

Candidate Brief



Teacher of Biology (maternity cover) September 2020 Full Time, Fixed term



An IB World School rated 'Outstanding' by Ofsted 2019





Welcome

Thank you for your interest in Tonbridge Grammar School.

We are a high achieving, 'outstanding' selective grammar school with academy status, educating girls between the ages of 11 and 16, and girls and boys in our Sixth Form.

Our vibrant school community is a place where students and staff are encouraged to be the very best that they can, in a nurturing and kind climate where wellbeing is at the top of the agenda.

This information provides a 'flavour' of what TGS has to offer and I hope that after finding out more about us, you wish to apply for the post. Should you have any queries, please don't hesitate to contact the HR team who I know will be more than happy to help.

Rosemary Joyce

Head Teacher

Our School Vision

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

We are committed to:

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.
- Being entrepreneurial in securing resources to realise our aspirations.

Members of our community are nurtured to be:

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable – facing challenge with bravery and acting with integrity.

Teaching here

Our team of over 110 teachers and specialist support staff enjoy belonging to a school community that has a 'collegiate' feel and values each member's contribution and wellbeing.

Teachers enjoy teaching our intellectually challenging curriculum to our highly motivated students in our modern and well-resourced school, based on a 14-acre site in the commuter town of Tonbridge in Kent. They take a pride in creating a learning environment where questioning, divergent thinking and freedom to learn from mistakes are encouraged.

First class professional development opportunities are available to teachers at all stages of their career including a full programme of development and support for those new to the profession. The School is committed to the wellbeing of staff.

"TGS has a fantastic staff community who are immensely supportive of one another. In addition, the regular opportunities for CPD have enriched my teaching, and the fast-paced environment means that every day offers something new and exciting. TGS has been the perfect place to start my career in teaching".

"Teaching is my 2nd career; teaching at TGS is a pleasure - I cannot think of another place to work where the students constantly surprise me with their creativity, enthusiasm and joyfulness, enabling me to teach in a collegiate manner".

"Tonbridge Grammar School is a place where you are challenged and inspired to be the best teacher you can be. It is a supportive workplace that provides excellent opportunities for both the staff and students."

Staff development

"Staff are highly skilled because of very effective training. They feel valued and enjoy being part of a very effective team." Ofsted, October 2019

Our extensive professional development programme includes:

Full Induction Programme.
Staff buddying system.
Full programme of support for NQTs.
Leadership development.
10 Academy Days for collaborative planning with subject teams.
Access to development opportunities thanks to our membership of the Kaizen Teaching School Alliance.

Staff wellbeing and benefits

- Free access to wellbeing services including physiotherapy.
- Reduced number of after school meetings thanks to Academy Days.
- Opportunity for NQTs to be employed from July.
- Flu vaccinations.
- Teachers' Pension.
- All teachers have a laptop.
- School-wide "out of office" in evenings, weekends and holidays to reduce emails.
- Cycle to work scheme.
- On-site parking for staff.
- Staff clubs including yoga.
- Free tea and coffee at breaktime!

Curriculum

As an International Baccalaureate (IB) World School, we blend the best of a traditional curriculum with the principles and ethos of the IB Organisation. This offers our students opportunities to learn in breadth and depth in order to develop as well-balanced individuals. They become active learners, engaged in real-life projects and are encouraged to be passionate about making a difference in the world.

We prepare students for GCSEs and the IB Diploma.

Many of our staff come to us with no prior experience of teaching the IB Diploma, so we offer a full programme of support and training to familiarise themselves with the curriculum.

Results

IB Diploma

TGS remains one of the most academically successful schools in the country and a leading school for the IB Diploma. In the summer one student achieved the maximum score of 45 points in the IB Diploma, this accolade was held by only 213 students worldwide in 2019. Two students achieved 44 points, 38 students achieved a score of 40 or better and 42% of our students achieved 38 or above. Our average Diploma point score was 36 which exceeds the worldwide average of 30. 61% of individual subject grades were at a grade 7 or 6 with the average grade being 5.62.

GCSE

Year 11 students celebrated outstanding GCSE results this year. The top grade of 9 is tough to achieve and our results show that TGS students are more than capable of responding to this challenge with 23% of our GCSE entries awarded a grade 9. Overall the results for our students were exceptionally strong. 32% of pupils gained 10 or more grades at 9-7 with 82% achieving 5 or more GCSEs at these top grades. Overall 51% of all GCSE results were at grade 9 or 8 and 74% at 9, 8 or 7. The average points per entry was 7.37.

More than academic success...

We are very proud of our students' outstanding academic success, but this is only part of the story. We want to ensure Students are 'real world ready'; independent learners, caring young people, curious critical and creative thinkers who are driven to make a difference in the world.

There is a strong focus on building each student's confidence and resilience; ensuring they have the emotional literacy and courage to make healthy life choices, flourish and be happy.

The Role

We are looking for an inspiring individual who will relish the opportunity to teach Biology at an outstanding school. You should be a good Honours graduate with a love of Biology.

You will be joining a team of experienced professionals who put students at the centre of everything that we do. We support each other, share good practice and are very receptive to new ideas and recommendations from any member of the team. We look forward to meeting you!

Science at Tonbridge Grammar School

At Tonbridge Grammar School our Science teachers aim to engender in our young people a love of science and its role in understanding the world around us. We encourage students to take responsibility for their own learning and teach them from Year 7 to become self-directed and independent learners. Students are fully involved in setting their own learning targets and progress is continuously monitored against these.

We see learning in Science to be a seven year experience at TGS and, with the IB learner profile running through the programme of study, we encourage our students to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. In order to achieve this, many lessons are planned to be student-led to allow them to make rapid progress through independent learning, so the students can progress independently supported by the teacher.

