



TONBRIDGE SCHOOL

Appointment of Head of Economics and the Social Science Faculty



Tonbridge School is one of the leading boys' boarding schools in the country and is highly respected internationally.

The school aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and an openness to innovation are equally valued.



A well-established house system at the heart of the school fosters a strong sense of belonging. Tonbridge seeks to celebrate its distinctive mixture of boarders and day boys; this helps to create a unique broadening and deepening of opportunity. We want boys to enjoy their time here, but also to be made aware of their social and moral responsibilities. Tonbridgians should enter into the adult world with the knowledge and self-belief to fulfil their own potential and to become leaders in their chosen field. Equally,

we hope to foster a life-long empathy for the needs and views of others; in the words of the great novelist and Old Tonbridgian E.M. Forster: 'Only Connect'.



Remuneration and Benefits

The Tonbridge Salary scale is highly competitive (approximately £31k-£62k) with new members of staff starting at the point on the salary scale which is appropriate to their experience. This post comes with an additional Head of Department allowance as well as a timetable reduction.

Additional benefits include:

- Accommodation. Available if required, with properties – from one-bedroom flats to large family homes, all within an easy walk of the school – allocated according to need. Alternatively, the school offers a generous living out allowance to those who wish to purchase their own property in the area.
- The school will contribute towards removal expenses for the successful candidate;
- Sons of permanent members of staff may be educated at reduced fees as boys at the school, subject to satisfaction of the entry requirements. A reciprocal arrangement exists with a local independent girls' school which enables the daughters of permanent members of staff to be educated there at reduced fees;
- Some local prep schools offer fee concessions for the children of Tonbridge staff;
- The school strongly encourages staff to attend CPD and provides a large budget to facilitate this;
- Private health insurance, on a group scheme;
- Membership of Teachers Pension Scheme
- Reduced membership rates of the Tonbridge Sports Centre for staff and their families;
- All teaching staff are provided with a Microsoft Surface Pro laptop;
- Lunch is provided during term-time.

Location



Tonbridge School is situated on a campus of 150 acres in the town of Tonbridge in West Kent. The school is placed at the top of the High Street of the town and is surrounded by outstandingly beautiful Kent countryside. Transport links are excellent. Tonbridge is the junction for railway lines to London (approx. 40 minutes to London Bridge, Waterloo East, Charing Cross, 60

minutes to Victoria), Hastings, Ashford International, Canterbury, Dover and Redhill. The M25 and M20 are a short drive from the School. Heathrow, Gatwick and Stansted airports are easily reached, as are the Channel Tunnel and ferry terminals. It is a short drive to the neighbouring towns of Sevenoaks and Tunbridge Wells. Tonbridge has been ranked 16th in the UK's "best places to live". This is based on the results of the annual Halifax quality of life study which looks at a range of factors including health, earnings, crime rates and life expectancy: <http://www.bbc.co.uk/news/uk-england-42377578>



The Social Science Faculty

The Social Science Faculty is made up of three departments – Economics, Business, and Politics – all of which are only taught at A level.

Economics is the second-biggest Sixth Form subject area in the school, with approximately 130 students across both the Lower and Upper Sixth. Business is taken up by a smaller body of boys, typically 60 across both year groups; Government & Politics is studied by a similar number. The Faculty therefore provides a significant majority of Sixth Form boys with at least one course. It is made up of nine members of staff, all of whom teach, or have taught, more than one of the three subjects, and is located near the heart of the school with eight dedicated teaching classrooms, all of which are Wi-Fi enabled and have smart TV screens.

The AQA A level Economics course is studied. The results are strong, with 94% A*/A/B grades in Economics in the past five years of summer exams (77% A*/A grades). Economics classes are shared between two teachers, who split Micro and Macro teaching, and they typically range in size from 9 to 12 boys. One in four boys studying Economics currently go on to read an Economics-related subject at University, and we regularly send boys to Oxford and/or Cambridge for Economics-related courses. The approach taken by the department supports and encourages student ownership of their progress and constant self-reflection is expected.

The successful applicant will lead a team of dedicated and experienced Economics teachers and will need to be a strong economist himself or herself, and able to inspire, academically stretch and support pupils.

He or she will also be expected to oversee the running of the Social Science Faculty. However, it is not necessary for the post holder to be able to teach either Business or Politics, although it could be helpful. This additional role incorporates the following key responsibilities:

- line managing the other Heads of Department in the Faculty;
- where appropriate, coordinating teaching approaches and sharing good practice;
- managing staffing allocation between the subjects;
- managing the Faculty infrastructure.

