



Teacher of Geography

UCS Senior School

Candidate Brief

Full Time

Required for September 2023





UCS HAMPSTEAD

University College School was founded in 1830 to promote principles of liberal scholarship. That remains our first and overriding aim. Intellectual curiosity, breadth of study and independence of mind combine to achieve academic excellence; they are not subordinate to it.

Initially located in Gower Street, as part of University College London, the School was revolutionary in its approach to education, having as a fundamental principle that religion, in any form, should neither be an entry requirement nor a taught subject, believing rather that faith is a matter for the family and the individual - a tradition that continues today. The UCS Foundation, now independent of the University, comprises three schools: the Senior School (850 pupils: 11-18), the Junior Branch (250 pupils: 7-11) and the Pre-Prep (130 pupils: 3-7).

All three schools are set in attractive locations. In 1891 the Junior Branch was established at Holly Hill, Hampstead, followed in 1907 by the School's separation from UCL, and the acquisition

of the Senior School's current purpose-built accommodation in Frognal, opened by King Edward VII. The pre-preparatory branch is based nearby. All three schools have full use of the extensive playing fields (including a large all-weather pitch and two pavilions) in West Hampstead.

UCS remains true to the liberal traditions of its founders and continues to work hard to foster independence of mind among its pupils and to value their individuality. Academic results are excellent. Music and drama are very strong at UCS and the school offers an outstanding range of co-curricular activities and enrichment opportunities. The school has a fine record in team games, with shared endeavour and good sportsmanship held in high regard.

THE ORGANISATION OF UCS

Whilst the Headmaster of UCS is in overall control of all three schools in the Foundation, day-to-day management and planning at the Junior Branch is in the hands of the JB's own Headmaster and his deputies. Similarly, The Pre-Prep has its own Head who reports to the Headmaster of the JB.

Sixty boys each year transfer from the JB to the Senior School and are joined by sixty boys from outside feeder schools who win places through competitive examination. In Years 7 and 8 (Entry and Shell), these boys are supervised by a team of pastoral Year Wardens and form-teachers. In Year 9 (Lower Remove), they join the Middle School and are allocated to the five Demes (or houses) which form the basis of the pastoral structure of the school until pupils leave at the end of the Sixth Form. Each Deme is managed by a Deme Warden and a team of Form Tutors. Boys and girls in the Sixth Form are supported not only by their Deme Warden and Form Tutor but also by the Head of Sixth Form, supported by a Deputy and a team of Assistant Heads who, between them, manage the Sixth Form Centre, university applications and other matters specific to pupils of this age.

Pupils from The Pre-Prep School who wish to gain entry to the JB must sit the standard 7+ Entrance Examination. Transfer from the JB to the Senior School is not dependent upon a further examination hurdle.

Admission at all entry points is heavily oversubscribed. Whilst UCS operates within a highly competitive market-place, our reputation as a happy, well-balanced environment that respects the individuality of each pupil allows us to retain the advantages of a highly selective school. We are particularly proud of our reputation for pastoral care and for extra-curricular activities, as well as our high academic standards.



THE SENIOR SCHOOL CURRICULUM

In Years 7 and 8, boys follow a full core curriculum with time devoted to Drama, Art, Technology, PSHE, PE and sport as well as to the more traditional academic curriculum. Boys study General Science in Year 7, and the three separate sciences from Year 8 onwards. There is no setting or streaming. This approach continues into Year 9, where the other language options are added to the curriculum. Mathematics is set by ability in Years 9, 10 and 11. All boys currently study ten subjects to GCSE (IGCSE in the case of a number of subjects), including English Language, English Literature, Mathematics, at least one science subject and at least one modern language. All pupils study four subjects in Year 12. They may choose to drop one of these in Year 13 when a number of pupils choose to take an Extended Project Qualification.



