



**Mayfield Grammar School
Gravesend**

**Appointment of
Subject Leader of History and Politics (Sixth
Form)
required from September 2023**

Closing date: 1pm – Monday 24th April 2023

Interviews will be held shortly after closing date



Mayfield Grammar School

Gravesend

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Subject Leader of History and Politics (Sixth Form) **Full Time. Required from September** **Main Professional Scale/Upper Professional Scale** **(TLR 2B £5,023 & R&R £1,360 will also be paid for this position)**

This is an exciting opportunity for an enthusiastic and committed teacher to join this very successful 11-18 selective girls school with boys in the Sixth Form. We are looking to appoint a suitably qualified colleague to lead our History and Politics Department.

We are looking to appoint a well qualified colleague who is flexible, highly motivated and creative. The successful applicant will possess a passion for the study of History and Politics, remain up to date with developments in the teaching of the subjects 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, including the popular History Society, 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.msgg.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 must be received by **1.00pm on Monday 24th April 2023**
Interviews to be held shortly after 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 which houses 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, Senior Assistant 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) and the Senior Assistant Headteacher. A House System was introduced in September 2014. 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 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.

The school PAN is 210 for year 7 entry.

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 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.co.uk

Mayfield Grammar School, Gravesend

HISTORY/POLITICS DEPARTMENT

A position has arisen for a Subject Leader for History who will also support the Politics curriculum within this school. The person appointed will join a lively, experienced, enthusiastic and academically successful department.

Mrs Susan Berry	Teacher of History
Mr Scott Harrison	Teacher of History and Politics
Mr Charles Shaw	Teacher of History and Politics
Ms Victoria Squires	Teacher of History, Geography and RE
Mr Warren Valentine	Assistant Headteacher and Subject Leader for History and Politics

The department is supported by a technician who is shared with the rest of the Humanities Faculty and the English Faculty.

The courses are taught in a series of adjacent rooms over two floors. Each subject has access to interactive whiteboards.

The History department is a team with a genuine love of their subject and who are committed to a continued conversation with the past and about how it can best be taught in the present. The department pursues a knowledge rich curriculum that develops a framework of the past for students, to allow them to place events in their appropriate context and orient themselves in time. Through debating some of the big questions throughout time, students not only learn about the past but how the past has been studied. In these enquiries, students are inducted into the ethical and moral questions of making meaning of the past for the present and use this to reflect upon the future. This allows students to critically engage with contemporary debates and find their voice within modern Britain.

Lower School

The History department pursues a knowledge rich curriculum that develops a framework of the past for students, to allow them to place events in their appropriate context and orient themselves in time. Through debating some of the big questions throughout time, students not only learn about the past but how the past has been studied. In these enquiries, students are inducted into the ethical and moral questions of making meaning of the past for the present and use this to reflect upon the future. This allows students to critically engage with contemporary debates and find their voice within modern Britain.

Upper School

In Year 9 students follow the same key themes, looking at British history and its interactions within the wider world, while exploring fundamental issues of how beliefs and daily life changed as well as how the government of the United Kingdom has changed. After Easter 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. Additionally, in Year 11 students will deepen their knowledge of British history through studying units on Medicine and Health over time and life in Norman England. Our GCSE course involves students understanding a diverse range of topics, which is loosely focused on understanding the interaction of government and politics and the impact on the lives of ordinary people.

Sixth Form

The sixth form history course follows the AQA A-Level course. Students taking the subject at AS-Level study Britain between 1906 and 1929 alongside the United States between 1865-1920. Those taking the subject to the full A-level, as most of our students do, continue these stories, leaving Britain in 1957 and America in 1975. Students are prepared in the summer term of Year 12 to complete an independent research essay on the stability of the Tudor dynasty as their coursework, which accounts for 20% of their final grade.

The aim of studying Britain from 1906 to 1957 is to understand Britain as it is today. Students will learn the interactions between different socio-economic groups, exploring their interactions, motivations and relationships with the government. New political parties emerge and marginalised groups campaign for their rights. Governments struggled to keep control of the nation during a time of crisis and seeks to manipulate the media to maintain national morale. Strained relations with foreign powers add to what appears to be an exciting picture, though students are encouraged to question whether the drudgery of ordinary life really changed all that much for the average Brit.

Meanwhile, the study of the United States from the end of the Civil War to the Vietnam War is *a study in one of power and social cohesion*. The United States has been described as a 'melting pot' simmering atop/[above] a fire of strong values. Students will be asked to question/consider what those values are, and whether the United States truly deserves the title of 'United' at all. They may conclude that the story of the United States is one of a perpetual struggle for rights and insufficient attempts to hold separate peoples together domestically, whilst projecting power abroad. Through the study of historians' interpretations students will look at the key events while reaching a judgement of their own on the validity of such a view.

There are currently two Year 12 groups and one Year 13 group studying A Level History.

Further details relating to the Lower School, GCSE and A Level courses can be found on our website.

Politics

Sixth Form

The Politics department delivers a knowledge rich curriculum that develops confident and articulate speakers that are able to engage in contemporary political debates. We want students to be able to unpack political information relation not only to the UK and US political systems but from alternatives around the world and discuss different perspectives using an array of political theory. Our goal is to create a well-informed citizenry capable of articulating multiple-perspectives to be able to evaluate those views and orient themselves in the local, national and global community.

A two year course of study in Politics is offered in the 6th Form following the Edexcel A Level course.

Politics is delivered as a linear A Level. With the AS Level being offered for the last time for the cohort beginning their A Level studies in 2019. The A Level consists of three papers – UK Politics, UK Government and Comparative Politics where we look at the politics of the USA and compare it to the UK. The AS Level consists of two papers – UK Politics and UK Government.

The Department is determined for students to be on top of the ever-changing world that is politics, whether it be in the UK or the USA. To help students to achieve this goal the Department has a Twitter feed which is devoted to retweeting the latest newspaper and blog articles straight to the students. This resource has proven to be highly popular with our students.

Further details relating to the A Level course can be found on our website in the GCSE and A Level options booklets.

Job Description

Post Title:	Subject Leader History/Politics	TLR	2B £5,023 & R&R £1,360
Post Holder:			
Purpose:	<ul style="list-style-type: none"> • To be responsible for leading and developing the subject area. • To develop and enhance the teaching practice of others within the subject area. • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject area, in accordance with the aims and the curricular policies of the school. • To be accountable for student progress and development within the subject area. 		
Reporting to:	Faculty Leader Humanities		
Responsible for:	Staff teaching the subject		
Liaising with:	Head/SLT, relevant colleagues and support staff, LA representatives external agencies and parents		
MAIN (CORE) DUTIES			
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within the subject. • To manage and control the subject area provision within the Faculty. • To actively monitor and follow up student progress across the subject. • To assist in the implementation of school Policies and Procedures. • To work with colleagues to formulate aims and objectives for the subject which have coherence and relevance to the needs of students and to the aims of the school. • To incorporate the use of IT in supporting Teaching and Learning in the subject, including development of the VLE. 		
Curriculum Provision and Development:	<ul style="list-style-type: none"> • To liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives. • To support curriculum development within the school with particular emphasis on the subject area including enrichment opportunities and cross-curricular projects. • To keep up to date with national developments in the subject area, teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels, including Citizenship, British Values, Work Related Learning and Enterprise Learning. 		
Staffing Staff Development,	<ul style="list-style-type: none"> • To work with the SLT and AHT (Learning & Teaching) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. 		

Recruitment and Deployment:	<ul style="list-style-type: none"> • To contribute to Appraisal/Performance Management Review and to act as reviewer for a group of staff within the subject area as required.
	<ul style="list-style-type: none"> • To evaluate the effectiveness of staff development within the subject area. • To promote teamwork and to motivate staff to ensure effective working relations. • To ensure the effective efficient deployment of classroom support where applicable. • To participate in the school's SCITT programme as and when required. • To participate in the interview process for teaching posts as required. • To be responsible for the day-to-day management of subject staff and act as a positive role model.
Quality Assurance:	<ul style="list-style-type: none"> • To establish the process of the setting of targets within the subject and to work towards their achievement. • To establish common standards of practice within the subject and develop the effectiveness of teaching and learning styles in the subject. • To monitor and evaluate the subject area in line with agreed school procedures, as laid out in the policy. • To seek/implement modification and improvement where required.
Student Performance and Behaviour:	<ul style="list-style-type: none"> • To assist in the implementation of the Behaviour Management policy in the Subject so that effective learning can take place. • To identify and take appropriate action on issues arising from data, and reports and review progress on the action taken. • To make use of analysis and evaluate performance data provided. • To ensure the maintenance of accurate and up to date information concerning the subject on the management information system. • To sample subject reports in each year group to check progress. • To produce reports on student progress, examination performance, including the use of value-added data for both internal and external exams.
Communication:	<ul style="list-style-type: none"> • To follow agreed procedures for communication within the school. • To ensure effective communication/as appropriate with the parents of students. • To contribute to the school liaison and marketing activities, eg: the collection of material for press releases. • To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies as appropriate. • To lead the development of effective curriculum links with partner schools and the community. • To promote the Subject at Open Days/Evenings and other events as appropriate.
Management of Resources:	<ul style="list-style-type: none"> • To identify resource needs and manage by acting as cost centre holder.

	<ul style="list-style-type: none"> • To contribute to the efficient/effective use of physical resources and take responsibility for the classrooms used for the teaching of the subject. • To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.
<p>Other Specific Duties:</p>	<ul style="list-style-type: none"> • To undertake the role of Classroom Teacher and Form Tutor (see separate document). • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • 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 Mayfield Challenge Co-ordinator in attending the 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. • 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.

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.

Sign: _____ Date: _____