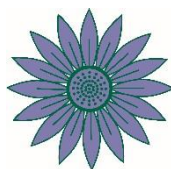


**Mayfield Grammar School
Gravesend**

**Appointment of
Teacher of Geography
required from September 2020**

Closing date: 1pm – 24th February 2020

Interviews will be held shortly after the closing date



Mayfield Grammar School

Gravesend

Pelham Road, Gravesend, Kent DA11 0JE
Telephone: 01474 352896 Fax: 01474 331195
Website: www.mgsg.kent.sch.uk Email: enquiries@mgsg.kent.sch.uk

Teacher of Geography

Full Time. Required from September 2020

NQT/Main Professional Scale/UPS

Full time

This is an exciting opportunity to join Mayfield Grammar School to teach Geography up to GCSE level and A Level.

We are looking to appoint a newly qualified teacher or well qualified colleague who is flexible, highly motivated and creative. The successful applicant will possess sound knowledge of their subject and be able to maintain the excellent results in this popular area of study.

The person appointed will receive high quality mentoring and support. There is plenty of scope to be involved in a wide range of extra-curricular activities and to play an important role in the school's growth and development.

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. The school was judged by Ofsted to be 'Outstanding' in all categories of inspection in June 2013.

Further details and an application form are available from the Staff Vacancies section of the school website www.mgsg.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 **1.00pm on Monday 24th February 2020**
Interviews to be held shortly after the closing date.

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. The other has specially designed facilities for Technology, Sports and Drama opened in 1995. There is ICT provision on both sites and a Learning Resources Centre on the main site.

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 and three Assistant Headteachers. There are five Faculties: English (including Drama and Media Studies), Mathematics (including Computing and Economics), Science, Modern Languages and Humanities. Art, Technology, Music and Drama are also taught throughout the school. Pastoral care is via Learning Leaders, working with Form Tutors and supported by Key Stage Co-ordinators. A House System was introduced in September 2013. Merit points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall.

The teaching staff are supported by Administrative Staff in the main office, a Reprographics Assistant, Librarians, Finance staff, an Assessment Officer, a Cover and Examinations Officer, a Pastoral Support Manager and a team of Technicians. A Premises Manager, supported by two assistants, looks after the two sites.

The curriculum follows National Curriculum guidelines. All students have the opportunity to gain ten or eleven GCSEs at the end of Year 11.

There are circa 1137 students on roll, 231 of whom are in the Sixth Form.

From 2018, we expanded the Pupil Admission Number (PAN), to 180. For the last five years, the school has admitted above PAN. We are currently undergoing an extensive rebuilding programme on both sites, to accommodate the rising roll.

Extra-curricular activities include a full sporting programme, choirs, orchestras and other club activities. A large number of students participate in the Duke of Edinburgh Award scheme. There are Conferences, the Graduation Ball and discos for students run in conjunction with Gravesend Grammar School. The school enjoys strong links with the local business community and runs a full Careers support programme. The school runs an extensive programme of trips and visits both home and abroad for all year groups.

Mayfield Grammar School, Gravesend is a happy community where relationships are exceptionally good.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at www.mgsg.kent.sch.uk

January 2020

Mayfield Grammar School, Gravesend

GEOGRAPHY DEPARTMENT

A position has arisen for a Teacher of Geography. The person appointed will join a lively, experienced, enthusiastic and academically successful Humanities Faculty comprising of Geography, History, RE and Social Sciences (Sociology, Psychology and Government & Politics).

Ms Karen Burke	Faculty Leader and Subject Leader of RE
Mrs Caroline Kemp	Deputy Headteacher and Teacher of Geography
Mr Tom Orr	Subject Leader of Geography
Mr Robert Probin	Teacher of Geography
Mr Harry Klement	Teacher of Geography
Mrs N Taylor	Teacher of Geography

The department is supported by a technician, Mrs Helen Smith who is shared with the English Faculty.

The Humanities are taught in a series of adjacent rooms over two floors. Each subject has access to interactive whiteboards but not every room has this facility at present.

GEOGRAPHY DEPARTMENT

Geography is taught across the whole school by an experienced team of teachers. In the Lower School (Years 7-8) and in Year 9 it is taught as a distinct and compulsory subject. It is a popular choice for GCSE with usually two or three groups in both Years 10 and 11. At A-level we are proud that many of our students in recent years have proceeded to study geography or related disciplines at universities including Oxbridge. Details of our programme of study are included below. The department works closely together sharing good practice and resources on a regular basis.

