

# Dover Grammar School for Girls

## Applicant Information

### Part time Subject Leader of Classics

Required: January 2024


(MPR/UPR) TLR 2c) £3017 pro rata



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. To summarise, 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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 [dggs\\_info](#)





Dear Applicant

Thank you for your interest in the post of Part-time Subject Leader of Classics. 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 670 girls in Key Stage 3 & 4 and a co-educational Sixth Form of 212 students. We 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 2023 were outstanding, once again, with 29% of all grades at A level being A\*-A and 57% being A\*-B and a pass rate of 98%. At GCSE, 34% of all grades were at 7, 8 or 9 (equivalent to the old A and A\* grades) with 49% 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 think it is important, that we try to give you a feel for the school to assist you with your application, therefore, I will provide a brief summary of the school below, to give you a small snapshot into our DGGS community. I also wish to direct you to our school website, [www.dggs.kent.sch.uk](http://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 practice 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 Part-time Subject Leader of Classics, to lead our successful and dedicated Classics department.

This post requires an ambitious, innovative, hardworking individual who is committed to leading 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 application form, which can be downloaded from Kent Teach or by clicking the link: <https://www.kent-teach.com/Recruitment/Vacancy/VacancyDetails.aspx?VacancyId=123292>

To assist you in this process we have included a job description, person specification and a job description.

The closing date for receiving your application is 9am Monday, 16<sup>th</sup> October with interviews taking place on Thursday, 19<sup>th</sup> October 2023.

Yours sincerely,

RCF Benson  
Headteacher

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## 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

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## Subject Leader 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 Excellence

- 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

### Personal Fulfilment

- 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, quality 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
- Maintaining current records and risk assessments relating to Health and Safety for the delivery of the subject and advising and training staff within the department
- 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

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## Subject Leader 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 communities
- Ensuring departmental contributions to whole school events, policies and overall school ethos
- Liaising with other departments, primary schools, other secondary schools and relevant outside institutions and professional bodies



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## Classics Department Statement



This is a high achieving department in which our passion for the ancient world is at the heart of everything we do. As one of the only maintained schools in the area which teaches Latin and Classical Civilisation, we are proud to be at the forefront of Classical education.

Our examination results are excellent, with a high proportion of GCSE students gaining the top Grade 9 for Latin each year. The subject has grown in popularity over the years and we have established groups at both GCSE and A level, with a number of students continuing their Classical education at University.

The Key Stage Three Latin curriculum has been developed through a sequence of lessons which create a foundation of grammar from which further work can develop. Latin is compulsory for all Year 8 students and becomes optional in Year 9. In Year 10, students can study Latin at GCSE level following the EDUQAS specification. Language continues to be explored using the Cambridge Latin Course and other resources, building on the skills and knowledge developed in Key Stage Three and offering the further challenge of reading “real” Latin texts by authors such as Virgil, Martial and Juvenal. The background module on Roman Civilisation invites the students to contextualise their understanding of the subject through an examination of topics such as Roman family life, slavery in the Roman world and daily routine in ancient society. This allows students to compare and contrast with their own modern society.

In the Sixth form we are often joined by students from other schools eager to join our Classics course. In Years 12 and 13 we offer the OCR A level in Classical Civilisation. This course includes a wide selection of modules which focus on the literature, history, politics, art, architecture and philosophy of the Greeks and Romans. Students have the opportunity to critically analyse ancient texts in translation, including Homer's *Odyssey*, Virgil's *Aeneid*, and to explore modules in Greek Theatre and Greek Religion.

The department is well resourced. It has its own room with a specialist departmental library and interactive white board.

We aim to bring the subject alive through extra-curricular opportunities and have established links with King's School Canterbury and Kent University. The Friday Guest Speaker programme is popular with students and has included talks related to the study of Classics such as “Making a monarchy: the end of the Roman Republic and the rise of Augustus”.

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## Classics Department Statement



### Examination Results 2022/23

<b>A Level</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Classical Civilisation	1	1	2	1	2	0
<b>GCSE</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>
Latin	6	4	3	5	1	0

### Examination Results 2021/22

<b>A Level</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Classical Civilisation	0	2	5	0	1	0
<b>GCSE</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>
Latin	7	2	2	3	0	0

### Examination Results 2020/21

<b>A Level</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Classical Civilisation	2	3	3	1	0	0
<b>GCSE</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>
Latin	9	4	7	0	1	1