Queen Elizabeth's School

Founded in 1573

A leading, selective school for boys in North London, cited by Ofsted on five occasions as an 'outstanding secondary school'.



Appointment of Head of Year to start in September 2018

Head of Year vacancy

The post

A rare opportunity for an exceptional teacher with the skills and experience to be an outstanding pastoral leader at Queen Elizabeth's.

Heads of Year are responsible for securing pupils' rounded development by celebrating successes and providing support in relation to overall academic performance, wider school involvement, and general conduct. They play a vital role in the delivery of an excellent, bespoke education to our boys.

This is a very important role within Queen Elizabeth's School and would be excellent preparation for someone who is ambitious, looking to develop his or her career and is ultimately aspiring to further career progression. In making this appointment, therefore, the Headmaster will have regard to the potential exhibited by candidates as well as to their experience. A comprehensive programme of support and training will be made available to the successful applicant.

The post becomes vacant at the end of the Summer Term 2018 and it is anticipated that the successful applicant will be Head of Year 8 from September 2018.



Head of Year vacancy

The person

This role requires strong communication skills, energy and a firm commitment to upholding the School's standards and expectations. As well as being a good administrator, the successful applicant will be able to deal effectively with staff, parents and outside agencies and lead a team of tutors and a year group of 192 boys decisively and by example.

Our new Year Head will also need to be an outstanding classroom practitioner with the ability to motivate and stretch able boys. The successful applicant will, therefore, have a strong academic background so that he or she is able to teach across the full range of our ability, up to and including university entrance. No particular teaching specialism is sought, but applications from teachers of economics, English, geography, mathematics and science are particularly welcome.

All teachers at Queen Elizabeth's are encouraged to play a full part in the wider life of this thriving School.



Pastoral leadership at QE

The position

The main focus of this role is to lead and manage a team of tutors in the delivery of outstanding pastoral care and monitoring of pupil progress. This involves liaising with tutors over day-to-day issues, communicating with parents as appropriate, and interacting with pupils so that they understand the high expectations that we have of them.



The primary responsibilities include, but are not limited to:



Academic Progress

- Encouraging academic excellence and liaising with Subject Departments when necessary to ensure the optimum progression of all pupils
- Ensuring that students are focused on their targets grades and advising them appropriately on their onward ambitions



Attendance and Behaviour

- Making appropriate interventions when attendance and punctuality issues are affecting pupil progress
- Ensuring the behaviour of pupils within the Year group is of a consistently high standard
- Managing pupil disciplinary matters within the Year group under the guidance of an Assistant Head

Pastoral leadership at QE



Managing Information

- Maintaining up-to-date files on each pupil in the Year group which summarises important information regarding academic progress, involvement, conduct and welfare matters
- Ensuring all relevant information is passed efficiently to pupils, parents, teachers and tutors
- Ensuring communication with parents is of a consistently high standard, with the principal point of contact being the tutor



Pastoral Management

- Making a significant contribution to ensure that all aspects of the School's pastoral systems and the implementation of related policies are excellent
- Leading by example in pastoral management, teaching and involvement in the School's extensive programme of extra-curricular activities
- Overseeing arrangements for the Year group's parents' evening and other reporting points
- Organising and attending events, sometimes out-of-hours, and especially those where attendance by pupils is required
- Organising, developing and monitoring the effectiveness of the curriculum for tutor periods and the activities that occur within them
- Organising the performance management of the tutor team



Progression and Well-being of Pupils

- Establishing a happy, purposeful, ambitious and positive atmosphere within the Year group and making appropriate interventions to ensure the well-being of all pupils

Support and Guidance at QE

While we are proud of our academic achievements, we also want all our pupils to be both happy and resilient. We therefore have carefully structured pastoral support and guidance to nurture good mental health among our boys.

Great efforts are made to promote boys' wellbeing by means of our programme, which is delivered through weekly Personal Development Time sessions, through bespoke tutorials with tutors and senior staff, through peer mentoring and through a host of extra-curricular activities.

Our aim is to assist boys to make a smooth transition to adulthood and to build resilience to enable them to thrive in the modern world, where they must contend with pressures that older generations did not have to face.

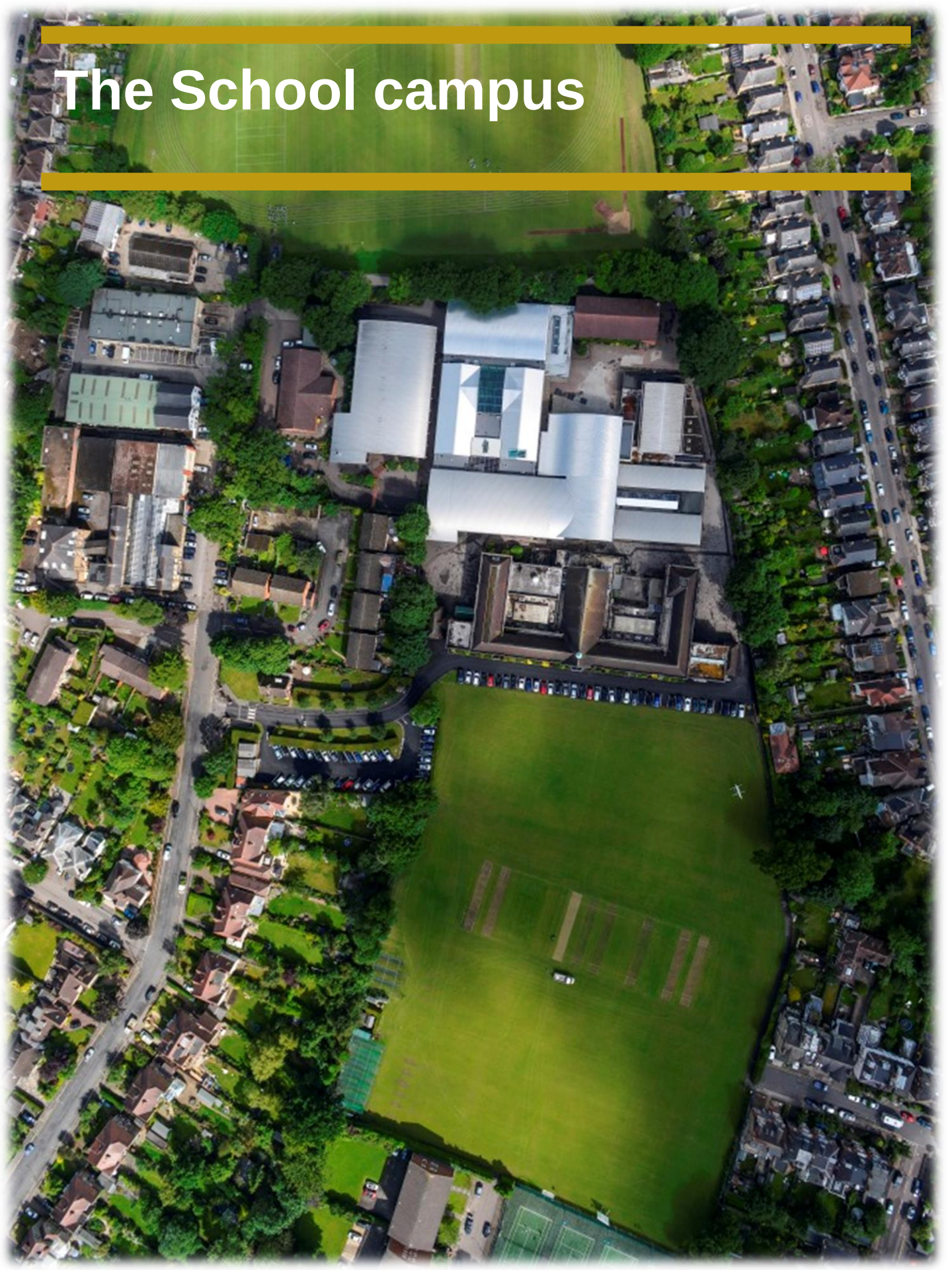
When boys do experience difficulties, staff, older boys and, if necessary, external professional counselling and other support will always be on hand to help them through, and they will be treated with great care and sensitivity.

A similar approach is taken in providing academic support. Each year, boys are set personalised targets in every subject and are given individual support to ensure they progress. Many tools are employed to help boys reach their full potential including bespoke interventions, differentiation and additional one-to-one work in subject clinics.

More generally, an atmosphere of positivity is created by a culture of celebrating success. Boys are praised for their efforts, service and achievements, whether through merits, good notes, commendations or, more publicly, through our formal Junior and Senior Awards evenings. In so doing, we motivate pupils, spurring them on to still greater success and creating a virtuous circle in which success becomes a habit.



The School campus



Recent A-level results

Year	% A*	% A* - A	% A* - B
2017	41.5	82.0	96.0
2016	40.1	84.2	98.8
2015	42.2	85.3	98.4
2014	36.1	82.2	96.0
2013	39.3	87.4	98.3
2012	40.2	88.5	98.5
2011	41.1	84.5	97.7



Outstanding 2017 A-level results

THE TIMES

	Pupils	Exam entries	%A*	%A*,A,B
King's Maths Sch, Mixed, Sel, State, Lambeth	61	186	58.1	98.9
Cardiff Sixth Form Coll, Mixed, Sel, Ind, Cardiff	157	575	63.3	98.6
St John's Coll, Cardiff, Mixed, Sel, Ind, Cardiff	34	105	42.9	98.1
Guildford HS, Girls, Sel, Ind, Surrey	88	281	43.4	97.5
Concord Coll, Mixed, Sel, Ind, Shropshire	158	554	44.9	96.8
Magdalen Coll Sch, Oxford, Mixed, Sel, Ind, Oxfordshire	147	505	38.6	96.6
Queen Ethelburga's Coll, Mixed, Sel, Ind, North Yorkshire	108	324	33.6	96.6
Wilson's Sch, Boys, Sel, State, Sutton	140	474	30.2	96.6
The Perse Sch, Mixed, Sel, Ind, Cambridgeshire	171	557	53.9	96.4
King's Coll Sch, Wimbledon, Mixed, Sel, Ind, Merton	199	638	49.5	96.4
Westminster Sch, Mixed, Sel, Ind, City of Westminster	190	734	57.2	96.3
The Haberdashers' Aske's B Sch, Boys, Sel, Ind, Hertsmere	156	489	44.0	96.3
Queen Elizabeth's Sch, Barnet, Boys, Sel, State, Barnet	142	479	40.7	95.8
City of London Sch for G, Girls, Sel, Ind, City of London	69	227	45.4	95.6
Brighton Coll, Mixed, Sel, Ind, Brighton & Hove	199	642	33.2	95.6
St Olave's GS, Mixed, Sel, State, Bromley	213	711	31.2	95.6
The Faculty of Queen Ethelburga's, Mixed, Comp, Ind, North Yorkshire	64	91	9.9	95.6
Haberdashers' Aske's Sch For G, Girls, Sel, Ind, Hertfordshire	124	380	32.4	95.0
Royal GS, Guildford, Boys, Sel, Ind, Surrey	132	428	35.7	94.6
The Henrietta Barnett Sch, Girls, Sel, State, Barnet	134	471	42.9	94.3
Tiffin G' Sch, Girls, Sel, State, Kingston-on-Thames	148	476	30.3	93.1
Reading Sch, Boys, Sel, State, Reading	154	553	38.2	92.9
Altrincham GS for G, Girls, Sel, State, Trafford	162	492	25.6	92.7
South Hampstead HS, Girls, Sel, Ind, Camden	86	283	27.6	91.9
Putney HS GDST, Girls, Sel, Ind, Wandsworth	87	265	25.7	91.3
Hampton Sch, Boys, Sel, Ind, Richmond	194	645	33.2	91.2
St Albans Sch, Mixed, Sel, Ind, Hertfordshire	137	436	33.5	91.1
Bancroft's, Mixed, Sel, Ind, Redbridge	127	433	37.9	91.0
The Manchester GS, Boys, Sel, Ind, Manchester	163	539	36.4	90.9
Withington G' Sch, Girls, Sel, Ind, Manchester	69	219	29.2	90.9
Pate's Grammar, Mixed, Sel, State, Gloucestershire	230	775	30.5	90.5
North London Collegiate Sch, Girls, Sel, Ind, Harrow	117	399	39.3	90.2
Colchester Royal GS, Boys, Sel, State, Essex	172	658	26.9	90.1

Recent GCSE results

Year	% A* (9-7)	% A*-A (9-7)	% A*-B (9-6)
2017	70.9	91.8	98.9
2016	62.3	89.2	98.6
2015	69.6	93.5	99.3
2014	63.3	91.0	98.2
2013	66.1	92.5	99.0
2012	63.9	90.1	98.1
2011	55.3	90.6	99.3



Outstanding 2017 GCSE results

THE TIMES



Boys at Queen Elizabeth's School, in London, aspired to achieve the new 9 grade, their head teacher said

Star pupils welcome the challenge of new GCSEs

2017 School Performance

THE SUNDAY TIMES

26 November 2017 – Parent Power supplement

"Top Boys' State School"

2017 rank	2016 rank			Admissions	A-Level A*-B (%)	GCSE A*/A/ 9/8/7 (%)
1	1	The Henrietta Barnett School, Hampstead	London	Selective	94.5	95.2
2	2	Queen Elizabeth's School, Barnet	Barnet	Selective	96.0	91.6
3	6	St Olave's Grammar School	Orpington	Selective	95.6	89.7
4	4	Wilson's School, Wallington	Wallington	Selective	96.6	86.1
5	3	The Tiffin Girls' School	Kingston upon Thames	Selective	92.9	92.4
6	11	Altrincham Grammar School for Girls	Altrincham	Selective	92.7	86.0
7	7	Reading School	Reading	Selective	93.1	81.1
8	9	Pate's Grammar School	Cheltenham	Selective	90.6	85.4
9	5	Tonbridge Grammar School	Tonbridge	Selective	91.7	81.7
10	10	King Edward VI Camp Hill School for Boys	Birmingham	Selective	88.3	87.8
11	14	The Latymer School	London	Selective	88.0	83.7
12	19	King Edward VI Camp Hill School for Girls	Birmingham	Selective	86.2	85.2
13	22	The Judd School	Tonbridge	Selective	87.5	80.7
14	21	Colchester County High School for Girls	Colchester	Selective	82.7	89.9
15	12	King Edward VI Grammar School, Chelmsford	Chelmsford	Selective	84.3	85.8
16	17	Dartford Grammar School	Dartford	Selective	91.0	71.2
17	18	Colchester Royal Grammar School	Colchester	Selective	90.1	72.3
18	30	The Blue Coat School, Liverpool	Liverpool	Selective	86.0	79.0
19	20	Tiffin School	Kingston upon Thames	Selective	86.0	78.5
20	26	St Michael's RC Grammar School, Finchley	London	Selective	83.8	82.2
21	15	Nonsuch High School for Girls	Cheam	Selective	82.3	85.1
22	54	Lumen Christi College	Derry	Selective	88.7	71.4
23	31	Sutton Coldfield Grammar School for Girls	Sutton Coldfield	Selective	86.7	73.2
24	13	Chelmsford County High School for Girls	Chelmsford	Selective	78.9	87.4
25	16	Colyton Grammar School	Colyton	Selective	81.7	80.9
26	8	Kendrick School	Reading	Selective	79.7	84.1
27	25	Wallington High School for Girls	Wallington	Selective	84.1	74.4
28	27	King Edward VI School, Stratford	Stratford-upon-Avon	Selective	82.1	76.8
29	45	Our Lady and St Patrick's College, Knock	Belfast	Selective	83.6	72.1
30	44	Wolverhampton Girls' High School	Wolverhampton	Selective	78.2	81.8

The School

Queen Elizabeth I's favourite, Robert Dudley, Earl of Leicester, successfully petitioned his sovereign for a charter for "...the establishment of the Free Grammar School of Queen Elizabeth in Barnet, for the education, bringing up and instruction of boys in Grammar and other learning and the same to continue for ever". Since that final "for ever" may well have been just a rhetorical flourish, he would probably be surprised to discover that the School thus established in 1573 still exists. Yet what is really arresting is not merely the fact of its continued existence, but that more than four centuries later the School is still delivering education according to the precise tenets of its charter.



It was Elizabeth's half-brother, Edward VI, who had created the national system of "free grammar schools", both by reorganising existing schools teaching Latin grammar and by creating many new ones. They, like the School in Barnet established a generation later, did indeed provide a free education: that is, they offered free tuition to those who could not afford to pay the fees. But, the reality, of course, was that, 300 years before the introduction of compulsory education, few families could afford to forego the income from their sons' labour.



Today, Queen Elizabeth's School offers an education that is "free" beyond anything that Dudley is likely to have imagined. Its blue blazers are worn by boys of all social backgrounds, with 90% of them from ethnic minorities, and the School on London's northern fringe is proud of the open access it offers.



The School





The School was first established in Tudor Hall on Barnet's Wood Street. This remained its base for more than 350 years, until 1930, when Hertfordshire County Council erected elegant – and much more spacious buildings – on Queen's Road. In recent years, several new buildings have been added to the 30-acre campus. They include: the Heard Building, purpose-built to accommodate the enlarged Sixth Form; the Friends' Music Rooms to serve the many musicians; the Clark Laboratories to improve the science facilities and the new Olympic-size Martin swimming pool.

Having become a comprehensive during the 1970s, the School reverted to its former selective status as a boys' grammar school in 1994. Since then, it has established a reputation for academic excellence, including exceptional results in public at A-level and GCSE. Research by the Sutton Trust revealed that Queen Elizabeth's now sends a greater proportion of its students to Oxford and Cambridge than any other state school. QE sends in excess of 90% of its pupils to the country's 30 most selective universities and is thus the top state school in the country for university placement.

Beyond the classroom the boys at Queen Elizabeth's continue to excel in fields as diverse as cricket, athletics, water polo, music and chess. The School invests a great deal of time and resources in extra-curricular "enrichment" activities. Its main sports are rugby and cricket - and all boys are encouraged to participate – but there are many other sports offered, including athletics, tennis, water polo and Eton Fives. Among a wide range of clubs and societies, the chess and debating clubs are both strong and successful in external competitions. Performance music is exceptional.

The School

Thus Queen Elizabeth's School's modern-day success consists not only in the social breadth of its intake, which includes many boys from modest backgrounds, but also in the way it stretches even the brightest of these boys, opening up new intellectual and career horizons that were often only a dream to their parents' generation. It is not just about the boys the School takes in at 11; it is about how these boys are transformed by the time they leave at 18.

From the day they first walk into the impressive main building past cabinets containing the names of some of their most illustrious predecessors, there is inspiration aplenty for today's young pupils. Some of those listed have played rugby for England; some have made their mark as water polo internationals; others still have been selected to represent their country in Olympiads, pitting their brains successfully against the finest young mathematicians, linguists, chemists and chess players in the world.

But the inspiration of past glories alone cannot explain the academic success of the School and the social mobility it provides for the talented sons of ordinary North London families. To understand the causes of its modern success, one must look closely at how Queen Elizabeth's School operates.

One of those causes is indisputably the School's own high expectations. Led by the example of Headmaster Neil Enright, the staff quietly but determinedly expects the very highest levels of effort and application from all their pupils from the day they arrive at the School. There is also meticulous attention to detail at all levels of the curriculum – and indeed in every aspect of school life, including how the uniform is worn.









The School







“Early-warning” systems are in place both to help pupils who are struggling academically and to intervene when boys are beginning to kick over the traces. Parental involvement is considered an important element in a boy’s education at Queen Elizabeth’s School. Parents are expected to take a detailed interest in their sons’ work, not only ensuring that homework is done, but also steering them towards leisure activities that will stimulate their particular interests.

Another aspect that marks out Queen Elizabeth’s School is its emphasis on what it calls “bespoke education”. Boys can find one-to-one help in the lunchtime or after-school clinics in every subject. These are not just for boys who are finding the work too difficult: they are equally for pupils who are finding it too easy. There is no glass ceiling here: teachers are both willing and able to take gifted boys as far academically as they are able to go.

Queen Elizabeth’s is a school that cherishes its links with the past, its traditions sitting comfortably alongside forward-thinking leadership and developments that enable academic excellence and the rounded preparedness of boys for the Twenty First Century. As such it delivers its characteristically understated mission to ‘produce boys who are confident, able and responsible.’

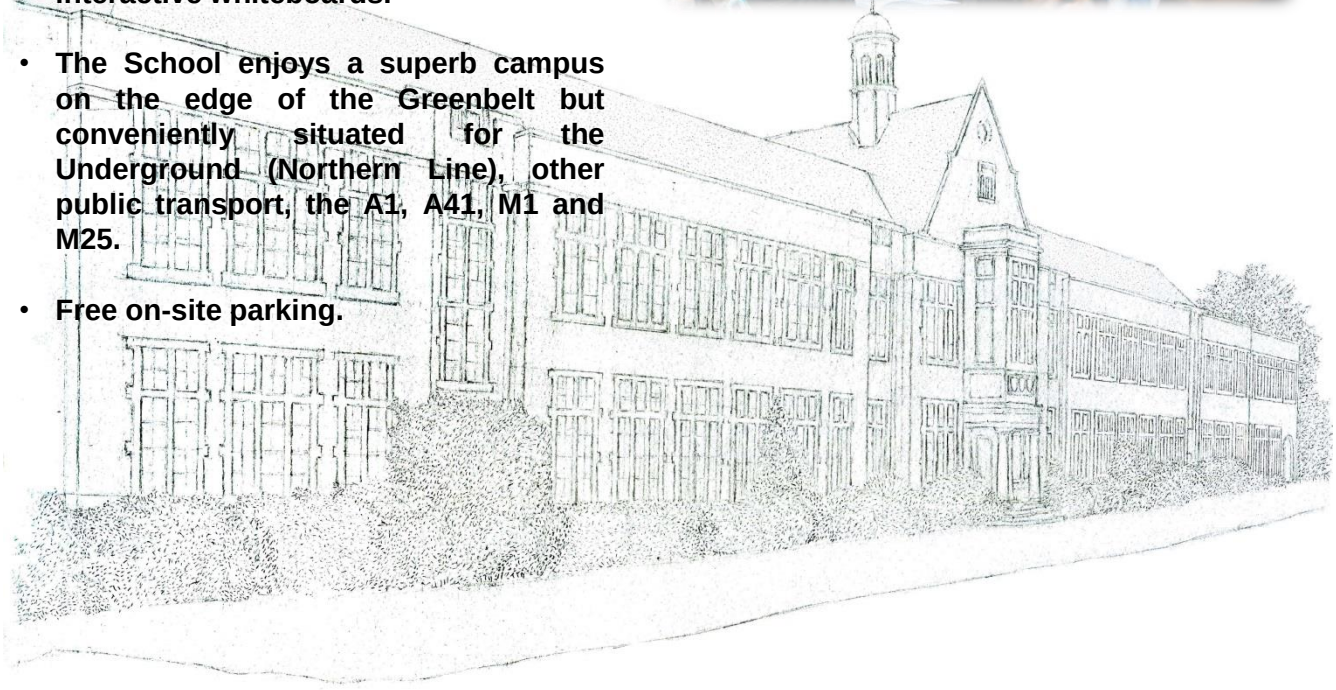


Working at Queen Elizabeth's

- **Teachers at Queen Elizabeth's enjoy working with supportive colleagues and motivated, talented pupils in a calm, positive academic environment.**
- **Admission to the School is completely meritocratic with the boys being selected on their academic ability alone. They come together from a diverse range of backgrounds**
- **There are excellent opportunities for professional development and career enhancement.**
- **There is an extensive induction programme for all new colleagues.**
- **Facilities are excellent: all teachers have their own office space, most have their own classroom or laboratory and all learning spaces are equipped with interactive whiteboards.**
- **The School enjoys a superb campus on the edge of the Greenbelt but conveniently situated for the Underground (Northern Line), other public transport, the A1, A41, M1 and M25.**
- **Free on-site parking.**







Making an application

- **Applications must be made using the School's own application form which should be accompanied by a covering letter and an up-to-date curriculum vitae.**

- **Applications should be addressed to the Headmaster:**

  Neil Enright MA (Oxon), MBA, FRSA
  Headmaster
  Queen Elizabeth's School
  Queen's Road
  Barnet
  Hertfordshire
  EN5 4DQ

- **Our preference is for applications to be submitted using the online form on the staff vacancies page of our website.**





The closing date for applications is Wednesday 21 March 2018. Earlier submissions are welcome and applications be considered as they are received.

The Headmaster is happy to have an informal conversation about the post with potential applicants. He can be contacted through his Personal Assistant, Nicola Weston: 020 8441 4646 or at recruitment@qebarnet.co.uk.

Queen Elizabeth's School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service. We are an equal opportunities employer.