The Business Department teaches the AQA A level course. Over the last five years there has been a highly respectable set of results with 86% A*/A/B grades. Three teachers from the nine in the Faculty currently take responsibility for delivering Business lessons, with each set shared between two of the three. It has traditionally experienced a two-set intake but is going through a growth period with Lower Sixth intake doubling since the introduction of the new specification in 2015, and there will be three sets in both Sixth Form years from September 2019. Each set is nearly at the Tonbridge set capacity of 12 boys. The teaching approach is very much based on a flipped expectation that the boys will make independent progress with the content with lesson time spent focusing more on the higher order skills levels. It is not unusual for about half the boys who complete the course continuing with a Business-related degree at university.



The Politics Department delivers the Edexcel A level course. In the last five years, the average performance has been very good with 90% A*/A/B grades achieved (68% A*/A grades). A focused team is in place, with three teachers delivering the course. Politics-related courses at university were the second most popular amongst the 2018 cohort.

Tonbridge School prides itself on its super-curricular activities and the Faculty is no exception. Last year the Social Science Faculty hosted an IEA Conference at the school at which students from Tonbridge School and local schools listened to speakers on such topics as ‘Is there such a thing a gender pay gap?’ and ‘The Economics of Football’. More regularly, all staff members contribute to the super-curricular extension sessions, depending on their area of interest/expertise, and an international trip is run, including a Business and Economics trip to China (2018) and a planned Politics trip to the USA (2019). In the spirit of empowering the boys, there is also a student-run social science society called ISOS that has hosted a range of speakers, from George Galloway to former Apprentice contestant Solomon Akhtar.

The post has arisen due to the internal promotion of the current Head of Faculty, Jonathon Blake, to the position of Director of Learning and Academic Enrichment (Assistant Head level).

Next year there will be 8 members of the Faculty, including an Assistant Head and a Boarding Housemaster. There is Head of Politics and a Head of Business will emerge from the recruitment process. Several of the faculty staff teach more than one Social Science subject.



Job description for Heads of Department

Heads of Department are responsible, through the Director of Studies, to the Headmaster for the efficient running and management of the Department. They should attend all meetings of the Heads of Department Committee and liaise with the Director of Studies concerning policy-making, general academic issues, staffing problems and requirements, classroom needs and the development of resources, etc. They should also liaise with the Director of Teaching and Learning regarding teaching and learning issues and the professional development of staff in their department.

Within this wide brief there are several major areas of responsibility, including Health and Safety, and many specific tasks. Appropriate delegation of some of these functions to experienced departmental colleagues is to be encouraged but the Head of Department has ultimate responsibility for them. They include the following (not all of which fit easily within the four categories used):

1 Management of pupils

Heads of Department should:

- a) Ensure that organisational information is communicated clearly and effectively to pupils (e.g. information about examination courses, coursework requirements and deadlines, examination dates).
- b) Monitor the progress and performance of pupils in their department (e.g. through discussions with Housemasters and colleagues, internal reporting system, internal examinations, block tests, etc).
- c) Ensure that departmental policy on behaviour and discipline is consistent with, and upholds, school practice.
- d) Produce set lists when appropriate, and monitor setting arrangements over the year.
- e) Ensure that preps within the department are set and marked regularly, and in accordance with school and departmental policy.
- f) Explain and monitor as necessary departmental use of all school systems of encouragement and punishment, e.g, Commendations, Distinctions, subject prizes, departmental and school detentions.
- g) Gather information on university courses in their subject areas, and offer advice and guidance to pupils applying for appropriate university courses.
- h) Establish links with, and liaise with as appropriate, both Prep Schools and Universities.
- i) In consultation with the Director of Studies and those members of CR in charge of Oxbridge oversee Oxbridge applications from the department and the provision of Oxbridge teaching.
- j) Ensure that pupils (and staff) in their department are aware of the School's policies and practices that specifically mention Heads of Department such as fire drill, complaints procedure, cheating at coursework, etc.



2 Management of staff

Heads of Department should:

- a) Hold regular departmental meetings.
These meetings should be used to update staff on curriculum and administrative details including changes of school policy and decisions taken at Heads of Department meetings, to exchange ideas and develop departmental policy, and to discuss and develop teaching practices and methods. Minutes of meetings should be taken and circulated to the Headmaster, Director of Studies, Director of Teaching and Learning and members of the department.
- b) Help in the development of staff in their department.
This would include the induction and monitoring of any new members of the department; appraisal of staff within the department; encouraging staff to attend external CPD training courses as necessary and appropriate; organising lesson observation of, and by, colleagues, both within the department and occasionally in other departments; encouraging continued training of all members of the department in the use of ICT in teaching. The Director of Teaching and Learning is available for advice in these matters.
- c) Organise the departmental timetable ensuring a fair, balanced and appropriate allocation of teaching sets within the department.
- d) Allocate departmental responsibilities as necessary and appropriate, e.g. ICT co-ordinator, responsibility for a society, etc.
- e) Organize the procedures for the appointment of new staff in consultation with the Headmaster and the Headmaster's secretary.
- f) Organise and manage the work schedules and other commitments of any support and technical staff within the department.
- g) Ensure that they have fully familiarised themselves with the School's Health & Safety policy with regard to their department. They are required to take responsibility for implementing all Health & Safety requirements in their department as set out in that policy, particularly with regard to the identification of Health & Safety hazards, fire procedures and risk assessments'.
- h) Ensure that they familiarised themselves with School's Occupational Stress policy.

