



**Mayfield Grammar School
Gravesend**

**Appointment of
Teacher of History & Politics (Sixth Form)
required from September 2023**

**Closing date: 1.00 p.m. – Monday 24th April 2023
Interviews to be held shortly after the closing date**



Mayfield Grammar School Gravesend

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Teacher of History & Politics (Sixth Form) **Full Time. Required from September 2023** **ECT, Main Professional Scale/UPS**

This is an exciting opportunity to join Mayfield Grammar School to teach History & Politics up to GCSE level and A Level.

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.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 Monday 24th April 2023
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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 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).

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 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.

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.

Job Description

Post Title:	Classroom Teacher
Post Holder:	
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to 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 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. • To support the delivery of MGS extra-curricular activities.
Reporting to:	Head of Department
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area development plan and its implementation. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • 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. • To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
Staffing Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support where appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • 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.
Teaching:	<ul style="list-style-type: none"> • 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. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

	<ul style="list-style-type: none"> • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials/share with colleagues in the team. • To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus. • 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. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To communicate effectively with the parents of students as required. • To maintain appropriate records and to provide relevant accurate and up to date information for the management information system. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
Form Tutor Role:	<ul style="list-style-type: none"> • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To be the first point of contact for students in the tutor group for both academic and welfare concerns. • To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare. • To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System. • 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. • To evaluate and monitor the progress of students and keep up to date student records as may be required. • To contribute to the preparation of Action Plans, progress files, reviews and school 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 outside agencies. • To contribute to PSHE and citizenship and enterprise learning according to school policy. • To apply the Behaviour Management systems so that effective learning can take place. • To make effective use of form time to progress student learning.
Other duties	<ul style="list-style-type: none"> • 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 (*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.

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:

