



**Mayfield Grammar School  
Gravesend**

**Appointment of  
Teacher of Humanities  
required from September 2022  
(Fixed term one year position)**

**Closing date: 1.00 p.m. – Friday 20<sup>th</sup> May 2022  
Interviews to be held shortly after the closing date**



# Mayfield Grammar School Gravesend

Pelham Road, Gravesend, Kent DA11 0JE  
Telephone: 01474 352896 Fax: 01474 331195  
Website: [www.mgsg.kent.sch.uk](http://www.mgsg.kent.sch.uk) Email: [enquiries@mgsg.kent.sch.uk](mailto:enquiries@mgsg.kent.sch.uk)

## **Teacher of Humanities (History, Geography & RE)** **Fixed term one year position** **Full Time. Required from September 2022** **ECT, Main Professional Scale, UPS**

This is an exciting opportunity to join Mayfield Grammar School to teach Humanities up to GCSE level and A Level. The successful candidate should be able to offer History with RE or Geography.

We are looking to appoint an enthusiastic and committed teacher who is flexible, highly motivated and creative. The successful applicant will possess sound knowledge of their subject and be able to maintain the excellent results in this popular area of study.

The person appointed will receive high quality mentoring and support. There is plenty of scope to be involved in a wide range of extra-curricular activities and to play an important role in the school's growth and development.

You will be joining a very successful department within a high performing 11-18 selective girls' school with boys in the Sixth Form. The school has a high profile for achievement locally and nationally and prides itself on its strong record of internal professional development. The school was judged by Ofsted to be 'Outstanding' in all categories of inspection in June 2013.

Further details and an application form are available from the Staff Vacancies section of the school website [www.mgsg.kent.sch.uk](http://www.mgsg.kent.sch.uk)

Applications made via TES Online will be accepted.  
CVs will not be considered and should not be submitted.

All applications with a covering letter addressed to Mrs E Wilson, Headteacher  
Closing date 1 p.m. Friday 20<sup>th</sup> May 2022  
Interviews to be held shortly after the closing date.

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***



## Mayfield Grammar School, Gravesend

Mayfield Grammar School, Gravesend is a selective girls' school with boys in the sixth form which is situated in the town of Gravesend, with easy access to the A2 and M25 and a direct rail link to Charing Cross. In February 2012 we converted to Academy Status and the school celebrated its Centenary throughout 2014/15.

The school occupies two sites. One houses the original 1926 building with its distinctive quadrangle and bell tower, surrounded by its playing fields. New Science, Technology and Dining facilities opened across 2020-2021. Our second site has specially designed facilities for Technology, Sports and Drama which opened in 1995. There is ICT provision on both sites and a new teaching block will open in September 2022 to house our Learning Resources Centre, Music, Multi-purpose Sports Hall, additional classrooms and specialist IT rooms.

The school is an 11-18 grammar school. Entry at age 11 is via the Kent 11 plus selection procedure comprising nationally standardised Verbal, Non-Verbal and Mathematics tests. The procedure allows admission of the top 25% of the ability range. An optional additional opportunity to assess eligibility for admission is available through the Mayfield testing procedure.

The school was judged to be Outstanding by Ofsted in June 2013. Ofsted reported that "achievement in all subjects including English and Mathematics is exceptionally high" and that "The behaviour of students is exemplary. They engage enthusiastically with their learning, are courteous, polite and keen to contribute fully to the life of the school".

We are an outward looking school determined to provide the highest quality education by capitalising on opportunities available to the school. We work as a team where the contributions of all the staff are equally valued. We place major importance on providing new staff with an effective induction into the school and all staff are constantly seeking to improve their professional practice through external and internal training. Governors, parents and the community are extremely supportive of the work of the school.

The Senior Team consists of the Headteacher, a Deputy Headteacher and five Assistant Headteachers. Curriculum Leaders lead their subject teams to ensure a high-quality teaching and learning experience for all our pupils. Pastoral care is led by an experienced team of Learning Leaders who work with Form Tutors and are supported by Key Stage Co-ordinators (AHTs). A House System was introduced in September 2020. Merit points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall at the end of the academic year.

The teaching staff are supported by Administrative Staff in the main office, a Reprographics Assistant, a LRC Manager, Finance staff, an Assessment Officer, a Cover and Examinations Officer, Pastoral Support Managers, Learning Supervisor team as well as a team of Technicians. A Premises Manager, supported by two assistants, looks after the two sites.

The curriculum follows National Curriculum guidelines. All students have the opportunity to gain ten or eleven GCSEs at the end of Year 11.

There are circa 1319 students on roll, 320 of whom are in the Sixth Form.

From 2018, we expanded the Pupil Admission Number (PAN), to 180. For the last five years, the school has admitted above PAN, and from September 2021 we increased our PAN to 210.

Extra-curricular activities include a full sporting programme, choirs, orchestras and other club activities. A large number of students participate in the Adventure Service Challenge (Lower School) and the Duke of Edinburgh Award scheme (Upper School and Sixth Form). There are Conferences, the Graduation Ball and many other opportunities for students to participate in events outside their classroom studies. The school enjoys strong links with the local business community and runs a full Careers (CEIAG) programme. The school runs an extensive programme of trips and visits both locally, nationally and abroad for all year groups.

