



**Mayfield Grammar School  
Gravesend**

**Appointment of  
Teacher of Social Sciences  
required from September 2020**

**Closing date: 1 p.m. Monday 24<sup>th</sup> February 2020**

**Interviews will be held shortly after the closing date**



# Mayfield Grammar School

## Gravesend

Pelham Road, Gravesend, Kent DA11 0JE  
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Website: [www.mgsg.kent.sch.uk](http://www.mgsg.kent.sch.uk) Email: [enquiries@mgsg.kent.sch.uk](mailto:enquiries@mgsg.kent.sch.uk)

### **Teacher of Social Sciences** **from September 2020** **NQT/MPS/UPS**

This is an exciting opportunity for an enthusiastic and committed teacher of Social Sciences.

We are looking to appoint a newly qualified teacher or well qualified colleague who is flexible, highly motivated and creative. The successful applicant will be able to support the delivery of this suite of subjects as we grow our Social Sciences Department, Sociology, Criminology, Law, Health and Social Care. We are seeking applications from those able to teach one or more of these subjects, please make it clear which subjects you have the skills, expertise and experience to teach.

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](http://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 24<sup>th</sup> February 2020**  
**Interviews will 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](http://www.mgsg.kent.sch.uk)

January 2020

# Mayfield Grammar School, Gravesend

## **Social Sciences Department**

A vacancy has arisen for a Social Sciences Teacher. The successful applicant will be able to support the delivery of this suite of subjects as we grow our Social Sciences Department: Sociology, Criminology, Law, Health and Social Care. We are seeking applications from those able to teach one or more of these subjects, please make it clear which subjects you have the skills, expertise and experience to teach.

The person appointed will join a lively, enthusiastic and academically successful department which, at present, comprises 4 members of staff:

Mrs K Burke	Faculty Leader of Humanities
Mrs L Absolon	Assistant Head Teacher (Sixth Form) and Teacher of Politics/History
Mr B Slight	Learning Leader for Year 12, Teacher in Charge of Sociology
Mr B Borer	Teacher of Humanities and Social Sciences (Sociology)

Social Sciences are taught in the Sixth Form. Specific information about each of the Social Sciences subjects that we offer at Mayfield can be found below:

### **Sociology**

At MGS, Sociology is a popular A Level option with 2 groups in both Year 12 and Year 13. Numbers of students taking Sociology at A Level has increased in the past year and results have been good. In August 2019, the Department achieved 70% A\*-C Grades, which is good for a reformed A Level subject.

At MGS, we follow the reformed AQA A Level specification for Sociology. This is a linear course, which has three formal exams at the end of Year 13. Each exam is worth 33% of the overall A Level grade. There is no coursework at A Level.

The course is comprised of 4 units, all of which are examined at the end of Year 13. There are 3 exams (each worth 33.33% of the total A Level). In Year 12, students study two topics: the Sociology of Education with Research Methods and Families & Households. In Year 13, study two additional units: Beliefs in Society and Crime & Deviance with Theory and Sociology Methods.

At Mayfield, the teaching of the A Level Sociology specification has been structured to ensure that students gain essential knowledge and understanding of central aspects of sociological thought and methods, together with a range of transferrable skills.

### **Law**

At MGS, we follow the reformed OCR A Level specification for Law. This is a linear course, which has three formal exams at the end of Year 13. Each exam is worth 33% of the overall A Level grade. There is no coursework at A Level.

The course is comprised of 3 units, all of which are examined at the end of Year 13. There are 3 exams (each worth 33.33% of the total A Level). In Year 12, students study two topics: The Legal System and Criminal Law (with a focus on Murder, Manslaughter, Offences against the

Person and Theft) and Law Making and the Law of Tort (with a focus on Negligence and Occupiers' Liability). In Year 13, students undertake a specialist study in Human Rights Law.

### **Criminology**

At MGSG, we follow the WJEC Level 3 Criminology Diploma. This is graded A\*-E. This is in line with the A Level system that many students are familiar with and mirrors the system used in other A Level subjects.

