



MEOLS COP HIGH SCHOOL

Southport
Learning
Trust



RECRUITMENT PACK

Teacher of Geography - Maternity Cover

WHY JOIN SOUTHPORT LEARNING TRUST?

Southport Learning Trust is an inspirational multi academy trust that stands at the forefront of educational excellence and community engagement. Southport Learning Trust is one of the largest employers in Southport and surrounding areas thanks to our collaboration of schools which include *Birkdale High, Greenbank High, Meols Cop High, Range High School, Stanley High, Maghull High, Kew Woods Primary, Merefield School and Bedford Primary School*.

Each of our schools are unique beacons of aspiration in their communities, our connectivity as a Trust makes us even stronger.

The trust is the heartbeat of the local community and its network spans over 6,700 pupils and over 800 employees. Southport Learning Trust is built on its four pillars which enables students to have access to the highest quality of education.

WATCH VIDEO



Southport
Learning
Trust



**Academic
Excellence**

**Professional
Development**

**Inclusive
Education**

**Realising
Aspirations**

Focus directly on school improvement. We are aware of the exceptional practitioners we have in the schools across the Trust. Utilising an Implementation plan focus we will liberate colleagues to prioritise collaboration as a catalyst to sustainable improvement.

‘Professional Improvement is school improvement’. Creating cultures across our family of schools in which professional development is central, will ensure that we are investing in the area that research tells us has the biggest impact on student progress.

Our family of schools are all committed to inclusive education that is ambitious for all. We are driven to remove all barriers for our children and ensure they have equity in access to all areas of our curriculums and wider school life.

Committed to not only raising the aspirations of our students but importantly ensuring those aspirations are realised. Working in true partnership with our communities we will ensure our students are visionary thinkers, ambitious innovators and pioneers of the future.



**EMPOWERING OUR COMMUNITIES TO
POSITIVELY IMPACT THE WORLD**



WHY SOUTHPORT?

Beautiful coastline: Sandy beaches and long promenade provide plenty of opportunities for relaxation and outdoor activities.

Affordable Property: Compared to larger nearby cities, Southport offers more affordable property prices.

Victorian Architecture: The town boasts a wealth of historic buildings, giving it a unique charm and character.

Green Spaces: Southport is home to a number of beautiful parks and gardens, including the Botanic Gardens and Victoria Park.

Proximity to major cities: easy access to nearby cities such as Liverpool and Manchester, making it convenient for work or more urban entertainment.

Health & Wellbeing: The coastal environment is often associated with a better quality of life, including fresher air, lower stress levels, and opportunities for outdoor fitness activities. The beach, parks, and overall tranquil setting contribute to a healthier lifestyle.

Community: The town has a strong sense of community, with various events and festivals throughout the year, such as the Southport Flower Show and Air Show. It's a family-friendly place with good schools and activities for children.



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EMPLOYEE BENEFITS INCLUDE:

Continuous Professional Development and Learning:

At Southport Learning Trust, continuous professional development (CPD) and learning are integral to enhancing a culture of growth and excellence. We will support your career aspirations and support you to thrive in your role.

Generous Pension:

Employees benefit from a generous pension scheme, with Southport Learning Trust offering a competitive contribution, ensuring that staff are well-supported in planning for their retirement. We are part of the Teachers' Pension Scheme for teaching staff and Merseyside Pension Fund for support staff.

Cycle to work scheme:

At Southport Learning Trust, the Cycle to Work Scheme offers employees a fantastic opportunity to promote healthier lifestyles while saving money. Through the scheme, staff can purchase a bike and cycling equipment tax-free, making it more affordable to commute to work sustainably.