Mayfield Grammar School, Gravesend is a happy community where we foster excellent relationships between staff and students.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at [www.mgsg.kent.sch.uk](http://www.mgsg.kent.sch.uk)

# Mayfield Grammar School, Gravesend

## HUMANITIES DEPARTMENT

A position has arisen for a Teacher of History. The person appointed will join a lively, experienced, enthusiastic and academically successful Humanities Faculty comprising of Geography, History, RE and Social Sciences (Sociology, Psychology and Government & Politics).

Ms Karen Burke	Faculty Leader and Subject Leader of RE
Mrs Helen Soan	Teacher of RE
Mrs Louise Absolon	Assistant Headteacher and Teacher of History, Government & Politics Subject Leader History & Politics and Criminology
Mr Warren Valentine	Subject Leader of History & Politics
Mrs Susan Berry	Teacher of History
Mr Scott Harrison	Teacher of History & Politics
Mr Charlie Shaw	Teacher of History & Politics
Mrs Caroline Kemp	Deputy Headteacher, Teacher of Geography
Mr Tom Orr	Subject Leader for Geography
Mr Mike Zanier	Learning Leader for Year 9, Teacher of Geography and Business Studies

The department is supported by a technician, who is shared with the English Faculty.

The Humanities are taught in a series of adjacent rooms over two floors. Each subject has access to interactive whiteboards but not every room has this facility at present.

## HISTORY DEPARTMENT

The History department at MGSG endeavours to provide a framework for its students within which they can develop historical knowledge and understanding, and also a range of subject specific and transferable skills.

### **Lower School**

In Years 7 and 8 students study a traditional range of British and European history between 1066 and c.1700. We continue to reflect on the balance of social, political and economic history we teach, with enquiries looking at history from above and below. Our evolving curriculum continues to look at the balance between local, national and international histories and the relationship between them.

### **Upper School**

In Year 9 students follow a transition course focused on Britain 1700-1918 for the first half of the year. From around February onwards students begin following the content of our first GCSE unit on the USA after 1920. Those opting to continue the study of History in Years 10 and 11 will follow the AQA specification which includes units on International Relations 1919-1939 and the post WW2 history of the United States. Students will also deepen their knowledge of British history through studying units on Medicine and Health through time and life in Norman England in Year 11.

## **RE DEPARTMENT**

Religious Education provides our students with an understanding of the world of faith. We cover the world's major religions with the aim of expanding knowledge and respect for people of all faiths and none. It is our hope that by the end of the course all students will have a better understanding of people, both in their local community and in the wider world and be 'buzzing with questions' they want to explore answers to.

We follow the Kent Agreed Syllabus (KAS) and study Christianity, Sikhism, Islam and Buddhism in the Lower School. The students explore key religious questions about beliefs, spirituality and expression of faith in a social and cultural context, as well as ethical responses to some of the key moral issues of our day. While studying the religious responses we also acknowledge and allow students to explore Humanist and non-religious responses and we believe that it is very important to allow the students to make up their own mind on these issues so that they feel equally comfortable reflecting on their own religious view or just on their opinion about an issue. Where possible we also consider Jewish and Hindu views.

In the Upper School, Year 9 continue to follow the Kent Agreed Syllabus for part of the Year and will do a Short Course GCSE in Philosophy for the other part of the year. Then in Year 10 and 11 we offer a full course GCSE. This GCSE is a study of the beliefs and practices of two world religions and an investigation into Philosophical and Ethical issues with reference to the two faiths, Christianity and Buddhism, we also continue to explore atheistic and Humanist views when appropriate to debate and studies. This course is aimed at pushing the student's understanding of the world around them and the different views that people hold on key issues that affect all our lives.

We also run a short course GCSE in Religious Education for those students not opting to do the full course GCSE. This is a study of Christian and Sikh beliefs and we consider Relationships and Crime and Punishment as our two ethical issues. In the Sixth Form we offer a series of conferences that explore different religious and ethical issues. This is in line with legal requirements both at local and national levels.

## **GEOGRAPHY DEPARTMENT**

Geography is taught across the whole school by an experienced team of teachers. In the Lower School (Years 7-8) and in Year 9 it is taught as a distinct and compulsory subject. It is a popular choice for GCSE with usually two or three groups in both Years 10 and 11. At A-level we are proud that many of our students in recent years have proceeded to study geography or related disciplines at universities including Oxbridge. Details of our programme of study are included below. The department works closely together sharing good practice and resources on a regular basis.

Fieldwork is an important component across all year groups and the department looks to promote extra-curricular activities and trips for the wider school. In recent years the department has led successful overseas residential trips to both the South Western USA and Iceland.

With the major curriculum developments over recent years, there is huge scope for the right candidate to support the development of the Geography curriculum at Mayfield Grammar School to ensure we continue to provide an exciting and innovative programme of study for all our students.

