b) Carry out supervision duties as assigned by the SMT whether before, during or after school sessions;
- (c) Taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.
- (d) Participating, as required, in administrative tasks related to the curriculum, pastoral and organisational tasks of the School.
- (e) Attending all assemblies;
- (f) Exercising reasonable care for the classroom and other relevant teaching areas and all the equipment therein, which may include auditing and visually checking classroom equipment;
- (g) Contributing, where appropriate, to the professional development of other teachers;
- (h) Setting high personal and professional standards at all times.

## FLEXIBILITY

This job description reflects the main responsibilities of the post. However, the post holder should be willing to undertake any other reasonable duties as required by the Principal. The particular duties / responsibilities listed here may be reviewed from time to time at the request of the Principal or post holder as circumstances make necessary.

### *For completion upon offer of post:*

I hereby confirm acceptance of the above job description:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



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## TEACHER OF GEOGRAPHY & GAMES PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>• Degree or equivalent in a related subject</li></ul>	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Minibus license</li><li>• First Aid</li><li>• Coaching qualifications</li></ul>
Experience	<ul style="list-style-type: none"><li>• Experience of teaching Geography and/or Games/Sport to children</li></ul>	<ul style="list-style-type: none"><li>• Experience of conducting performances</li><li>• Experience of external review or inspection</li></ul>
Knowledge and understanding	<ul style="list-style-type: none"><li>• Excellent subject knowledge</li><li>• Clear understanding of effective teaching and learning</li></ul> Knowledge of: <ul style="list-style-type: none"><li>• Current curricular and assessment developments</li><li>• Use of assessment to support learning</li></ul>	<ul style="list-style-type: none"><li>• Understanding of external examination progress</li></ul>
Skills	<ul style="list-style-type: none"><li>• Develop good personal relationships within a team</li><li>• Establish and maintain good relationships with parents</li><li>• Excellent time management skills</li><li>• Communicate effectively (orally and in writing) to a variety of audiences</li><li>• Create a happy, challenging and effective learning environment</li><li>• Demonstrate high expectations of all pupils</li><li>• Use ICT effectively to support teaching and learning</li></ul>	



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Personal qualities & characteristics	<ul style="list-style-type: none"><li>• Flexible, including lunchtime and after-school Games commitments</li><li>• Able to relate well to students in and out of the classroom</li><li>• Reliable, punctual and well organised</li><li>• Approachable, enthusiastic, self-motivated and able to motivate others</li><li>• Supportive of the Catholic identity and mission of the College</li><li>• Commitment to own continuing professional development</li></ul>	
Safeguarding and pastoral	<ul style="list-style-type: none"><li>• Committed to safeguarding and promoting the welfare of children and young people</li><li>• A satisfactory Enhanced Disclosure from the DBS</li></ul>	

Candidates should ensure that they address all of the above in their letter of application/CV, referring where appropriate to actual experience.



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## THE APPLICATION PROCESS

Applications for this post should consist of:

- A detailed letter of application stating how you believe you meet the criteria for this role.
- A copy of your C.V.
- Names and contact details for three referees, one of which should be from your current or most recent educational post. We will assume that you are happy for us to take up references straight away, unless we hear otherwise.

You may be asked for further information following short listing. You will be asked to provide proof of identity and original qualification certificates at interview.

After short listing, the Selection Process will normally include:-

- A tour of the College.
- An observed lesson, after which the views of the pupils will be considered.
- An interview with the selection panel, which will normally include a Governor, the Principal, the Vice Principal and a subject specialist.

### **The Contract**

The position of Teacher of Geography and Games is part-time. The salary will be in accordance with the Main Professional Scale/Upper Pay Scale for teachers in Guernsey State Schools. Blanchelande staff are admitted to the Guernsey Civil Service Pension Scheme, a contributory final salary pension scheme.

All staff are required to undergo a current police check, a medical declaration, provide proof of qualifications and identity and have a Guernsey housing qualification.

### **Closing Date**

Applications must be received by Wednesday, 6<sup>th</sup> February 2019 for consideration and should be addressed to Mr Robert O'Brien, Principal.

Further information about Blanchelande College can also be obtained from our website, [www.blanchelande.co.uk](http://www.blanchelande.co.uk).

If you have any further questions or need any clarification, please contact the Principal's P.A., Mrs Maria Green.

**Tel** 01481 237200

**Email** [greenm@blanchelande.sch.gg](mailto:greenm@blanchelande.sch.gg)