DBS

CANDIDATE INFORMATION PACK

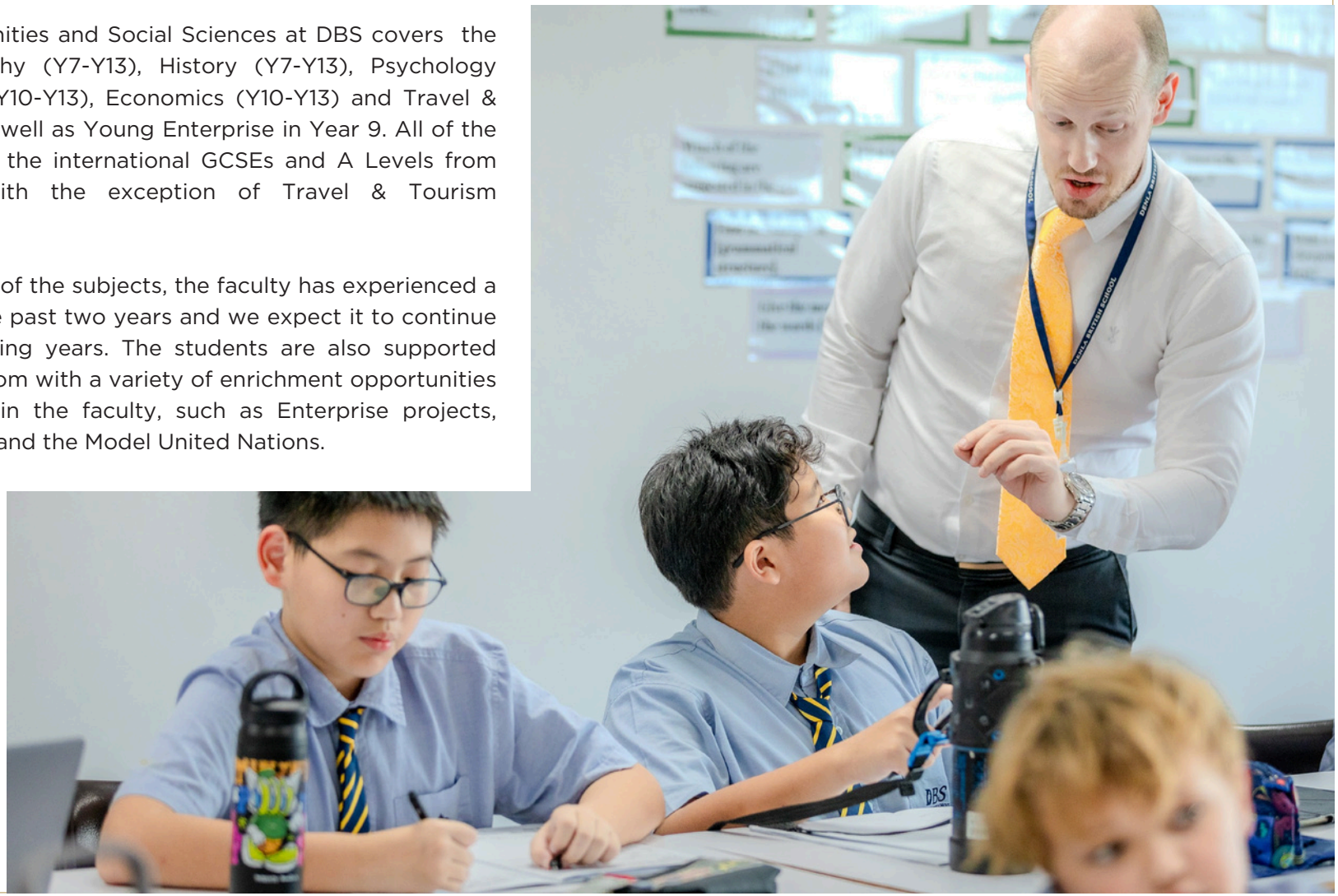
Teacher of Geography

INTRODUCTION

from the Head of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences at DBS covers the subjects of Geography (Y7-Y13), History (Y7-Y13), Psychology (Y10-Y13), Business (Y10-Y13), Economics (Y10-Y13) and Travel & Tourism (Y12-Y13), as well as Young Enterprise in Year 9. All of the exam subjects follow the international GCSEs and A Levels from Pearson Edexcel, with the exception of Travel & Tourism (Cambridge).

Due to the popularity of the subjects, the faculty has experienced a lot of growth over the past two years and we expect it to continue to do so in the coming years. The students are also supported outside of the classroom with a variety of enrichment opportunities led by teachers within the faculty, such as Enterprise projects, Community outreach and the Model United Nations.



JOB DESCRIPTION

Teacher of Geography

The Role

We are looking for a Geography teacher who recognises the importance of making the most of every lesson. You will be a creative and energetic professional who is prepared to grow and work hard with an existing, united group of Humanities staff. You will have good classroom management awareness and excellent subject knowledge. You should be able to demonstrate a teaching toolkit that can be adapted across the age range from Year 7 to Year 13. At the heart of the Faculty's philosophy is a strong emphasis on cultivating exceptionally positive relationships. We hold in high regard the connections we establish with parents, students, and within our team. To thrive in our environment, you should possess excellent communication skills and a sincere commitment to inspiring the best in everyone you interact with. Those with experience or interest in also teaching History will have an advantage.

The Teacher of Geography must subscribe fully to the core values of DBS, and understand how academic study, pastoral care and co-curricular activities contribute equally within it. The Teacher of Geography will be responsible to the Head of Humanities and Social Sciences.





KEY RESPONSIBILITIES

School Values and Ethos

- To actively promote our Unique DBS Vision through enthusiastic participation in all areas of School life.
- To cultivate an inclusive culture that values, honours, and welcomes diversity in all dimensions of our School life.
- To share and support the School's commitment to provide an all-round, outstanding education for all our students.
- To always set high expectations, which inspire, motivate and challenge students.
- To have the highest aspirations for all our students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care for all students.
- To respect and support Thai culture.

Safeguarding Responsibilities

- To uphold the highest standards of safeguarding, consistently promoting the safety and well-being of all students in line with the school's Child Protection and Safeguarding Policy.
- To be vigilant in recognising the signs of abuse or harm, and to follow all school procedures for reporting concerns about students or adults without delay.
- To ensure that safeguarding is embedded in daily practice, including classroom interactions, co-curricular activities, off-site visits, and digital environments.
- To complete all required safeguarding and child protection training, including regular refreshers, and to remain fully informed of policy updates and expectations.
- To support a culture of openness, fairness, trust, and respect where all students feel safe, heard, and valued.
- To contribute to a shared responsibility for safeguarding by proactively collaborating with colleagues, Designated Safeguarding Leads, and relevant external agencies when appropriate.



Curriculum

- To deliver a broad, balanced and effective curriculum.
- To facilitate and encourage high quality learning which provides children with the opportunity to achieve their full potential.
- To deliver well-planned, engaging and creative lessons, ensuring that the needs of all children are met.
- To differentiate appropriately, using approaches that enable every student to access the learning and make excellent progress.
- To demonstrate excellent subject knowledge in all relevant areas.
- To set students challenging learning and developmental goals, and to draw upon varied strategies, resources and technologies to support students in achieving these goals.
- To follow school procedures for assessing, recording and reporting on students' achievements and to use this information effectively to convey progress in report writing and record keeping.
- To provide students with regular written and oral feedback and encourage them to reflect and respond to their feedback.
- To support the department in promoting Thai values and Thai culture, and to support the organisation of Thai cultural school events.
- To participate fully in the Denla British School co-curricular and school activity programme.

Policies, Procedures and Parents

- To follow and implement school policies and procedures in and out of the classroom.
- To provide a safe, purposeful and well-managed learning environment.
- To prepare assemblies and talks as and when appropriate.
- To value the home-school partnership, working closely with other members of staff to establish and manage good relationships with parents.
- To report to parents on the development, progress and attainment of students, in line with the Assessment and Reporting Policy.

Professional Standards

- To attend assemblies, departmental meetings, parents' evenings, school functions, residential trips and other staff meetings as appropriate.
- To undertake supervisory duties during the school day.
- To recognise the importance of being an exemplary role model to all children within the School.
- To maintain high standards of professional behaviour in accordance with the school ethos, including timekeeping and personal presentation.
- To take personal responsibility for evaluating and reflecting upon your teaching in order to continually develop and improve your practice.
- To always maintain professional and productive relationships with colleagues.

Commitment to Professional Development

- To take ownership of improving one's own practice while also supporting a culture of collective growth across departments and year groups.
- To engage actively in ongoing professional development, demonstrating a commitment to reflective practice and continuous improvement.
- To take full advantage of in-school training opportunities and contribute to the professional learning culture through collaboration, coaching, or sharing best practice with colleagues.
- To participate in professional learning aligned with school priorities, student needs, and personal development goals, including safeguarding, wellbeing, and intercultural understanding.
- To stay informed of current educational research, innovations in teaching and learning, and subject-specific developments, applying them where appropriate to improve practice in line with the school's strategic priorities..
- To seek and respond to feedback in a professional manner, using it to enhance teaching effectiveness and student outcomes.

Contribution to School Improvement, Innovation and Use of Technology

- To contribute actively to the school's strategic goals and improvement priorities, including those linked to accreditation processes.
- To participate in innovation and development projects that enhance learning, wellbeing, or global citizenship across the school.
- To bring creativity and evidence-informed practice to initiatives that improve student outcomes, teacher effectiveness, or community engagement.
- To collaborate with colleagues in project teams, curriculum reviews, and evidence-based professional learning focused on the school's future aspirations.
- To integrate technology meaningfully into teaching and learning in ways that enhance engagement, creativity, and personalised learning.
- To model and promote ethical, responsible, and safe use of digital tools among students, aligned with the school's digital citizenship framework.
- To stay informed of developments in educational technology and incorporate relevant innovations that support high-quality learning.
- To use digital tools effectively for assessment, communication, collaboration, and resource creation.
- To support the development of students' digital literacy and critical thinking skills, preparing them for life in a connected and rapidly evolving world.

Person Specification
(E is Essential; D is Desired)

Qualifications

- Bachelor's Degree related to Geography. (E)
- Postgraduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (D)

Skills and Experience

- Excellent working knowledge of the National Curriculum for England. (E)
- A high level of subject knowledge. (E)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (E)
- Experience of preparing students for GCSE/IGCSE Geography examinations. (E)
- Experience of preparing students for A-level Geography examinations (IB experience would be considered). (D)
- Experience of delivering all Humanities to students in KS3. (E)
- Experience for preparing students for field work and the completion of coursework. (E)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Knowledge and understanding of recent educational developments and best practice. (E)
- Experience of curriculum development in the subject. (D)
- Experience of working with children who have English as a Second Language. (D)
- A minimum of two years of relevant teaching experience. (D)
- An understanding of how Digital Technologies can be used to enhance the curriculum. (D)
- An understanding of the demands of a UK independent day school environment. (D)

Personal Qualities

- Ability to stretch the most able students, whilst also ensuring the curriculum is accessible to all. (E)
- Ability to inspire children with a love of learning. (E)
- An understanding of the needs, challenges and opportunities of an international school community. (E)
- Strong personal-relations and team-working skills. (E)
- Ability to use ICT to enhance learning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- Rigorous can-do attitude, positive team player with a sense of humour. (E)
- Be willing to work hard and with enthusiasm, avoiding a 'nine-to-five' approach. (E)



REMUNERATION

This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through through the school's **TeachApply Portal.**

If you have any additional questions about the role then please contact:
Pattarawan Ruenroeng, Headmaster's PA at pattarawan.r@dbsbangkok.ac.th




DENLA BRITISH SCHOOL



DBS

Always to Greater Things