### **Lower School**

The topics studied each year contain a mixture of physical and human elements, some of which are changed and updated on an annual basis as we endeavour to maintain a

fresh and current approach to our subject. In addition, we have recently added a Geography in the News strand to the course which covers a range of topic issues across a range of scale and locational knowledge. In Year 7 the focus is very much on consolidating the foundations of geographic knowledge with units covering rivers and the water cycle, population and migration, coasts and coastal processes, economic activity and weather and climate change. In Year 8 the outlook is more global looking at key global issues in the context of Africa, China and India alongside natural resources and a local area sustainability project.

The overall aim is to give a good understanding of the world and its issues to all our students. The dynamic nature of the Lower School syllabus gives us the opportunity to study topics in more depth and relate to current global events as they occur. Time is also allocated for field trips, to locations such as Reculver to study coasts and the local area to investigate sustainability, which are an important part of our syllabus.

In Years 7 there are three lessons per fortnightly timetable for geography, in Year 8 there are four lessons per fortnight.

## Job Description

<b>Post Title:</b>	Classroom Teacher
<b>Post Holder:</b>	
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher/Form Tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>• To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.</li> </ul>
<b>Reporting to:</b>	Curriculum Line Manager
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• To contribute to the Curriculum Area development plan and its implementation.</li> <li>• To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives.</li> <li>• To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> </ul>
<b>Staffing Staff Development: Recruitment/ Deployment of Staff:</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• To engage actively in the Performance Management Review process.</li> <li>• To ensure the effective/efficient deployment of classroom support where appropriate.</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> </ul>

<p><b>Teaching:</b></p>	<ul style="list-style-type: none"> <li>• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials/share with colleagues in the team.</li> <li>• To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>• To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> <li>• To communicate effectively with the parents of students as required.</li> <li>• To maintain appropriate records and to provide relevant accurate and up to date information for the management information system.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To track student progress and use information to inform teaching and learning.</li> </ul>
<p><b>Form Tutor Role:</b></p>	<ul style="list-style-type: none"> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To be the first point of contact for students in the tutor group for both academic and welfare concerns.</li> <li>• To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare.</li> <li>• To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System.</li> <li>• To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings.</li> <li>• To evaluate and monitor the progress of students and keep up to date student records as may be required.</li> <li>• To contribute to the preparation of Action Plans, progress files, reviews and school reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> </ul>

	<ul style="list-style-type: none"> <li>• To communicate as appropriate, with the parents of students and with outside agencies.</li> <li>• To contribute to PSHE and citizenship and enterprise learning according to school policy.</li> <li>• To apply the Behaviour Management systems so that effective learning can take place.</li> <li>• To make effective use of form time to progress student learning.</li> </ul>
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<b>Other Specific Duties</b>	<ul style="list-style-type: none"> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school's corporate policies.</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care.</li> <li>• To support the wider life of the school by supporting (when requested) the Mayfield Challenge Co-ordinator in attending the Mayfield camps that operate in Year 7 and Year 8 or/and support the school's DofE (<i>Duke of Edinburgh's Award</i>) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description.</li> <li>• First Aid qualification (or willing to train) preferred.</li> <li>• To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work.</li> <li>• To undertake any other duty as specified by STPCB not mentioned in the above.</li> </ul>

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

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, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## Job Description

<b>Post Title:</b>	Classroom Teacher
<b>Post Holder:</b>	
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher/Form Tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>• To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.</li> <li>• To support the delivery of MGS extra-curricular activities.</li> </ul>
<b>Reporting to:</b>	Head of Department
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• To contribute to the Curriculum Area development plan and its implementation.</li> <li>• To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To assist the Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives.</li> <li>• To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> </ul>
<b>Staffing Staff Development: Recruitment/ Deployment of Staff:</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• To engage actively in the Appraisal Review process.</li> <li>• To ensure the effective/efficient deployment of classroom support where appropriate.</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials/share with colleagues in the team.</li> <li>• To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>• To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> <li>• To communicate effectively with the parents of students as required.</li> <li>• To maintain appropriate records and to provide relevant accurate and up to date information for the management information system.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To track student progress and use information to inform teaching and learning.</li> </ul>
<b>Form Tutor Role:</b>	<ul style="list-style-type: none"> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To be the first point of contact for students in the tutor group for both academic and welfare concerns.</li> <li>• To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare.</li> <li>• To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System.</li> <li>• To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings.</li> <li>• To evaluate and monitor the progress of students and keep up to date student records as may be required.</li> <li>• To contribute to the preparation of Action Plans, progress files, reviews and school reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with outside agencies.</li> <li>• To contribute to PSHE and citizenship and enterprise learning according to school policy.</li> <li>• To apply the Behaviour Management systems so that effective learning can take place.</li> <li>• To make effective use of form time to progress student learning.</li> </ul>
<b>Other duties</b>	<ul style="list-style-type: none"> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school's corporate policies.</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.</li> </ul>

- To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care.
- To support the wider life of the school by supporting (when requested) the ASC (Adventure Service Challenge) Co-ordinator in attending the ASC camps that operate in Year 7 and Year 8 or/and support the school's DofE (Duke of Edinburgh's Award) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description.
- To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

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.

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Sign:

Date:

