



**Mayfield Grammar School
Gravesend**

Appointment of

Teacher of Geography

(with Adventure Service Challenge Co-ordinator role)

required from September 2017

Closing date: 1pm – Friday 28th April 2017

Interviews to be held shortly afterwards



Mayfield Grammar School Gravesend

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Teacher of Geography **(with Adventure Service Challenge Co-ordinator role)** **Full Time. Required from September 2017** **NQT or Main Professional Scale**

This is an exciting opportunity for an enthusiastic and committed Teacher of Geography. You will be joining a very successful department within a high performing 11-18 selective girls' school with boys in the Sixth Form. The successful applicant will demonstrate the ability to teach Geography up to GCSE level and the opportunity to teach A Level Geography will be available.

We are looking to appoint a Newly Qualified Teacher or a well-qualified colleague on the Main Professional Scale who is flexible, highly motivated and creative with a sound knowledge of their subject who can maintain the excellent results in this popular area of study.

The successful applicant will also take on the role of Adventure Service Challenge Co-ordinator. This will be for one year only in the first instance. The role is allocated an additional Recruitment & Retention Allowance (please see inside this pack for further information).

The person appointed will receive high quality mentoring and support and there is also plenty of scope to be involved in a wide range of extra-curricular activities. 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 also 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 Friday 28th April 2017**

Interviews to be held shortly afterwards.

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 and four Assistant Headteachers. There are six Faculties: English (including Drama and Media Studies), Mathematics, Computing and Economics, Science, Modern Languages, Humanities and Creative Arts. 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, a team of Technicians to support the teaching in all Faculties, an Assessment and Cover and Examinations Officer and a Pastoral Support Manager. 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 1000 students on roll, 240 of whom are in the Sixth Form.

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, Adventure Service Challenge, RE Conferences, the Graduation Ball and discos for students are run in conjunction with Gravesend Grammar School. The school enjoys strong links with the local business community and runs a flourishing Community Service 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.mgsq.kent.sch.uk

March 2017

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	Assistant Headteacher and Teacher of Geography
Mr Tom Orr	Teacher of Geography
Mr Jack Downs	Teacher of Politics and Teacher of Geography (<i>outgoing Summer 2017</i>)

The department is supported by a technician, Ms Angela Boarer 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. It is a popular choice for GCSE with usually two groups in both Years 10 and 11. The department works closely together sharing good practice and resources on a regular basis.

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. The overall aim is to give a good understanding of the world and its issues to all students whether they pursue the subject at GCSE or not. 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 which are an important part of our syllabus.

Upper School

At GCSE level Geography is an extremely popular subject, and follows the Edexcel examination board's Geography 'B' syllabus. 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. We begin teaching the GCSE course in Year 9.

The course utilises the many geographical and general study skills that have been developed in the lower school and during Year 9, as well as introducing more advanced concepts. The Edexcel GCSE course is split into 3 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 are expected to have achieved at least a B grade at GCSE in order to be accepted onto the course. Boys are accepted into the school at Sixth Form and several boys study Geography at A-Level. The opportunity to carry out residential fieldwork is provided in Year 12. We are currently planning an overseas residential trip to Iceland, accessible to all students.

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; changing 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 in preparation for the individual coursework, which is a key element of the overall A-level.

Year 2

The main areas of study include tectonic processes and hazards, coastal landscapes, globalisation, regeneration, 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. The other area allows for the further development of investigative skills on topics that include cold climates, cultural diversity, pollution risks and food supply problems.

With the major curriculum developments over the past three 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.

Adventure Service Challenge Co-ordinator Information Sheet

R & R Allowance: £1,500 p.a. for academic year 2017/2018
(Successful applicant to carry out role for one year in the first instance)

ASC is an organised, structured, yet flexible and adaptable scheme of activities. Each pupil who participates is not in competition with each other as their progress is assessed on the measure of their own personal achievement.

The Award forms a vital part of our extra-curricular/citizenship provision for pupils in the Lower School and is popular with pupils and parents. The scheme can also help prepare young people for the Duke of Edinburgh's Award which is an established and popular scheme in the Upper School at MGSG.