Fieldwork is an important component across all year groups and the department looks to promote extra-curricular activities and trips for the wider school. In recent years the department has led successful overseas residential trips to both the South Western USA and Iceland.

With the major curriculum developments over recent years, there is huge scope for the right candidate to support the development of the Geography curriculum at Mayfield Grammar School to ensure we continue to provide an exciting and innovative programme of study for all our students.

Lower School

The topics studied each year contain a mixture of physical and human elements, some of which are changed and updated on an annual basis as we endeavour to maintain a fresh and current approach to our subject. In Year 7 the focus is very much on consolidating the foundations of geographic knowledge with units covering rivers and the water cycle, population and migration, coasts and coastal processes, economic activity and weather and climate change. In Year 8 the outlook is more global looking at key global issues in the context of Africa, China and India alongside natural resources and a local area sustainability project.

The overall aim is to give a good understanding of the world and its issues to all our students. The dynamic nature of the Lower School syllabus gives us the opportunity to study topics in more depth and relate to current global events as they occur. Time is also allocated for field trips, to locations such as Reculver to study coasts and the local area to investigate sustainability, which are an important part of our syllabus.

In Years 7 there are three lessons per fortnightly timetable for geography, in Year 8 there are four lessons per fortnight.

Upper School

GCSE Geography follows the Edexcel examination board's Geography 'B' syllabus. This is taught from Year 9, with students choosing midway through the year whether they will continue with the subject into years 10 & 11. The content covered in Year 9 – global hazards, development and natural environments - are topics we feel are important all our students should cover regardless of their future academic choices. There are three lessons per fortnight timetabled for Geography in Year 9.

In years 10 & 11 GCSE level Geography is an extremely popular subject. The course has many links with the work undertaken at Lower School and students are expected to use key geographical concepts and ideas to challenge assumptions and make connections. There are five lessons per fortnight that are timetabled for the subject.

The course utilises the many geographical and general study skills that have been developed in years 7, 8 and 9, as well as introducing more advanced concepts. The Edexcel GCSE course is split into three distinct components all of which are assessed by examination at the end of the course:

1. 'Global Geographic Issues' covers global hazards, tectonic processes, climate change, development issues and the challenges of rapid urbanisation. This represents 37.5% of the GCSE.
2. 'UK Geographical Issues' covers an overview of the UK's varied physical landscapes, including in depth studies of coastal change and river processes, as well as how the UK's human landscape has been shaped by socio-economic and political processes. In addition this unit includes the fieldwork component of the course with two distinct fieldwork and research investigations looking at both physical and human environments. This also represents 37.5% of the GCSE.
3. 'People and Environment Issues – Making Geographical Decisions' covers global ecosystems, energy supply and demand, energy security and the sustainable use and management of different resources. Component 3 draws synoptic links with components 1 and 2, and a comprehensive resource booklet is provided in the exam which students are expected to use and respond to in order to reach the best geographical decision for a given topic. This represents 25% of the GCSE.

Sixth Form

At A-Level, Geography students pursue the Edexcel examination board's syllabus. Students are timetabled to receive eight lessons per fortnight, split between members of staff and a ninth allocated study period. Additionally all students, including boys who are welcomed into the school Sixth Form, are expected to have achieved at least a B grade at GCSE in order to be accepted onto the course. The opportunity to carry out residential fieldwork is provided in Year 12 – our current fieldtrip is planned for Swanage and has frequently been based in Southwest England in recent years.

Year 1

The Geography A-level is offered as a linear course, where all external examinations and coursework are undertaken in the second year. Regarding content there are four main areas studied in the first year of A-level: tectonic hazards and management; coastal landscape and change; globalisation; regenerating places. Each area of study incorporates a range of contemporary case studies drawing on both local, national and global perspectives. These units will be assessed by internal examinations comprising papers that reflect the style and content of the actual A-level papers.

In addition, the fieldwork component of the course is undertaken during the first year. This involves a four day residential visit where data collection and fieldwork techniques are investigated with the opportunity to collect primary data required as part of the coursework element.

Year 2

The main areas of study in the second year of A-level include: the water cycle and water insecurity; the carbon cycle and energy security; superpowers; global development and connections. There is a strong focus on developing synoptic links between topics.

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. • To support the delivery of MGSG extra-curricular activities.
Reporting to:	Subject Leader
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, 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 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. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

	<ul style="list-style-type: none"> • 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.
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.
Other duties	<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 ASC (Adventure Service Challenge) Co-ordinator in attending the ASC camps that operate in Year 7 and Year 8 or/and support the school's DofE (Duke of Edinburgh's Award) 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.
- 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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

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.

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.

Sign:

Date: