

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



TEACHER OF GEOGRAPHY

HUMANITIES FACULTY

Applicant Brochure

ABOUT OUR SCHOOL

The Royal Alexandra and Albert School has a long history. Originally the School was two orphanages: the Royal Alexandra School, founded in 1758, and the Royal Albert School, founded in 1864 as a national memorial to Prince Albert. An Act of Parliament amalgamated both institutions in 1949 to create the current School. For much of their history both orphanages enjoyed Royal Patronage which has continued to this day; the School's President is Her Royal Highness the Duchess of Gloucester.

The School is located in 260 acres of beautiful parkland in Gatton Park near Reigate, Surrey, within short distance of Gatwick and Heathrow airports, as well as London. It is in an ideal location for students and staff to live. Our large site allows us to have extensive sporting facilities, including floodlit all-weather sports pitches, fitness centre, indoor swimming pool and equestrian centre.

The Royal Alexandra and Albert School is a co-educational, non-selective state boarding school, for boys and girls aged 7 - 18, with compulsory Saturday morning enrichment lessons and longer holidays.

This is a boarding school with Flexi Boarding students attending from the local area and a lively community of around 400 Full Boarders, heavily involved in a wide range of after-school and weekend activities and trips.

With around 1,050 pupils, the School has grown gradually, maintaining its focus on strong academic results and quality pastoral care.

Our Ofsted inspection of March 2024 states "pupils are happy and well cared for at Royal Alexandra and Albert School. They benefit from positive relationships with staff across the school. Pupils feel safe, confident that if they report any concerns or worries they will be dealt with".

The Royal Alexandra and Albert School continues its long history of providing pupils with rich and valuable life experiences and opportunities, in and out of the classroom, with remarkable wrap around care in a close-knit community.



"Pupils benefit from an exceptionally wide variety of opportunities to develop their skills and interests outside of their taught lessons"

Ofsted 2024



A STATE BOARDING SCHOOL?

What is a state boarding school?

In a state boarding school, the education provided between 8.30 am and 3.35 pm is financed by government through the Local Authority - in our case Surrey County Council. Everything else: the boarding provision, meals and the activities that we run, is financed by the charges paid by parents.

We have two categories of students:

Full Boarders - whose parents currently pay under £19,000 per year (compared to around £38,000 for a major independent boarding school). There is no reduction in charges for weekly boarders. Around 200 boarders remain at School on Saturday nights.

Flexi Boarders - who are attached to boarding houses, are entitled to all meals, take part in all activities and sleep between 7 and 10 nights per year in School. Flexi Boarders can stay at the School from before breakfast until the bedtime of their year group. The yearly charge for Flexi Boarders is less than £7,500.

We have Saturday morning enrichment lessons, compulsory for all students up to Year 11. There are no compulsory exeat weekends.

Places for local Flexi Boarder students are very heavily oversubscribed.





A MESSAGE FROM OUR HEADTEACHER

At The Royal Alexandra and Albert School, we pride ourselves on our commitment to providing a nurturing environment where every individual is valued, supported and encouraged to reach their full potential.

Our recent Ofsted report highlights the significant strides we've made in addressing areas for improvement, including reading, curriculum progression and personal development. Through the dedication and industriousness of our colleagues, we've seen marked improvement in our school's performance, a testament to our shared vision of enhancing the life chances of our young people.

A key strength of our school is the positive relationships between staff and students, fostering a culture where pupils feel safe, cared for and confident in reporting any concerns. We believe in not only academic achievement but also holistic development, as evidenced by our 'Outstanding' grading for personal development. From our diverse co-curricular offerings to our commitment to adaptive teaching and consistent behaviour policies, we are continuously striving to provide the best possible learning environment for all.

As we celebrate our achievements, we also recognise that there is still work to be done. Moving from 'Good' to 'Outstanding' is our next goal, and we are committed to the ongoing journey of improvement.

I invite you to join us on this journey of excellence, where together, we can empower the next generation to thrive and succeed. Thank you for considering The Royal Alexandra and Albert School as a place to inspire and be inspired. We look forward to welcoming you to our vibrant community.

M.P.Thomas BSc(Hons), PGCE (Cantab)
Headteacher

WHAT WE STRIVE FOR



PURPOSE

We exist to give our children a distinctly different start in life, preparing them for the world with hope, optimism, compassion and empathy.

VISION

Our community enhances lives, ignites curiosity and inspires compassionate leaders.

OBJECTIVES

- An ambitious and effective curriculum
- Exceptional behaviour and attitudes
- Exemplary personal development
- Inspirational and transformative leadership
- Excellent boarding and co-curricular provision
- Life enhancing opportunities through our charitable aims

GOALS

- Outstanding Section 5 inspection
- Outstanding Boarding and Social Care inspection
- Effective and sustainable use of resources



VALUES



Ambition



Courage



Integrity



Respect





MEET OUR STUDENTS

"pupils are happy and well cared for at Royal Alexandra and Albert School. They benefit from positive relationships with staff across the school. Pupils feel safe, confident that if they report any concerns or worries they will be dealt with"

Ofsted Report 2024

We are incredibly proud of our students. The School's renewed behaviour policy is effective in supporting good behaviour, as was stated in our recent Ofsted report.