3 Curriculum issues

Heads of Department should:

- a) Establish and monitor programmes of study, producing schemes of work appropriate to each year group. Cross-curricular issues, including ICT, PHSE and Study Skills, should be clearly indicated within the schemes of work.
- b) Establish appropriate examination specifications.
- c) Keep abreast of, and disseminate, national developments in the evolution of specifications, the curriculum and pedagogy.
- d) Maintain and promote an interest in their subject, for example by membership of subject associations.
- e) Ensure that departmental curricular aims are in line with whole school curricular aims.



4 Administration

Heads of Department should:

- a) Ensure the efficient administration of all paperwork and correspondence connected with their subject, including the documentation required for inspection, and develop and maintain a working knowledge of the school's ICT Administration system.
- b) Produce and update a departmental handbook annually, together with any other curriculum documentation requested by the Director of Studies.
- c) Write an annual report early in the academic year on the results of external examinations for the Headmaster and Director of Studies.
- d) Carry out any necessary health and safety risk assessments.
- e) Organise the setting and marking of all internal examinations in their subject as appropriate, including Common Entrance, Tonbridge Scholarship at 13+ and LVIth entry tests.
- f) In liaison with the Examinations Officers and Director of Studies deal with the paperwork connected with external examinations (entries, predictions, coursework, results and remarks).
- g) Manage the departmental budget and resources with a view to visual aids, ICT, books, equipment, CPD, etc.
- h) Monitor the physical state of the department, including the appropriate display of pupil work.
- i) Oversee the organisation of appropriate contests and competitions, lectures, societies, field trips, educational visits and conferences.

5. Teaching and associated duties

- a) Teaching a range of classes to the highest possible professional standards supporting and upholding the aims and ethos of the school.
- b) Teaching up to a notional maximum of 50 out of 72 forty-minute periods per fortnight. It is occasionally necessary to teach more than this in a particular year, but every effort will be made not to allow this to persist for more than one academic year.
- c) Planning lessons to ensure that departmental schemes of work are effectively covered via interesting, engaging activities, which take account of the differing needs of the pupils in the class.
- d) Assessing the work of the pupils according to departmental and school assessment and marking policies so as to measure progress and inform planning of appropriate lessons. Making pupil marks available to senior colleagues when required.
- e) Making use of the rewards and sanctions systems.
- f) Reporting on the work of pupils to parents and pastoral staff via the systems set out in the Academic Handbook.
- g) Taking part in Parents' Evenings.
- h) Providing comments on university applicants for those compiling references.
- i) Observing other colleagues teach, at least five times per year.
- j) Participating in CPD opportunities.
- k) Taking part in the annual Sixth Form Choices Forum (details in the Academic Handbook).



Other expectations

Games and co-curricular activities

Teaching staff are expected to lead and participate in a variety of these activities according to the expertise and interests of the member of staff and the needs of the school, as coordinated by the Upper Master. No specified commitment is required other than an expectation of involvement at an appropriate level. Training is often available. Enthusiasm and an interest is the key here.

Tutoring

Most new teachers are also tutors to a year group within a House, typically a dozen or so boys. Details of what is involved will be given to the successful candidate.

Other duties

1. “Duty teams”: being a member on a rotating basis of a team of four staff who carry out various supervisory duties as specified by the Second Master; including, for instance, supervising road crossing or areas of the school during morning break, etc.
2. Participating in the “Novi Visit” just after the end of the Lent Term.

Induction of New Staff

New staff are welcomed to the school and a thorough induction programme takes place, commencing with one or more visits during the term prior to the formal commencement of duties. The main induction takes place just before the start of term and continues with a programme of drip-feed induction sessions.



About Tonbridge School

History

Tonbridge School was founded in 1553 by Sir Andrew Judde. The Charter ordained that the Governors of the school after the death of the Founder were to be the Worshipful Company of Skinners, one of the oldest City Livery Companies. Sir Andrew, himself a distinguished member of this Company, left property in the City of London and in the parish of St Pancras as an endowment for the school. The income from these estates is at the disposal of the Governors for the general benefit of the School. The Skinners Company, especially through the Governors, is still heavily involved in the day to day life of the School.

The School Facilities

Tonbridge is a school with enviable facilities. The buildings are a fine blend of old and new. There is a dedicated music school, an art and DT centre and the E. M. Forster theatre, often used for theatrical and musical events for the general public as well as the school. The newly refurbished Library is central to the boys' experience of the school. The school is currently



building an exciting new state of the art Science facility, due to open in the spring of 2019. The sporting facilities are outstanding. The cricket, rugby and football pitches are well known as some of the finest school pitches in the country and the Hockey astro pitches are

among the best of their kind. A second Rackets court was recently built – the first new court built in England for over a century. The outdoor basketball court was



opened in 2017. The superb Sports Centre was opened in 2008 by Lord Coe. There is an indoor 25m swimming pool and a full-size athletics track and field facility. The school was chosen by the Australian Athletics team as its training base for the London 2012 Olympic and Paralympic Games and again for the 2017 World Championships. Three floodlit clay tennis courts were opened in the summer of 2015.





Academic Life

The School is academically very strong and offers a wide range of subjects for GCSE and A level or Pre-U. In 2017 the School achieved excellent GCSE results with 87% of all grades being A* or A. At A level over two thirds of grades were A* or A or Distinction for Pre-U subjects. Typically, between 25 and 40 boys win places at either Oxford or Cambridge Universities. Applications to overseas universities are increasingly common.

The House System



Tonbridge has a federal system of school Houses. There are twelve of these, seven boarding and five day. Boys often identify very strongly with their house in their time at Tonbridge. The boys of a House eat their meals together and there is an extensive programme of House competitions for sport, music, art and debating. All the Houses, day and boarding, have their own buildings with study and recreation areas. Each House has its own resident Housemaster and several House tutors who oversee the pastoral and academic care of the boys.

Co-Curricular Life

Tonbridge School aims to provide an unsurpassed education of excellence and breadth. We focus our efforts and resources on achieving this by offering, amongst other things, a vibrant and balanced programme of Co-Curricular Breadth and Depth. Involvement in sport, music, art, drama and many other activities underpins a culture of creativity, innovation and excellence. The Co-Curricular programme also provides opportunities for service to others, and the development of self-reliance and leadership skills. This ranges from a full CCF programme to Community Service, Conservation to Music, Social Entrepreneur programmes to the annual full School Charities Day. Outreach is an important part of our work.



Sixth Formers with primary schoolchildren on Charities Day



Sporting Life

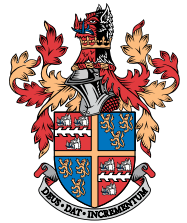
Tonbridge is well known as a school which offers a broad range of sport to its pupils. In addition to the traditional sports of cricket, rugby and hockey there are around twenty other sports offered ranging from football to badminton, rackets to cross country, golf to ultimate Frisbee. All boys are encouraged to take a full and active part in the sporting programme and competition at both inter-school and inter-house level is fierce. A number of Tonbridgians have carried on to professional sporting careers, particularly in cricket and rugby.



Cricket played on the Head – the First XI pitch.



Colts rugby in action



Application Process

Tonbridge School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to any post, including checks with past employers and the Disclosure and Barring Service.

Applications forms, accompanied by a short letter of application, and the names, addresses, and contact details of three referees, should be made by **noon on Wednesday, 30th January 2019** to the Headmaster, Tonbridge School, Tonbridge, Kent, TN9 1JP, via the **Personnel Manager, Patricia Matsuert**. Tel: 01732 365555,
Email: patricia.matsuert@tonbridge-school.org

The application form may be found on the Employment Opportunities page of the website: <https://www.tonbridge-school.co.uk/about/employment-opportunities>

A willingness to take part in the wider life of a boarding school is essential and candidates are asked to give an indication of their interests in their letter of application.

It is the post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he or she is responsible, or with whom he or she comes into contact, and so to adhere to and ensure compliance with the school's Safeguarding and Child Protection Policy, and the Staff Code of Conduct at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he or she must report any concerns to the school's Designated Safeguarding Lead or to the Headmaster.

The selection process will involve spending a day at the School, along with consideration of references.

The day will consist of:

- a tour of the School taken by a Sixth Former and lunch in a Boarding House
- teaching a 40-minute lesson, the topic to be agreed with the current Head of the Social Science Faculty who will contact shortlisted candidates
- an interview with the Headmaster and Second Master
- an interview with the Director of Studies and the Upper Master
- an interview with the Director of Teaching and Learning
- a chance to meet members of the Faculty.

Details of the members of the Senior Team can be found on the website:

<http://www.tonbridge-school.co.uk/about-the-school/school-management/>