

Dover Grammar School for Girls Applicant Information

Part-time / Full-time Teacher of English

MPR/UPR

Required: January 2020



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](#)



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Dear Applicant,

Thank you for your interest in the post of Teacher of English. This is an exciting opportunity to join the team at one of Kent's highest performing grammar schools. Dover Grammar School for Girls is a selective, high achieving school with 686 girls in Key Stages 3 and 4 and a co-educational sixth form of 229 students. We have been oversubscribed for many years and have twice been rated 'Outstanding' by Ofsted; the latest inspection was 2013.

In 2019, 83% of students achieved Grade 5 or above in English and Mathematics at GCSE and our Attainment 8 score is 63. At A Level, 75% of students gained A*/C. Progress 8 has not yet been finalized for 2019, however it was + 0.45 in 2018. The school's Level 3 Value Added 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 firmly believe that we can do even better. We are now therefore looking for an enthusiastic, innovative and forward-thinking Teacher of English to join our successful and dedicated team.

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.

The successful applicant will join a department that is a popular option at GCSE and post 16. We are seeking an outstanding practitioner who is able to teach at all Key Stages as well as ensuring the policies and practice deliver 100% 5+ at GCSE. The successful candidate must also be able to support those who find the subject more challenging whilst also stimulating and stretching the brighter students. This post requires an ambitious, innovative, hardworking individual who is committed to giving our students the confidence and knowledge to reach their highest potential.

This particular post becomes available at an exciting time in our drive to become a school dedicated to promoting courses and careers in Science, Technology, Engineering and Mathematics (STEM). We have recently reviewed and updated our curriculum offer and continue to enhance our whole school enrichment programme in order to ensure that all students have the opportunity of benefitting from a range of different STEM related courses and activities. We would therefore be looking for the successful candidate to have plenty of ideas in order to make a full contribution to this key area of development.

Here at Dover Grammar School for Girls we look after our staff with a full programme of induction, a 'buddy' on arrival and we also provide a laptop.

We are a diverse yet united group of individuals working together to ensure that our students, parents and the local community are provided with the highest academic standards. We work hard, but we enjoy what we do.

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If you share our passion, energy, enthusiasm and determination to ensure the progress of our students, and to maintain and contribute to a high achieving department of professional colleagues within this close-knit environment, then we look forward to receiving your letter of interest and completed KCC application form, which can be downloaded from our website and Kent Teach. To assist you in this process we have included a job description, person specification and a statement from the English department.

The closing date for receiving your application is midday, Wednesday, 27th November 2019.

Yours sincerely,

Mr RCF Benson
Headteacher

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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 Teacher Specification



Academic Excellence

- Monitoring, assessing, recording and reporting effectively and on time
- Preparing students for the appropriate public examinations
- Having an awareness of teaching groups' abilities and a commitment to add value

Personal Fulfilment

- Participating in training and development activities
- Attending and taking assemblies

High Quality Teaching & Learning

- Promoting positive attitudes to students, parents and colleagues
- Planning, preparing, teaching and marking appropriate work
- Participating in arrangements for own and others' annual performance review
- Reviewing teaching methods with a real focus on how girls throughout the school and 6th form boys learn in each lesson
- Reviewing and amending schemes of work/programmes of study as appropriate
- Maintaining good order in the classroom at all times with regard to agreed school procedures
- Supervising students before, during and after school and ensuring supervision duties are undertaken promptly and professionally
- Communicating and consulting with parents, colleagues and outside agencies as necessary

High Quality Environment

- Ensuring teaching rooms are conducive to learning, are tidy and are left in the correct manner for colleagues
- Utilising display space to inform, challenge and celebrate the subject

Commitment to the school, the local and the global community

- Covering for absent colleagues where necessary
- Encouraging and supporting the students as they develop as young people and citizens of the future

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English Department Statement



The DGGs English Department is highly successful, with Progress 8 for the English measure at 1.04 in 2018 and 0.97 in 2017. This measure places Progress 8 for English as the highest in Kent for both years. A-Level English results are also very high at ALPS 2 for the past two years.

English at DGGs is currently taught in mixed ability groups. At Key Stage 3 and 4 students are taught English in 4 lessons per week, including a double period in Year 10 and 11. All lessons follow the aims of the National Curriculum to develop competence, creativity, cultural understanding and critical interpretation, achieved through the study of a wide variety of texts, themes and ideas.

English lessons are designed to be academically rigorous and to increase students' cultural capital. With this aim in mind, students study a range of extracts and full texts by authors, both modern and canonical, from Chaucer to Shakespeare, Dickens to Duffy.

Students are encouraged to read widely and the English curriculum across all Key Stages offers plenty of opportunity for this, with the reading of great literature at the heart of all that we do. We have very strong links to the Library and students are provided with reading lists and opportunities to visit the Library throughout the year.

Homework and independent study often involves students reading the set texts or reading books from the library, along with learning vocabulary, spellings, quotations, and information about key texts, with the aim of building a strong foundation for their reading and writing.

Alongside the enriching experience of reading and discussing literature, there are several extra-curricular opportunities available to students. Students are invited to join the English Society, Debating club, and become a reporter for *Optima*, the school magazine. These clubs are run by our Sixth Form Subject Ambassadors and are supported by a designated English teacher.

Throughout the year, the English Department also take students on theatre visits and, in collaboration with the Drama Department, arrange for theatre companies to visit the school to perform and lead workshops.

Staffing

The English Department currently has seven members of staff.

Curriculum breakdown

At GCSE, students study Edexcel English Language and English Literature courses and explore a wide range of poetry, prose and drama texts, taught in five mixed ability groups.

During their study of GCSE, students are exposed to a range of texts and ideas, where the strong foundation of Key Stage 3 is built on further. At GCSE, students study Shakespeare, 19th Century novels, poetry, and non-fiction. They also write for both imaginative and transactional purposes, using their exposure to high quality writing to inspire their own.

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English Department Statement



English Literature is extremely popular, with about half the year group choosing to study the subject at A-Level. Post-18 there is a high number of students who choose to study Literature at university, often at the most prestigious universities in the country.

At A-Level, students are given increased autonomy, choosing several of the texts they study, as well as being exposed to a range of critics and theoretical viewpoints to enhance their understanding of the literature they read. Lessons are designed with a strong focus on academic knowledge and critical interpretation, with students taught in both lecture and seminar style lessons to help prepare them for a university education.