Collaborative Working:

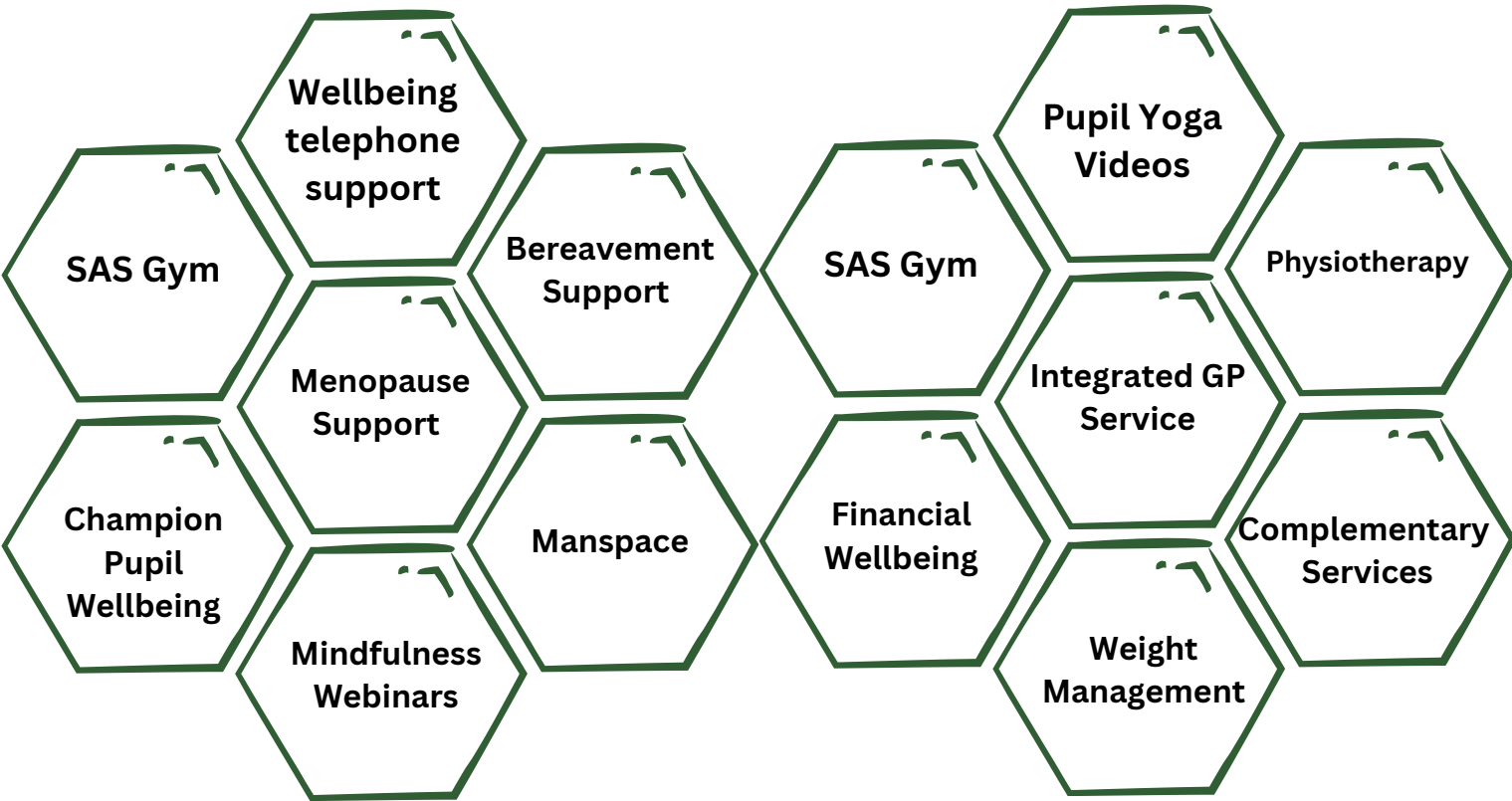
Collaborative working is at the heart of its culture, offering employees the opportunity to thrive in a supportive, team-oriented environment. By working together across schools and departments, staff can share expertise, best practices, and innovative ideas, enhancing both personal and professional development.