There are three elements to the ASC:

Adventure – Discovery, exploration, leisure pursuits.

Service – Concern for others, opportunities for helping those in need.

Challenge – A comprehensive and complete training programme.

More information can be found on the ASC website and admin assistance for the scheme is provided by Sharon Newnham (Finance Office) and Alison Ferrara (School trips).

The Year 7 Learning Leader would also be expected to work closely with the ASC Co-ordinator to provide support where necessary.

An exact Job Description will be developed in consultation with the successful applicant but the broad responsibilities would include:

- Launch of ASC to Year 7 students in conjunction with Year 7 Learning Leader.
- Communication with parents.
- Liaison with Finance Office.
- Production of ASC plan and booklets for pupils.
- Liaise with SJS re Curriculum Enrichment Days that support the ASC Award – presently Cyclopark in Year 7 for example.
- Liaise with SJS to agree dates for Summer Camp(s).
- Act as Trip Leader for Summer Camp (s).
- To work with Year 7 Learning Leader to ensure Year 7 PSHE programme and Health Day supports ASC Award.
- Organise the Orienteering Day in Shorne Country Park, currently for Year 8 pupils.
- Promote all aspects of the ASC Award to ensure pupils complete the award in a timely manner.
- In conjunction with the appropriate Learning Leader, to approve pupils' portfolios at completion of the award.
- Liaise with the appropriate Learning Leader re presentation of certificates.

Mayfield Grammar School, Gravesend

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.
Reporting to:	
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 Faculty and/or 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, the school's strategic objectives and ethos. 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 Performance Management 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. 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

	<p>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.</p> <ul style="list-style-type: none"> • 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, Citizenship, British Values 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 Specific 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 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 comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • 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.
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Staff are expected to undertake any other duties as may be reasonably expected.</p> <p>Staff are expected to uphold the ethos of the school in all aspects of their work.</p> <p>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.</p>	
<p>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.</p>	
<p>Sign: _____ Date: _____</p>	

A2 Results Summer 2016

	A~*	A	B	C	D	E	U	Entries	%ge A*	%ge A*/A	%ge A*/B	%ge A*/C	Points	APS
Art	0	0	3	0	0	0	0	3	0.00	0.00	100.00	100.00	720	240.00
Biology	0	7	9	8	13	6	2	45	0.00	15.56	35.56	53.33	8970	199.33
Business	0	1	0	3	1	0	0	5	0.00	20.00	20.00	80.00	1080	216.00
Chemistry	1	1	8	5	3	1	0	19	5.26	10.53	52.63	78.95	4230	222.63
Economics	0	1	2	4	0	1	0	8	0.00	12.50	37.50	87.50	1740	217.50
English Lit	3	3	10	6	3	0	0	25	12.00	24.00	64.00	88.00	5910	236.40
English Lang&Lit	1	0	6	2	0	0	0	9	11.11	11.11	77.78	100.00	2160	240.00
Further Maths	0	1	0	1	0	0	0	2	0.00	50.00	50.00	100.00	480	240.00
French	1	0	2	0	0	0	0	3	33.33	33.33	100.00	100.00	780	260.00
Food Tech	0	0	1	0	0	0	0	1	0.00	0.00	100.00	100.00	240	240.00
German	0	2	0	1	0	0	0	3	0.00	66.67	66.67	100.00	750	250.00
Geography	0	0	1	1	1	1	0	4	0.00	0.00	25.00	50.00	780	195.00
Government and Politics	0	2	3	5	2	2	0	14	0.00	14.29	35.71	71.43	2970	212.14
General Studies	0	1	2	2	1	0	0	6	0.00	16.67	50.00	83.33	1350	225.00
History	0	2	7	7	1	2	0	19	0.00	10.53	47.37	84.21	4170	219.47
ICT	0	0	1	2	1	1	0	5	0.00	0.00	20.00	60.00	990	198.00
Media	0	4	7	8	1	0	0	20	0.00	20.00	55.00	95.00	4620	231.00
Maths	2	2	8	11	3	3	0	29	6.90	13.79	41.38	79.31	6360	219.31
Music	0	0	1	2	0	0	0	3	0.00	0.00	33.33	100.00	660	220.00
Physical Education	0	1	0	2	0	0	1	4	0.00	0.00	0.00	66.67	420	140.00
Physics	0	1	3	1	2	1	0	8	0.00	12.50	50.00	62.50	1710	213.75
Philosophy	0	0	4	0	1	1	0	6	0.00	0.00	66.67	66.67	1290	215.00
Psychology	2	5	4	11	5	2	0	29	6.90	24.14	37.93	75.86	6420	221.38
Sociology	3	1	5	7	0	0	0	16	18.75	25.00	56.25	100.00	3840	240.00
Spanish	1	1	2	2	0	0	0	6	16.67	33.33	66.67	100.00	1470	245.00
3D Design	0	2	0	1	0	0	0	3	0.00	66.67	66.67	100.00	750	250.00
Theatre Studies	0	0	2	3	1	0	0	6	0.00	0.00	33.33	83.33	1290	215.00
Textiles	2	0	1	0	1	0	0	4	50.00	50.00	75.00	75.00	1020	255.00
Whole School	16	37	92	95	40	21	3	304	5.26	17.43	47.70	78.95	67170	220.95

GCSE Results Summer 2016

	A*	A	B	C	D	E	Entries	%ge A*	%ge A*/A	%ge A*/B	%ge A*/C	Points	APS
Art	14	5	6	0	1	0	26	53.85	73.08	96.15	96.15	1382	53.15
Biology	6	44	50	23	7	2	132	4.55	37.88	75.76	93.18	6150	46.59
Chemistry	13	40	51	23	3	2	132	9.85	40.15	78.79	96.21	6258	47.41
Computing	3	6	10	4	0	0	23	13.04	39.13	82.61	100.00	1106	48.09
Drama	2	11	12	2	0	0	27	7.41	48.15	92.59	100.00	1320	48.89
Economics	11	9	11	2	1	1	36	30.56	55.56	86.11	91.67	1754	48.72
English Lit	18	61	40	10	2	0	131	13.74	60.31	90.84	98.47	6524	49.80
English	13	57	54	9	0	0	133	9.77	52.63	93.23	100.00	6562	49.34
Further Maths	2	3	13	8	0	0	31	6.45	16.13	58.06	83.87	1190	38.39
French	5	9	10	8	1	0	33	15.15	42.42	72.73	96.97	1572	47.64
Food Tech	2	14	4	1	0	0	21	9.52	76.19	95.24	100.00	1068	50.86
German	3	12	10	2	0	0	27	11.11	55.56	92.59	100.00	1338	49.56
Geography	3	15	16	17	12	8	71	4.23	25.35	47.89	71.83	3002	42.28
History	10	25	10	6	0	0	51	19.61	68.63	88.24	100.00	2580	50.59
ICT	1	16	6	0	0	0	23	4.35	73.91	100.00	100.00	1166	50.70
Mathe	6	41	49	17	2	0	115	5.22	40.87	83.48	98.26	5482	47.67
Maths (Early Entry)	9	9	0	0	0	0	18	50.00	100.00	100.00	100.00	990	55.00
Music	0	2	1	4	0	0	7	0.00	28.57	42.86	100.00	310	44.29
Product Design	2	4	8	1	0	0	15	13.33	40.00	93.33	100.00	732	48.80
Physical Education	1	5	11	10	2	1	30	3.33	20.00	56.67	90.00	1320	44.00
Physics	18	31	43	28	9	3	133	13.53	36.84	69.17	90.23	6166	46.36
Punjabi	0	1	0	0	0	0	1	0.00	100.00	100.00	100.00	52	52.00
Religious Education (Full GCSE)	4	8	9	9	1	0	31	12.90	38.71	67.74	96.77	1456	46.97
Spanish	30	23	5	3	2	0	63	47.62	84.13	92.06	96.83	3354	53.24
Textiles	4	8	9	2	1	0	24	16.67	50.00	87.50	95.83	1176	49.00
Whole School	180	459	438	190	45	17	1336	13.47	47.83	80.61	94.84	64084	47.97
Religious Education (Short Course)	18	39	31	10	2	0	100	18.00	57.00	88.00	98.00	4966	49.66