You will be teaching and supporting children who know the value of their education and have a strong willingness to learn.

Happy children are the easiest to teach which is why pastoral care at our school is one of our highest priorities.

The School has a large number of informed and engaged parents who actively support the work you will be doing with their child. We communicate with parents in a variety of ways, including weekly newsletters, one-to-one meetings, parental consultation evenings, social media and emails.

Our School Foundation supports around 10% of our total students with life-changing bursaries. The core purpose of the Foundation is to accommodate and educate 'Foundationers'. These are students who would benefit from a boarding education and whose parents or guardians are unable to afford such boarding charges.



OUR COLLEAGUES

We believe we have excellent teaching and support teams. There is a high level of professionalism and mutual respect across all our staff. The school leadership will always be ready to support you wherever necessary. As a member of staff at The Royal Alexandra and Albert School you will be part of a strong community that includes over 100 members of staff who live on site, some with their families and pets. There is also a collective sense of pride in the School and the children.

You will work within a faculty structure ensuring that you have key colleagues to liaise with and who offer ongoing support and guidance. Faculties meet regularly and there are many informal opportunities to meet and discuss issues. Staff Appraisal is run via departmental line management.

As a School we have a large number of support staff, including Teaching Assistants. Team work and continuous dialogue ensure that we can provide the best teaching and learning experience for students.

A large number of teaching and non-teaching staff also work within one of our seven boarding houses. This provides extensive opportunities to get to know students, both Boarders and Flexi Boarders, outside of the classroom. Teachers are able to provide ongoing academic support as well as ensuring that all children feel safe, secure and happy in their boarding house.



ABOUT THE ROLE

Transformation through Continuous Improvement

Our recent Ofsted report (March 2024) states: “The school has developed a robust and well-developed curriculum across its subjects that reflects the high ambitions that there are for all pupils, including those with special educational needs and/or disabilities (SEND)”. It also states that “These plans identify the knowledge and skills that pupils need to know, and they consider carefully the order that pupils need to learn them from the junior phase up through secondary and into sixth form.”. We are committed to building on this strength by ensuring that all staff have a consistently secure pedagogical, content and pedagogical content knowledge.

Join us in pioneering transformative changes in teaching & learning with the introduction of innovative changes to our practices, designed to foster a culture of inclusivity and achievement, where every student has the opportunity to thrive. Our Faculty Leadership team has worked to develop research-informed and effective approaches to support all students to achieve great outcomes. Pivotal to this approach is vision and ambition of the Director of Faculty to inspire and lead on the on-going development of teaching & learning and the curriculum offered by the faculty.

Continuous Growth and Development

Embark on a journey of continuous growth and development with our ambitious professional development programme. We provide access to a wealth of opportunities to expand your skill set and further your expertise in teaching & learning and leadership.

The successful candidate will be passionate about the high quality teaching and learning and will be an excellent practitioner. Additionally, they be willing to undertake any additional training relevant to this post, fully aligned to the school improvement priorities. They will be highly motivated to become an integral part of our dynamic, professionally-led and successful team. Under the direct line management of either the Director, Deputy Director or Assistant Director of Faculty, they will be supported in the quest to make a meaningful difference in the lives of our students and wider community.

Opportunity to Empower and Inspire

If you are an experienced professional who puts students first and proactively focuses on the development, sharing and monitoring of best practice across the school so that our students have the best educational opportunities and a positive school experience, we fully welcome your application.



JOB DESCRIPTION

Post Title: Teacher of Geography
Salary: MPR/UPS
Contract type: Part-time, permanent
Reporting to: Director of Faculty
Start date: ASAP

The Role

To provide highly effective teaching of Geography across all key stages, contributing to the ongoing development of the department.

Key Responsibilities

- To provide highly effective teaching of Geography across the Senior School
- To plan and teach engaging and challenging lessons
- To be responsible for the progress of all students taught
- To be a role model for colleagues and students
- To be a form tutor
- To contribute to the co-curricular life of the school

Teaching and Learning

- To provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge
- To plan effectively to ensure that students have the opportunity to meet their potential, taking account of the needs from those who are underachieving to those who are very able, making use of relevant information and specialist help where available
- Use regular, measurable and significant assessments of teaching
- Complete all reporting on time
- Closely monitor progress and attainment of students and use it to inform teaching
- To set high expectations for pupil behaviour and establish a safe environment that supports learning and where students feel secure and confident
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required



Other

- Actively contribute to the co-curricular life of the School
- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Headteacher
- Be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate
- Contribute to the overall ethos and aims of the School

Please complete the online application form on our website [here](#).