School Wellbeing

LEARN MORE

As a trust, we buy in an employee assistance programme 'School Wellbeing' (SAS). This programme gives all employees access to an array of wellbeing support, which includes



EMPOWERING OUR COMMUNITIES TO POSITIVELY IMPACT THE WORLD

ABOUT US

Meols Cop High School is in the heart beat of Southport and plays an integral part within the local community. We prioritise more than just academic achievement; we instil a profound sense of values and ethics in all our students, as part of our school motto **'Brokering Aspirations'**. Anchored by its four foundational pillars: **Academic Excellence, Values Driven, Professional Standards, and Skills and Experiences**, Meols Cop fosters a holistic learning environment that prepares students for future success.

Meols Cop is a successful school at the heart of the local community. We are committed to providing stimulating, challenging and engaging learning experiences for our students and invest heavily in professional development as we believe 'Teacher improvement is school improvement'. Meols Cop High School will offer you extensive career development and bespoke CPD opportunities. Staff are specialists in their areas with strong links to Maths Hubs work, STEM and Research school training programmes. Moreover, we are keen to ensure the wellbeing of our staff, and our Workload Charter highlights our commitment to this.

At Meols Cop we celebrate and support collaboration with local businesses, charities and community groups within the local area, creating meaningful partnerships that benefit both our students and the broader community. We believe that instilling values such as honesty, empathy, respect, and resilience is essential for students to succeed not just academically but also in their personal and professional lives.

At Meols Cop we are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We would encourage you to look at our website, performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Meols Cop High School is part of Southport Learning Trust and benefits of working within the Trust include access to Merseyside Pension Fund, a cycle to work scheme and a private health and wellbeing service. In addition, as part of Sefton's admissions policy children of staff where the member of staff has been employed at a school within the Southport Learning Trust for two or more years at the time at which the admission application for the school is made, their children will be considered for a priority placement at Meols Cop High School.

Meols Cop High school is a truly special place to work. Please don't just take our word for it - interested applicants are strongly encouraged to visit us, meet our team and most importantly, get to know our incredible students. To organise a tour ahead of application, please contact PA to the leadership team, Miss Sarah Byrne on recruitment@meolscop.co.uk



Martin Davis
Headteacher





VALUES DRIVEN

BROKERING ASPIRATIONS

Meols Cop students will be given opportunities to explore, experience and engage with opportunities to embed values that will positively impact our community and develop them as citizens of the world.



PROFESSIONAL STANDARDS

BROKERING ASPIRATIONS

The Meols Cop school community will adopt a professional standards model that will maximise learning opportunities and prepare students for success in the world beyond school.



SKILLS & EXPERIENCES

BROKERING ASPIRATIONS

Meols Cop students will have access to life changing experiences, developing passions and skills which will allow them to broker their aspirations.



ACADEMIC EXCELLENCE

BROKERING ASPIRATIONS

Meols Cop students will experience the highest quality of teaching and learning driven by evidence-informed practice.





APPLICATIONS

Contract: up to 1 year maternity cover

Closing Date: Monday 12th October 2026 at 9am

Interview Date: Monday 19th October 2026

Start Date: January 2027

Salary: MPS1 to UPS3 - suitable for ECT'S

TO APPLY PLEASE VISIT THE VACANCIES SECTION OF OUR SCHOOL WEBSITE

The Trust is required under law and guidance to check the criminal background of all employees. Decisions to appoint will be subject to consideration of an Enhanced Disclosure, including a Barred List check from the Disclosure and Barring Service. Because of the nature of the work for which you are applying this post is except from the rehabilitation of offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

Successful applicants will be required to complete a confidential medical questionnaire and may be required to undergo a medical examination.

The Trust may carry out an online search on shortlisted candidates as part of our due diligence and in line with Keeping Children Safe in Education. This may help identify incidents or issues that have happened and are publicly available online, which we may wish to explore with you at interview.

Prospective candidates are encouraged to submit their applications at the earliest opportunity. All applications must be completed online via the designated application portal. Please note that paper applications will not be accepted.

Applicants should select the **“Apply Now”** option and ensure that the online application form is completed in full. It is essential that all details are accurate and that all required declarations are appropriately signed.

Candidates are required to complete a supporting statement within the online application form. This statement should clearly and concisely outline your relevant experience, the contributions you can make to the role, and any particular strengths or areas of expertise you wish to highlight. The supporting statement must be tailored to the specific post and should be a minimum of 1,000 words.

Please ensure that your employment history is fully accounted for, with no unexplained gaps in your career timeline.

You must provide the details of two professional referees. One referee must be your current or most recent employer, where applicable. **If you are currently employed within a school setting, one of your referees must be your Headteacher.**

CVs will not be considered

Teacher of Geography

Meols Cop High School is seeking an enthusiastic and committed Teacher of Geography to join our successful and highly valued Geography department. This is an exciting opportunity for either an experienced teacher or an Early Career Teacher to become part of a team dedicated to delivering an engaging, ambitious and challenging curriculum that inspires students to think critically about the world they live in.

Geography is a popular and successful subject within the school, led by a team of expert practitioners who share a passion for delivering high-quality lessons and achieving excellent outcomes for all students. Our curriculum is carefully designed to develop students' understanding of both the human and physical world while encouraging curiosity, enquiry and a lifelong interest in global issues.

Key Stage 3

Our Key Stage 3 curriculum takes students on an exciting journey around the world, building geographical knowledge and essential enquiry skills.

Students begin by exploring their place in the world, population change and diversity, before investigating the opportunities and challenges facing different regions of Africa. They develop practical geographical skills through fieldwork conducted around the school environment and deepen their understanding of dynamic physical landscapes through topics on coasts and rivers, and the processes that shape them.

In Year 8, students explore the interconnected nature of our modern world through topics such as globalisation and development. They investigate the causes and impacts of climate change, study weather hazards, including more opportunities for fieldwork within the school grounds, and develop an understanding of the powerful tectonic processes that shape our planet.

Year 9 broadens students' geographical horizons even further through engaging topics including dark tourism, extreme environments, global development and urbanisation. Students compare the growth and development of cities such as Liverpool and Mumbai, examining the challenges and opportunities created by rapid urban change.

Key Stage 4

At Key Stage 4, students follow the Pearson Edexcel GCSE Geography A specification, building upon the strong foundations established at Key Stage 3. Through the study of contemporary geographical issues, students further develop their analytical, evaluative and fieldwork skills while gaining a deeper understanding of the complex interactions between people and environments.

Fieldwork remains a central part of our curriculum, providing students with authentic opportunities to investigate geographical questions and apply their classroom learning in real-world contexts with trips to Liverpool, Wales and The Holderness Coast.

Beyond the Classroom

We believe geography should be experienced as well as studied. Students benefit from a range of enrichment opportunities including national and international visits, curriculum trips, revision sessions and extracurricular activities that enhance learning and foster a greater appreciation of the world around them.

What We Offer

- A fully resourced curriculum from Years 7-11.
- High-quality booklet-based learning resources.
- A collaborative and supportive department committed to professional development.
- Enthusiastic students who enjoy geography and engage positively with learning.
- Opportunities to contribute to curriculum development and enrichment activities.
- A school community committed to helping all students thrive academically and personally.

We Are Looking For Someone Who:

- Is passionate about Geography and committed to achieving the best outcomes for all students.
- Has high expectations and the ability to inspire a love of learning.
- Can deliver engaging, ambitious and challenging lessons.
- Values collaboration and contributes positively to departmental development.
- Is eager to support students both inside and outside the classroom.

We look forward to hearing from you.

Claire Cooper

Subject Leader for Geography

CVs will not be considered

PERSON SPECIFICATION

Classroom teacher skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)