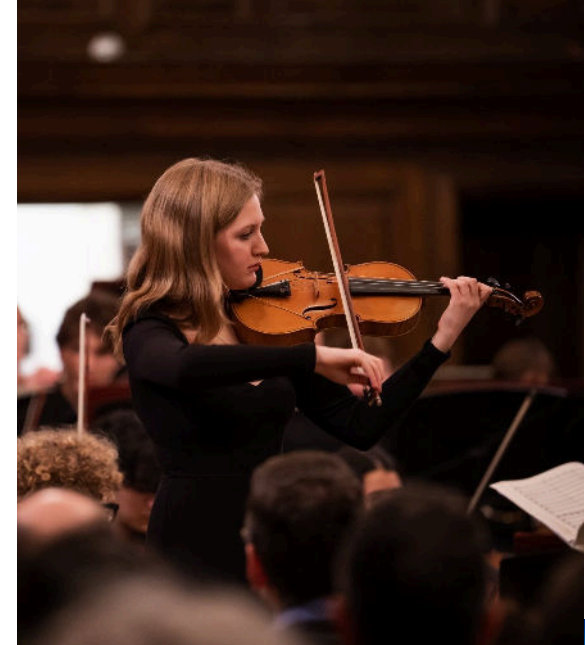
SPORTS AND EXTRA-CURRICULAR ACTIVITIES AT THE SENIOR SCHOOL

The school offers outstanding facilities and opportunities exist for a number of different sports and activities, including Rugby, Netball, Football, Hockey, Cricket, Tennis, Athletics, Badminton, Cross-Country, Basketball, Swimming, Fives, Table Tennis, Fencing, Aerobics, Dance, Yoga, Bouldering, Karate, Rowing and Squash. All pupils are required to play games as part of their normal curriculum and a large number represent the school.

There is a wide range of co-curricular activities and school societies. Music is particularly strong, with multiple choirs, Orchestra, Wind Band, Chamber Choir, Chamber Orchestra, Concert Band, jazz and rock groups, as well as many smaller ensembles. The school has a fully equipped theatre that is heavily used for our own productions as well as by visiting professional actors and musicians. A large number

of plays and musicals are staged each year, with opportunities for pupils to direct as well as to act and provide technical support, and an annual production is performed at the Edinburgh Fringe Festival. Over 60 clubs and societies meet on a weekly basis, often run by pupils. Gender Politics Society, Wellbeing Society, Cultural Awareness Society and Green Impact Society, the environmental action group, are all currently popular. Debating and Model United Nations, Young Enterprise, Chess and Robotics regularly send teams to competitions with great success. Pupil journalism thrives at UCS, with pupils editing and producing the school magazine, *The Tortoise*, as well as *Bocca*, a Classics and Art History journal, *Interlingua*, the modern languages journal, and others. School trips are arranged on a regular basis and UCS has close links with schools in France, Germany, Spain, Uganda and India. UCS has

partnerships with Westminster Academy, UCL Academy, Michaela Community School and the London Academy of Excellence Stratford, as well as a number of primary schools. Pupils currently raise roughly £20,000 per year for a range of charities that they select themselves as part of a Community Action initiative. Academic Enrichment Weeks, Women in Sport Week and the non-curricular Activities Week annually broaden and embellish the UCS educational experience.





THE GEOGRAPHY DEPARTMENT

At UCS we pride ourselves on being a progressive Geography Department who believe that the primary purpose of Geography is to allow pupils to understand and respond effectively to the key local, national and global challenges that are unfolding in the 21st Century. Our choice of GCSE and A Level specifications reflects this, as does the course we have written for Years 7 to 9.

Collectively these draw on and challenge our pupils' experiences and preconceptions, and allow them to make sense of the world in which they live. As such, ideas about the way in which the world is changing are at the forefront of our teaching and learning, and pupils are charged with pursuing the areas that particularly interest them within our courses.

Providing opportunity to stretch and challenge all pupils, including the very brightest, is a routine part of our teaching and is embedded in our schemes of work.

In Years 7-9 we select topics for study which can be used to emphasise the breadth, synoptic

and contemporary nature of the subject. Example units in Year 7 include Global Connectivity and Oceans in Crisis, and in Year 8 human trafficking and forced migration. In Year 9, global issues are addressed; with Superpower Geographies, Climate Change and Development Dynamics units shaping the year.

The success of our KS3 course means we recruit well onto the GCSE, with numbers consistently between 85-100. We follow the OCR B specification, which includes a short residential trip to the Essex coast and a day of fieldwork on Brick Lane investigating inequality and change in the area.

At A-Level we are lucky to attract 40+ pupils to the subject in Year 12. The department teaches the Cambridge International A-Level specification, which compliments the strong issues-based focus we adopt in the Lower School and at GCSE. Currently fieldwork takes place in the Lake District and more locally in north London in

Year 1. This is supplemented with enrichment trips to destinations which have included Iceland and Sicily, with our next one set for Malaysia/Singapore in October in partnership with the Mandarin department. We are very proud to have so many of our A level geographers go on to read Geography (or similar) at university, often with around half the cohort going on to further study in the subject in typical years, or into directly related areas. We also have a strong record of Oxbridge success, with a good number of pupils meeting Cambridge offers in the past few years. As part of this academic enrichment is taken seriously; we host weekly enrichment sessions for A-Level pupils, invite visiting speakers to address our pupils, and regularly take pupils to talks at the LSE and RGS.

The department has its own suite of rooms in the basement of the main building; there are five classrooms, each of which has projection facilities which link directly to staff-issue laptops.

Adjacent to the Geography Office is the heart of the department; a well-equipped seminar room in which much of A-Level teaching takes place and to which A Level Geography pupils have open access from early morning until late in the day, thus facilitating independent study and tutorial styles of teaching for pupils in the 6th Form. The placement of our resource room helps to encourage good working habits, and encourages pupils to think that support is available to them outside normal lesson times. The department prides itself on excellent relationships with pupils.

The Geography Department currently comprises eight staff, seven of whom are full-time. Many members of the department have additional responsibilities within the school, a number of them senior, and each contributes to a wider programme of school Games and Activities. There is ample scope for contribution to the full life of the Department and school community more widely.

THE PRESENT VACANCY

The current vacancy is a permanent full-time post, beginning in September 2023. It offers an exciting opportunity for an enthusiastic teacher to develop, or perhaps to begin, their career in a congenial, lively, and innovative setting as part of an experienced and supportive team. They will be a strong Geography graduate capable of teaching throughout the age range, and equally enthusiastic about their subject and their teaching.

The precise balance of teaching for the successful candidate will depend upon the successful candidate's interests and experience. It is sure to involve teaching throughout the key stages with some work at GCSE and A-Level, and span the human and physical facets of the subject. We expect to appoint a teacher who combines a strong intellectual interest in Geography with an imaginative and flexible approach to classroom teaching, wise and sensitive in their planning of lessons, rigorous and friendly in their delivery. The successful candidate will be personally committed

to developing a genuine and lasting enthusiasm for Geography and for geographical methods in his/her pupils, as well as in preparing them for exam success.

Offering, as it does, the chance to work within a very successful department in a high-achieving and distinctive school, this post should be equally attractive to a serving teacher seeking wider experience or to an ECT hoping for the best professional start to their career (UCS offers full statutory induction). We also welcome equally applications from teachers in the maintained sector and the independent sector.

A willingness to contribute to the extra-curricular life of the school will be an additional and important recommendation. We expect all of our teachers to be Form Tutors.





SALARY AND BENEFITS

UCS has its own competitive salary scale. The payment for this post will be dependent upon qualifications and experience, but will be above the national scale.

While the school does not offer accommodation, schemes are in place to assist members of staff with loans for house purchase. The school is similarly prepared to offer loans to help with daily travel expenses. In all cases, eligibility for financial assistance is carefully and independently scrutinised and every effort is made to assess the needs of individual applicants.

If admitted to the school, the sons and daughters of UCS staff may be educated at reduced fees.

All members of staff are entitled to membership of UCS Active (the private Health & Fitness Club based in the Sir Roger Bannister Sports Centre) at a heavily reduced rate.

CHILD PROTECTION

University College School is fully committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an Enhanced check for Regulated Activity from the Disclosure and Barring Service (DBS) before a formal offer of employment is made. This is a requirement as the position is within a school working with children aged under 18. UCS will also undertake its own recruitment checks through contact with previous employers, referees, and others, to confirm applicants' identities and their professional records.

ARRANGEMENTS FOR THE APPOINTMENT

In addition to completing the accompanying form, applicants should provide a full Curriculum Vitae and a supporting letter.

The closing date for applications is:

Friday 24 February, 12pm

However, please note that we reserve the right to interview and appoint at any stage during this process; early applications are therefore very welcome.





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