

Dover Grammar School for Girl


Applicant Information

Teacher of Physics
Required: September 2020
Full-time / Part-time (MPR/UPR)



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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 [dgs_info](#)





Dear Applicant,

Thank you for your interest in the post of Teacher of Physics. 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 685 girls in Key Stages 3 and 4 and a co-educational sixth form of 228 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 was 62.8. The provisional Progress 8 for 2019 was 0.38. At A Level, 75% of all grades achieved were at A* to C.

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 Physics 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 developing departmental staff and 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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Applicant Information



If you share our passion, energy, enthusiasm and determination to ensure the progress of our students, and to maintain and further develop 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 Science Department.

The closing date for receiving your application is 9am, Sunday, 23rd February 2020.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'R.C.F. Benson', followed by a small horizontal line.

Mr RCF Benson
Headteacher

Dover Grammar School for Girls

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 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



- 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 and 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
- 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



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

Dover Grammar School for Girls

Science Department Statement



Students at Dover Grammar School for Girls place a strong emphasis on their success in the science subjects. They have an appetite for learning and understand the importance of a firm grounding in science to equip them for their future. As an important part of STEM education our aim is to prepare students for post-secondary study and the 21st century workforce. Taking students beyond the curriculum to explore careers and opportunities in science related fields is a high priority for us. Enrichment days, trips and talks enable students to reach beyond their current experiences.

September saw the opening of a new science building, the Elizabeth Garrett Anderson Centre, comprising four state of the art laboratories. There are three further laboratories in adjacent buildings. This has brought the whole science team together and enabled increased collaboration between the three science subject areas. The two technicians are highly experienced and practical support is second to none. Direction and leadership of the three subject areas is provided by the subject leaders for Biology, Chemistry and Physics with oversight from the Curriculum Lead for Science.

Students follow the AQA Activate scheme at Key Stage 3 during years 7 and 8 with four periods of 50 minutes per week. Integrated into the scheme are extension elements which enable these able pupils to explore selected topics in greater depth. The curriculum has been carefully structured to ensure a smooth KS2 to KS3 transition with students being appropriately challenged from the outset.

Delivery of the GCSE course begins in year 9 with students having four periods per week. All students are taught the AQA triple science syllabus at this stage. In year 10 just under half of the girls continue with triple science, the rest following the AQA Trilogy combined science route. In years 10 and 11 classes are taught for two periods per subject by subject specialists. Of the ten science teachers, two are physicists, so a small number of year 10 physics lessons are delivered by experienced non-specialists. An important role of the Head of Physics is to ensure that all physics lessons are of the highest standard.

In the Sixth Form science A levels are popular. Physics follows the AQA syllabus with 33 students currently in year 12. For students who have gained a grade 6 at GCSE additional STEM access lessons provide further support on the key scientific skills and competencies which will allow these students to succeed at a high level in their A level studies.

Staffing

The Science Department comprises 10 teaching staff and 2 Technicians.

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Science Department Statement

Examination Results for 2019



A Level	A*	A	B	C	D	E				
Physics	0	1	1	1	3	2				
GCSE	9	8	7	6	5	4				
Physics	5	18	15	10	5	3				
Biology	6	13	13	18	6	0				
Chemistry	6	13	16	12	7	2				
GCSE	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3
Combined Science	2	5	6	12	12	11	8	9	0	5