Essential	Desirable
Personal Qualities • Team worker able to collaborate, contribute & share • Strong interpersonal and communication skills • Able to analyse, evaluate and improve own performance by participating in continuing professional development • Able to work independently and demonstrate initiative and as a member of team • Open minded and responsive to change • A positive and enthusiastic attitude • Effective organisational skills • High expectations which inspire, motivate and challenge • Make a positive contribution to the wider life and ethos of the school	Personal Qualities • Experience of team teaching or collaborative approach • Experience of extra curricular subject specific clubs
Subject/Learning and Teaching • Dynamic and passionate dance/PE teacher • Good honours subject specific degree and qualified teacher status • Adaptation of teaching, learning and assessment to respond to the strengths and needs of all students • Knowledge of present and future subject developments • Outstanding teacher placement/observation • Knowledge of history curriculum design and implementation • Promotion of and accountability for students' progress and assessment	Subject/Learning and Teaching • Use of data for intervention and the ability to measure its impact • Awareness of the needs of SEND students • Member of subject organisation or learning and teaching group • Experience in designing and supporting the planning of a KS3 curriculum
Whole Curriculum • Up to date knowledge of the latest educational research • Contribute to whole school initiatives outside of your subject and incorporate them into your teaching e.g. research • Pro-active learning tutor and member of duty team • Committed to the vision of our learning community	Whole Curriculum • Knowledge of Prevent, SMSC and British Values • Willingness to encourage student voice and parental engagement activities • Willingness to offer extra-curricular support and activities

TEACHER JOB SPECIFICATION

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

Supporting our vision	• To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community. • To monitor, support and demonstrate care about the overall progress and development of students as a Teacher/ Learning Tutor. • To facilitate and encourage, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other
Supported by	Subject Leader
Supported to	Deliver outstanding learning experiences and life opportunities
Work Expectations	Full time post. 1265 hours per year
Grade	MPS / UPS
Disclosure level	Enhanced
Collaborative role in your curriculum areas [s]	• To be actively involved in, and to make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies. • To play a fully informed professional role in the self assessment procedures of the curriculum area and the development of agreed targets. • To be fully prepared for directed time meetings and inset within the curriculum area • To be actively involved in extracurricular clubs

Collaborative role in your school:	• To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues. • To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages. • To articulate your personal views, those of your curriculum area and subject new pedagogical development and relate these to the changing needs and aspirations of our students and stakeholders. • To contribute honestly and accurately to whole school self evaluation, intervention and developmental processes. • To adhere to, and be aware of, all school policies and procedures.
Personal effectiveness and professional development:	• To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Performance Management Review Cycle taking responsibility for the successful completion of your targets. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.
Assessment and Intervention	• To maintain appropriate records as per the school marking and assessment policy and to provide relevant, accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of students' progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be responsible for student under-achievement in your classes; the identification of the under-achievement and the planned intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness.

Parental Engagement	• To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Academic Consultation Evenings (outside of contracted days where required) being fully prepared to provide personalised information and intervention strategies that include all concerned. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Academic Consultation Evenings, Information Evenings, and extra-curricular events.
Value for money and safety	• To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff. • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students. • To maintain a positive, safe environment that supports learning in which students feel secure and confident.
Care & guidance	• To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the weekly programme • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To monitor and support individuals on report and target cards.

Classroom skills & expectations

- To plan effectively using the school lesson observation criteria as a guideline.
- To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required.
- To ensure that all students are aware of the grades/levels they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students.
- To undertake a designated scheme of learning and modify to suit the specific class.
- To ensure a high quality learning experience based on acknowledged good practice based on discussed and agreed school approaches and Ofsted subject guidance.
- To contribute to Suspended Timetable activities.
- To research, prepare, update and share subject materials.
- To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus and online learning
- To ensure that arrangements for students, with due regard for IEPs, are in place.
- To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships.
- To operate, in a balanced manner, the school BFL system and send the relevant data to the manager for Reflection
- To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students to become personally responsible for the assessment and monitoring of their own progress.
- To build into the assessment system the opportunities for self/peer reflection and checking.
- To follow the School's Code of Conduct for working with students.
- To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feed-back given.

Staff Expectations	• To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example. • To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives. • To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues. • To support the school in meeting its legal requirements for collective worship. • To actively engage in personal development as agreed. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
Individual needs	This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.
Special Conditions	This post is exempt from the Rehabilitation of Offenders Act 1974. All teachers must have Enhanced CRB disclosure.



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