

Dover Grammar School for Girl

Applicant Information

Curriculum Lead for Science


(TLR1c £10,203 pa)

Possible Recruitment and Retention for a suitable candidate
Required: September 2022



Dover Grammar School for Girls is an Outstanding Grammar School which fosters excellent academic standards combined with a strong and caring community. It is also an innovative school where staff are encouraged to look constantly at various ways of improving every aspect of our work. It is a place where students can enjoy the very best education.

Dover Grammar School for Girls is committed to safeguarding and promoting the welfare of our students, so the interview will include questions relating to child protection. Members of the interview panel have undergone Safer Recruitment training. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and an enhanced DBS check will be required prior to appointment.

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Applicant Information

Dear Applicant

Thank you for your interest in the post of Curriculum Lead for Science. This is an exciting opportunity to join the team at one of Kent's highest performing grammar schools.

About the School

Dover Grammar School for Girls is a selective school with 681 girls in Key Stage 3 & 4 and a co-educational Sixth Form of 225 students. We have been oversubscribed for many years and have twice been rated 'Outstanding' by Ofsted, the latest inspection was 2013.

Dover Grammar School for Girls is an inclusive, selective school with over 100 years' experience of providing education for our local community. We are highly respected within the local community and are committed to providing top quality teaching and learning in an inclusive and high performing learning environment. We have been oversubscribed for many years and remain a popular choice with parents and students alike.

Our results in 2021 were outstanding, once again, with 48% of all grades at A level being A*-A and 74% being A*-B and a pass rate of 100%. At GCSE, 51% of all grades were at 7, 8 or 9 (equivalent to the old A and A* grades) with 64% of students achieving at least one grade 8 or 9 (equivalent to the old A* grades).

The school's Progress 8 score has historically been significantly positive. Although we are extremely proud of our students' past achievements, we recognise that there will always be areas for improvement, and each year we believe that we can do even better.

Our students are bright, articulate, fun to be with and rightly expect that their teachers will share and encourage their aspirations. As teachers, we all offer students every possible opportunity beyond the classroom with a wide range of extra-curricular activities, support and pastoral care. We offer wellbeing support and aim to develop not just the academic abilities of our students but also to give them the confidence, life skills and personal qualities and values to succeed in a fast moving and competitive world.

We all currently find ourselves in a very unusual time which is not ideal when recruiting to such a crucial role in the school and I also appreciate that this may not be easy for applicants. Therefore, it is important that I try to give you a feel for the school. I will provide a brief summary of the school below, to give you a virtual window into our DGGs community. I also wish to direct you to our school website, www.dggs.kent.sch.uk where we have several videos and information that may help to familiarise you with our expectations, standards and ethos.

Our foundations are built upon our vision tri-colon which is 'Building Character, Fostering Respect and Achieving Success'. We also practise 5 Character Values which we believe underpin good citizenship and are the qualities which we wish to celebrate within school. These were decided upon after consultation with the staff and students alike. The values represent what we as a community value in each other and are central to our ethos and practice. You can read more detail on our website regarding the vision tri-colon and Character Values of Mutual Respect, Intellectual Curiosity, Compassion, Courage and Moral Purpose.



Applicant Information

About the Role

We are looking for an enthusiastic, innovative and forward-thinking Curriculum Lead for Science, to lead our successful and dedicated Science department.

We are seeking an outstanding practitioner who is able to teach GCSE and A Level Science and is willing to contribute to the co-curricular offer in the school. The successful candidate must also be able to support those who find the subject more challenging whilst also stimulating and stretching the more able students.

This post requires an ambitious, innovative, hardworking individual who is committed to leading and working with other departmental staff. The successful candidate must be able to give our students the confidence and knowledge to reach their highest potential.

We are looking for a dynamic and forward-thinking individual who will be able to balance the demands of managing the day-to-day teaching and improve the opportunities available to our students and wider community. The successful candidate must demonstrate professionalism, be able to work on their own initiative, as well as working as a team member, and have a positive, collaborative and 'can do' approach.

DGGS is a supportive and inclusive school community who are committed to working together to ensure that our students are provided with the highest academic standards. We work hard, but we enjoy what we do.

If you share our passion, energy, enthusiasm and determination to ensure the highest quality of education and support for our students then we look forward to receiving your letter of interest and completed KCC application form, which can be downloaded from our website and Kent Teach. To assist you in this process we have included a job description, person specification and a statement from the Science Department.

The closing date for receiving your application is midday, Friday, 20th May 2022 with interviews taking place on Wednesday, 25th May 2022.

Yours sincerely,

RCF Benson
Headteacher

Dover Grammar School for Girls

Person Specification



Required

- Qualified Teacher Status
- Education to degree level in an appropriate subject
- Evidence of successful and innovative teaching
- Strong subject knowledge
- ICT proficiency
- Energy and enthusiasm
- Highly organised
- Evidence of commitment to Continuing Professional Development
- Evidence of commitment to extended learning for students beyond the classroom

Desirable

- Evidence of contribution to whole school development
- Knowledge and understanding of current educational issues
- Experience as a form tutor, including academic monitoring and support
- Experience of teaching in a selective school
- Evidence of networking within and beyond school
- Evidence of providing extra-curricular activities

Dover Grammar School for Girls

Subject Teacher Job Specification



Academic Success

- Monitoring, assessing, recording and reporting effectively and on time
- Preparing students for the appropriate public examinations
- Having an awareness of teaching groups' abilities and a commitment to add value

Building Character

- Participating in training and development activities
- Attending and taking assemblies

High Quality Teaching & Learning

- Promoting positive attitudes to students, parents and colleagues
- Planning, preparing, teaching and marking appropriate work
- Participating in arrangements for own annual performance review
- Reviewing teaching methods with a real focus on how students throughout the school and 6th form learn in each lesson
- Reviewing and amending schemes of work/programmes of study as appropriate
- Maintaining good order in the classroom at all times with regard to agreed school procedures
- Supervising students before, during and after school and ensuring supervision duties are undertaken promptly and professionally
- Communicating and consulting with parents, colleagues and outside agencies as necessary

High Quality Environment

- Ensuring teaching rooms are conducive to learning, are tidy and are left in the correct manner for colleagues
- Utilising display space to inform, challenge and celebrate the subject

Commitment to the school, the local and the global community

- Covering for absent colleagues where necessary
- Encouraging and supporting the students as they develop as young people and citizens of the future
- The subject teacher will carry out the professional duties as set out in the current School Teachers' Pay and Conditions Document, subject to any amendments due to government legislation

Dover Grammar School for Girls

Subject Leader Job Specification



- Subject Leaders are line managed by a member of the Senior Leadership Team
- The department's subject teachers are line managed by the Subject Leader
- The Subject Leader will carry out the professional duties as set out in the current School Teachers' Pay and Conditions Document, subject to any amendments due to government legislation
- This role also requires you to be a subject teacher and a form tutor, as set out in the Staff Handbook

Academic Success

- Setting appropriate but challenging departmental targets for the subject with the department members and for the students
- Ensuring effective and accurate assessment
- Ensuring the department's public examination results are maintained and consistent with our ongoing high standards
- Choosing and developing appropriate courses across the age and ability range

Building Character

- Team building through delegation and consultation
- Planning and evaluating own and departmental CPD
- Ensuring a departmental contribution to extended school activities (subject club, trips, revision sessions, etc.)
- Managing change, resolving conflict and empowering individuals and teams

High quality teaching and learning

- Monitor the quality of teaching within the department
- Promoting positive attitudes with students, parents and colleagues and generating subject enthusiasm
- Setting high standards for the department in terms of teaching and punctuality of records/paperwork
- Maintaining high standards by reviewing how students learn and keeping practices current by means of training, observations and the sharing of good practice
- Selecting new staff and deploying staff appropriately and effectively
- Managing departmental performance reviews and contributing to own performance review
- Ensuring subject learning continues when colleagues are absent

High quality environment

- Ensuring subject rooms are conducive to learning
- Deploying and managing departmental resources effectively, appropriately and fairly
- Utilising subject display boards in corridors and classrooms to celebrate, inform and challenge

Dover Grammar School for Girls

Subject Leader Job Specification



Commitment to the school, the local and the global communities

- Ensuring that all departmental documentation, including programmes of study and schemes of work give appropriate reference and relevance to equal opportunities, citizenship, work-related learning and enterprise
- Communicating, where possible, the subject's relevance and importance to our community
- Ensuring departmental contributions to whole school events, policies and overall school ethos
- Liaising with other departments, primary schools, other secondary schools, the local community and relevant outside organisations, institutions and professional bodies

Dover Grammar School for Girls

Science Department Statement



Students at Dover Grammar School for Girls place a strong emphasis on their success in the science subjects. They have an appetite for learning and understand the importance of a firm grounding in science to equip them for their future. As an important part of STEM education our aim is to prepare students for post-secondary study and the 21st century workforce. Taking students beyond the curriculum to explore careers and opportunities in science related fields is a high priority for us. Enrichment days, trips and talks enable students to reach beyond their current experiences.

September 2019 saw the opening of a new science building, the Elizabeth Garrett Anderson Centre, comprising four state of the art laboratories. There are three further laboratories in adjacent buildings. This has brought the whole science team together and enabled increased collaboration between the three science subject areas. The two technicians are highly experienced and practical support is second to none. Direction and leadership of the three subject areas is provided by the subject leaders for Biology, Chemistry and Physics with oversight from the Curriculum Lead for Science.

Students follow the AQA Activate scheme at Key Stage 3 during years 7 and 8 with four periods of 50 minutes per week. Integrated into the scheme are extension elements which enable these able pupils to explore selected topics in greater depth. The curriculum has been carefully structured to ensure a smooth KS2 to KS3 transition with students being appropriately challenged from the outset.

Delivery of the GCSE course begins in year 9 with students having four periods per week. All students are taught the AQA triple science syllabus at this stage. In year 10 just under half of the girls continue with triple science, the rest following the AQA Trilogy combined science route. In years 10 and 11 classes are taught for two periods per subject, by subject specialists.

In the Sixth Form science A levels are popular. For students who have gained a grade 6 at GCSE, additional STEM access lessons provide further support on the key scientific skills and competencies which will allow these students to succeed at a high level in their A level studies.

Staffing

The Science Department comprises 10 teaching staff and 2 Technicians.



Centre Assessed Results for 2020

A Level	A*	A	B	C	D	E					
Biology	0	4	10	7	5	1					
Chemistry	1	2	3	6	3	2					
Physics	1	1	3	4	2	4					
GCSE	9	8	7	6	5	4					
Physics	6	16	19	12	6	0					
Biology	6	12	18	19	4	0					
Chemistry	6	15	15	16	7	0					
GCSE	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	
Combined Science	1	3	6	13	10	10	11	7	6	1	

Teacher Assessed Grades for 2021

A Level	A*	A	B	C	D	E					
Biology	0	9	4	7	6	0					
Chemistry	0	6	7	5	3	1					
Physics	3	3	6	10	7	0					
GCSE	9	8	7	6	5	4					
Physics	13	14	18	9	4	0					
Biology	13	18	13	11	3	0					
Chemistry	9	12	17	16	3	0					
GCSE	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3
Combined Science	2	3	3	11	7	18	13	7	7	3	0