



**Mayfield Grammar School
Gravesend**

**Appointment of
Fulltime Teacher of English
required from September 2024**

**Closing date: 1pm – Friday 7th June 2024
Interviews will be held the following week.**



Mayfield Grammar School

Gravesend

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Full time Teacher of English

**Required from September 2024
ECT or Main Professional Scale**

This is an exciting opportunity for an enthusiastic and committed Teacher of English.

We are looking to appoint a Newly Qualified Teacher or a well-qualified colleague on the Main Professional Scale to teach English at all levels up to A Level Literature.

The person appointed will receive high quality mentoring and support and there is also plenty of scope to be involved in a wide range of extra-curricular activities.

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.

Further details and an application form are available from the Staff Vacancies section of the school website www.msgs.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 **1.00 p.m. Friday 7th June 2024**
Interviews will be held the following week.

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 IT provision on both sites and a new teaching block opened in 2021 which houses our new library, Music, multi-purpose activity studio, 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 six 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 Pastoral Support Managers, 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 the National Curriculum guidelines and students have the opportunity to gain ten GCSEs at the end of Year 11.

There are circa 1400 students on roll, 360 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 Mayfield 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 internationally 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

English Faculty

The person appointed will join a lively, enthusiastic and academically successful faculty which, at present, comprises 11 members of staff.

Mrs M Weston	Curriculum Leader
Miss C Hughes	2 nd in English
Mrs B Atwal	Teacher of English
Mr E Clements	Teacher of English and Media
Miss L Collard	Teacher of English
Ms B De Beer	Teacher of English
Mrs R Horsley	Teacher of English
Mr H Howes-Watson	Teacher of English
Mrs L O'Brien	Teacher of English
Mrs J Plaha	Literacy support
Mr M Porritt	Teacher of English

The English department is assisted by a Technician Mrs S Khatkar who also supports the Humanities team.

In the Lower School, an integrated language and literature course ensures that each student enjoys a broad range of literature and non-fiction, and gains a thorough understanding of language. Active approaches to learning are encouraged throughout the stages of schooling and independent reading and research are supported by the school's well stocked Learning Resource Centre and ICT facilities. Two equipped drama studios are located in the Isaac Newton Building.

Students begin their GCSE studies in English in Year 9. All students are entered for English Language and English Literature at the end of three years and currently follow the Edexcel specification. Drama is a popular option for GCSE and we follow the AQA specification. Results in all areas have been excellent. Success here is reflected in the large number of students who choose to study English Literature, English Lang/Lit, Theatre Studies or Media Studies at advanced level. We follow the Edexcel Specification for both Literature and Lang/Lit and Eduqas for Media Studies.

Please visit the school website should you require information on our programmes of study.

A wide range of extra-curricular activities are planned to enhance each student's learning. These often include regular theatre visits, poetry and drama workshops, visiting authors and conferences. It is hoped that all members of the department are able to contribute in some way.

The department prides itself on its hard work and commitment to the students. We value team work, creativity and a positive approach to all aspects of the job. There is a full induction programme for all new staff and there are opportunities for professional development through in-service training.

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.
Reporting to:	Faculty Leader
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> To assist in the development of appropriate syllabuses, resources, schemes of learning, 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 Faculty and/or 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.
<u>Staffing</u> 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.

	<ul style="list-style-type: none"> • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • 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.
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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.
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<p>Other Specific Duties</p>	<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 (<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. • First Aid Certificate (willingness to be trained) • 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.
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Staff are expected to undertake any other duties as may be reasonably expected.</p> <p>Staff are expected to uphold the ethos of the school in all aspects of their work.</p> <p>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.</p>	
<p>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.</p>	