

Dover Grammar School for Girl Applicant Information

Teacher of History Required: September 2020 Part-time Maternity Cover (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 History. 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 History 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 History (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 History 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

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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 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

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History Department Statement



Students achieve well in History at DGGGS, with 90% of students achieving a grade 4 or above and 40% of students achieving a grade 7 or above in 2019. At A Level, 42% of students achieved A* to B grades, gaining place at some of the most prestigious universities in the country. We have nearly 200 students enrolled in GCSE courses in Year 10-11 and over 30 students take History at A-level.

The department runs a vibrant selection of popular trips. In Year 7 students investigate Dover Castle, in Year 8 students visit the globe as a cross-curricula project and in Year 9 our students visit the battlefields around Ypres and take part in a moving ceremony to those who sacrificed their all in the First World War. We continued with a three year key stage 3 because we believe the development of sound historical concepts needs time and development for the challenge of key stage 4 in Year 10-11. In Year 11 students visit the trenches again but this time to focus solely on the theme of medicine and surgery. Our A-Level students visit both Hampton Court Palace and attend a Tudor Conference at Canterbury Christchurch University.

Our aim is for all students to achieve Grade 5 or above at GCSE. The Eduqas linear course is offered, where we teach The Development of the USA 1930-2000, Germany in Transition 1918-1939, Elizabethan England 1558-1603 and Developments in Health and Medicine c.500 to present day. The department is well resourced in these topic areas and all students have textbooks for each unit. At A Level we follow the linear AQA course and cover The Tudors 1485-1603 and The Cold War 1945-1991. Coursework at A Level focuses on the struggle for civil rights by Black Americans since the 19th century.

In our development plan this year the department has focused on varying techniques of retrieval practice in lessons and supporting students in accessing more academic readings whilst embedding new syllabus at A-Level. Students report they enjoy the topic choice in our curriculum, becoming experts on the topics of the Tudors and international relations in the modern era (The Cold War). We regard our curriculum as a seven year journey and plan for the accumulation of knowledge as a result.

Staffing

The History Department currently has four members of staff, two full time and two part time. Members of staff engage in CPD through ResearchEd, the Schools History Project and are in the application stage of becoming a beacon school for the Holocaust Educational Trust. As a department we value CPD and continue to research and share good practice through the many opportunities we have to collaborate.

A Level	A*	A	B	C	D	E			
History %	8	13	23	27	27	4			
GCSE	9	8	7	6	5	4	3	2	1
History %	5	9	26	25	11	19	0	5	0