There are 12 specialist Science teachers all of whom teach across the full age range of the school, focusing mainly on their specialism from Year 9 upwards, but are able to teach across the sciences at GCSE level. They work closely as a team led by the Subject Leader for Science and Chemistry, and the Subject Leaders for Biology and Physics..

Since 2012 we have taught the IB Middle Years programme in Years 7 to 9. We have found this to be an exciting and dynamic change, allowing students to learn through investigating big questions, such as 'Is Chemistry Magic?' and 'What is Lurking in your Cupboards?' as a springboard for learning in Science. Students are assessed on their attitudes to Science, investigative skills, teamwork and ability to apply Science in the classroom to the world around them as well as their knowledge and understanding.

From Year 9 students study AQA GCSE Biology, Chemistry and Physics as it provides a rigorous qualification for our students and a good foundation for their studies in the Sixth Form. At Post 16 we offer Biology, Chemistry and Physics at both Standard and Higher Level IB. Results have been consistently excellent with many students going on to study science related courses at university including Medicine, Biomedical, Chemistry, Physics, Engineering and Biochemically related degrees.

An extensive enrichment programme for students has been developed to extend learning beyond the formal curriculum. This includes National Science and Engineering week activities, interdisciplinary weeks, trips, outside speakers, STEM ambassadors, Junior Science Club, Science Society and Medic Society as well as the opportunity to enter national and international competitions.

The successful applicant will need to have versatility of approach and a range of skills, as well as the enthusiasm and commitment needed to challenge our very able students. There are many opportunities for our Science teachers to develop particular areas of personal strength and interest.

Welcome from Paul McDaid, Head of Science

The students here are able and want to learn. They play an active role in lessons and are highly motivated. It has been very rewarding working with them to ensure they reach their own individual personal targets.

The International Baccalaureate diploma course provides excellent preparation for students going on to related degree courses and ultimately careers in Science or medically related fields. The Science team is friendly and I have received great support from my colleagues within the department and across the whole school, which helped me settle into the school very quickly. New staff have been and will be supported in their development by experienced staff throughout the Science department. There is a buddy system in place for new starters to ensure you have someone to turn to whatever the issue.

Working at TGS, in an exciting environment, with students with high expectations has been extremely stimulating and we know it will be a similar opportunity for new staff joining the School.

Job Profile

Job Title: Teacher of Biology (maternity cover)

Line Managed By: Subject Leader

Date: September 2020

Job Purpose

To secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners.

Key Areas of Impact

Strategic Direction:

- To establish and uphold the ethos of the school with students through the full implementation of student centred policies.
- To implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as;
 - Successful learners who enjoy learning and achieve their academic potential
 - Confident individuals able to live safe, healthy and fulfilling lives
 - Responsible citizens of this school and the wider community
- To support the Subject Leader as required and directed in implementing the Subject Team development plan and to assist in evaluating the impact of the plan on teaching and learning.

Teaching and Learning:

- To establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students.
- To plan and deliver lessons in accordance with the agreed Scheme of Work / subject specification, taking account of the specific learning needs of students within the class.
- To plan homework or other out of class work to sustain learners' progress and to extend and consolidate learning.
- To actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students.
- To analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting.
- To follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parent evenings.
- To provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential.
- To actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally).
- To monitor attendance and behaviour of students in their classes in accordance with school policy.

- To undertake the teaching of classes/groups as may reasonably be required by the Head Teacher or Line Manager.

Quality Assurance:

- To participate, at the request of the Head Teacher or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria.
- To evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary.

Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

Knowledge & Skills:

Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England.
- All School policies and procedures including;
 - Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range taught.
 - Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas
 - Schemes of work for subject(s) taught
 - Principles and practices in relation to managing learning and teaching
 - The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities
 - Health and safety issues as they relate to their particular subject area(s)

Additional Duties:

- To play a full part in the life of the school community, to support the school ethos and to encourage students to follow this example.
- To actively promote school policies.
- To reflect on and improve professional practice and take responsibility for identifying and meeting development needs.
- To actively engage in the staff review and development process.
- To undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.
- The conditions of employment for school teachers specify the general professional duties of all teachers. The professional standards for teachers at the relevant level are applicable.

Professional Standards

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects.

Such professional standards would include:

- Dress: teachers are expected to wear suits or jacket and tie (or the equivalent for female teachers), except when involved in practical or external activities,
- Punctuality: this is expected in all aspects of work,
- Duty of Care: keeping our students safe and acting in the child's best interest at all times,
- A position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with students,
- Propriety and behaviour: all teachers are expected to adopt high standards of personal conduct,
- Taking good care of the fabric of the school,
- Being aware of and carrying out the Acceptable Use of ICT policy when using the School network,
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate).

Self awareness

Emotional self awareness
Accurate self assessment
Self confidence

Self management

Emotional self-control
Integrity
Adaptability
Achievement orientation
Initiative
Optimism

Social Awareness

Empathy
Organisational awareness
Service awareness

Relationship management

Developing others
Inspirational leadership
Change catalyst
Influence
Conflict management
Team work and collaboration

Additional Notes

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

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

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 profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Commitment to Safeguarding

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of children. This post is subject to an enhanced DBS check.

How to Apply

Please complete an application form that can be found on our website. CVs alone cannot be accepted.

Your completed application form should be sent to personnel@tgs.kent.sch.uk

Key dates

Closing date for applications: Midday Thursday 27th February 2020

Interviews: Week commencing 2nd March 2020

We reserve the right to interview before the closing date.