Closing Date: Wednesday 23rd October 2024

Start Date: ASAP

The school reserves the right to appoint prior to the closing date.

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post if successful, including an Enhanced DBS check. Staff must be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree in a relevant subject • Recognised Teaching Qualification 	<ul style="list-style-type: none"> • Additional qualifications/training • Lowland Leader qualification • Ability to teach a second Humanity
Experience	<ul style="list-style-type: none"> • Experience of teaching Geography across the senior school 	<ul style="list-style-type: none"> • Experience of delivering fieldwork • Experience with GIS



Criteria	Essential	Desirable
Teaching & learninge	<ul style="list-style-type: none"> • Excellent classroom practitioner • Commitment to regular and on-going professional development 	
Personal	<ul style="list-style-type: none"> • Good organisational, communication and planning skills • Hardworking • Enthusiastic • Resilient • A strong team player • Good sense of humour 	



ABOUT THE FACULTY

Humanities Faculty

Director of Faculty

Katie Pilgrim Reed

Deputy Director of Faculty

Samira Egala

Geography Lead

Cameron Brady

Accommodation: 2 Classrooms

Teaching: Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
7	KS3 courses follow schemes of work devised within the department specifically in that students focus on one skill per half-term.	4 lessons per fortnight	6 classes of mixed ability students
8		4 lessons per fortnight	6 classes of mixed ability students
9		4 lessons per fortnight	6 classes of mixed ability students
10 & 11	Exam Board: OCR A Geography of the UK Geography of the World Geographical Skills Fieldwork – residential trip to Swanage, day trips to London Docklands and Worthing.	6 lessons per fortnight	Currently four classes in Y11 and four classes in Y10
Sixth form	Exam Board: OCR Earth's Life Support Systems & Coasts Changing Spaces, Migration & Human Rights Debates – Disease, Tectonics. Fieldwork – four day trips across the two years.	6 lessons per fortnight per teacher	1 class of Y12 students 1 class of Y13 students

ICT is used regularly to support pupils' learning at KS4 and KS5. All classes undertake summative assessment on a half-termly basis. Fieldwork is an integral part of our curriculum delivery.

Key Stage 3

In Key Stage 3, the students are taught four 50-minute lesson per fortnight, throughout the academic year. The Schemes of Work have been planned specifically in that students focus on one skill per half-term (for example, fieldwork, geographical literacy, cartography or decision making). Each skill is linked to a specific body of knowledge e.g. rivers, world cities or natural resources.

Key Stage 4 – GCSE Geography

Students study GCSE Geography through Y10 and Y11 following the OCR syllabus. The subject has proved extremely popular as an option. The students follow the examination criteria, covering Geography of the UK in Year 10 and Geography of the World in Year 11. Fieldwork is integral to the delivery of the course including a residential trip.

Key Stage 5 – A Level Geography

A Level Geography is delivered by two teachers, each having six lessons per fortnight. Year 12 students study both physical and human geography and start work on their NEA in the Spring Term of Year 12, with an expectation that data is collected over the Easter break and worked on over the summer. This allows Year 13 to focus on the debates paper and exam technique.

Ms Katie Pilgrim Reed	Director of Humanities Faculty
Miss Samira Egala	Deputy Director of Humanities Faculty
Mr Cam Brady	Geography Lead
Ms Anne Vaughan	Part-time teacher of Geography
Mrs Sarah Clouting	Part-time teacher of Geography
Mr Peter Gillmore	Geography teacher, Head of House



EXTRA BENEFITS

As a member of staff at the Royal Alexandra and Albert School, you will be part of a dedicated, diverse and vibrant community. We value our teachers and support staff, and aim to make the School an environment that is supportive and welcoming.

Members of staff and their families are entitled to free entry to Gatton Park events and free on-site parking. The School's 25-metre indoor swimming pool and fitness centre are open to members of staff free of cost. For both facilities, time slots are scheduled for the use of members of staff only.

There are a number of social events for staff which take place throughout the year, including theatre trips, book clubs, quizzes and staff sports such as yoga, football and rugby. All staff are entitled to free lunch in the School's Dining Room when on duty. There is a varied menu, including vegan and vegetarian meals, which is constantly changing to meet the wants and needs of students and staff. Catering is provided by Harrison Catering Services who prepare fresh and healthy food on-site.

The School's Admissions Policy gives a higher priority to the children of members of staff. In addition, all full time staff, teaching and non-teaching, are entitled to a 33% remission of charges (pro rata for part-time staff).

The School offers membership to appropriate pension schemes for non-teaching staff members and membership to the teachers' pension scheme.

ROYAL
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& ALBERT
SCHOOL



Royal Alexandra & Albert School
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Patron: Her Royal Highness The Duchess of Gloucester
Founded: 1758
Registered charity No. 311945