The WJEC Criminology Diploma is comprised of 4 units (unlike the 3 papers seen with A Levels). All units are compulsory and must be successfully passed to gain the WJEC Criminology Diploma. In Year 12, students study for two units. The first unit, Changing Awareness of Crime is coursework assessed and looks at a range of different types of crime and examines the reasons why some types of crime are under-reported. The second unit, Criminological Theories, is externally assessed and considers how 'crime and deviance' are socially constructed, reported and treated by the media, the criminal justice system and politicians. In Year 13, students undertake another coursework based unit, Crime Scene to Courtroom, where they examine what happens once a crime is discovered. The final unit, Crime and Punishment, is externally assessed, and focuses on social control: it looks at the way that society seeks to regulate behavior and ensure that we all obey the law.

Much of the content in the WJEC Criminology Diploma is similar to that taught in A Level Sociology and Psychology.

### **Health and Social Care**

At MGSG, we follow the WJEC Level 3 Health and Social Care Diploma. As with Criminology, this is graded A\*-E. This is in line with the A Level system that many students are familiar with and mirrors the system used in other A Level subjects.

The WJEC Health and Social Care Diploma is comprised of 4 units (unlike the 3 papers seen with A Levels). All units are compulsory and must be successfully passed to gain the WJEC Health and Social Care Diploma. In Year 12, students study for two units. The first unit, Contemporary Issues in Health and Social care is externally assessed and allows students to gain an understanding of the inequalities that exist in society and contextualise these within health and social care settings. The second unit, Core Values and Services, is assessed by coursework and allows students to gain an understanding of the principles of care that underpin care provision, using examples from the sectors, making links to the experience of inequality from Unit 1. In Year 13, students undertake another coursework based unit, where they investigate the experiences of disease, illness and disability for individuals and the way in which they are treated. The final unit, Human Behaviour and Development, is externally assessed and students learn about the key factors that influence human behaviour and development in relation to the main assumptions of key psychological approaches of human behaviour and development.

## Mayfield Grammar School, Gravesend

### Job Description

<b>Post Title:</b>	Classroom Teacher
<b>Post Holder:</b>	
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher/Form Tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>• 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.</li> </ul>
<b>Reporting to:</b>	Faculty Leader
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• To contribute to the Curriculum Area development plan and its implementation.</li> <li>• To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> </ul>
<b><u>Staffing</u> Staff Development: Recruitment/ Deployment of Staff:</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• To engage actively in the Performance Management Review process.</li> <li>• To ensure the effective/efficient deployment of classroom support where appropriate.</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials/share with colleagues in the team.</li> <li>• To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>• 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.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> <li>• To communicate effectively with the parents of students as required.</li> <li>• To maintain appropriate records and to provide relevant accurate and up to date information for the management information system.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To track student progress and use information to inform teaching and learning.</li> </ul>
<b>Form Tutor Role:</b>	<ul style="list-style-type: none"> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To be the first point of contact for students in the tutor group for both academic and welfare concerns.</li> <li>• To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare.</li> <li>• To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System.</li> <li>• 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.</li> <li>• To evaluate and monitor the progress of students and keep up to date student records as may be required.</li> <li>• To contribute to the preparation of Action Plans, progress files, reviews and school reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with outside agencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• To contribute to PSHE and citizenship and enterprise learning according to school policy.</li> <li>• To apply the Behaviour Management systems so that effective learning can take place.</li> <li>• To make effective use of form time to progress student learning.</li> </ul>
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<b>Other Specific Duties</b>	<ul style="list-style-type: none"> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school's corporate policies.</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• 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.</li> <li>• To support the wider life of the school by supporting (when requested) the ASC (<i>Adventure Service Challenge</i>) Co-ordinator in attending the ASC camps that operate in Year 7 and Year 8 or/and support the school's DofE (<i>Duke of Edinburgh's Award</i>) 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.</li> <li>• 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.</li> <li>• To undertake any other duty as specified by STPCB not mentioned in the above.</li> </ul>
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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.

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_