King Edward VI Grammar School

FORTITER EX ANIMO

Appointment of

Teacher of History (Politics teaching also available)

Full time (Part time applicants also considered)

Shared Parental Leave Cover

From 1 January to 01 April 2019



King Edward VI Grammar School
Broomfield Road
Chelmsford
CM1 3SX

T: 01245 353510
email: recruitment@kegs.org.uk
www.kegs.org.uk

Headteacher's Welcome

Dear Applicant,



I am delighted that you are interested in applying for the post of History teacher at KEGS (shared parental leave cover).

KEGS has formed part of the history of Chelmsford since 1551 and I started working here in 2001 before being appointed Head in 2014. Throughout my time here, I have always found it a privilege to work with such highly motivated students and staff. The examination results achieved by our students make us one of the best performing schools in the country and many leave each year to secure places at top universities, including Oxford and Cambridge. Nearly all of our students opt to join our Sixth Form when they reach the end of Year 11. Similarly, our staff enjoy the challenges of working here so much that we do not need to advertise for new teachers very often and we are, therefore, very excited about this role and the opportunity to welcome someone new to the school.

In the 21st century we are an exciting and energetic school in which staff are encouraged to show initiative and to experiment with new ideas. Our students set their own high standards, but with a deep sense of the community in which they exist. Beyond challenging academic aims, we offer our students a wide range of extra-curricular and cultural experiences including music, sport, drama, international and community opportunities, DofE, CCF and Corps of Drums. In these, students are supported by dedicated and highly focussed staff as part of our philosophy of creating rounded individuals with a strong sense of loyalty to our traditions, but equipped to make their own contribution to a changing world. We have been fortunate in being able to support these aspirations over recent years with a building programme which has provided a superb sixth form centre, music school, a flexible learning centre, a new art and design block, and most recently a Sports Hall.

A key requirement of this role is the ability to teach History at KS3 and GCSE. In addition, a willingness to take on some sixth form teaching either in History or Politics would be an advantage though it is not essential. We would welcome an application, regardless of what stage you are at in your career. Although a full time role, part time applicants will also be considered.

To apply, you need to complete the recruitment application form, including a personal statement explaining how your experience to date fits the person specification and the job description, including specific examples of relevant experience.

Please note that due to our stringent safeguarding regulations, applications for any role within KEGS can only be considered if submitted using the formal recruitment application form which is available via our website at www.kegs.org.uk under About/Staff Vacancies, or by emailing recruitment@kegs.org.uk

The application form should be sent either by email to recruitment@kegs.org.uk or by post for the attention of Mr T Carter, Headteacher. If sending by post, please address as follows:

F.A.O: Mr T Carter, Headteacher
C/O: Mrs A Cowell, HR Manager
King Edward VI Grammar School
Broomfield Road
Chelmsford CM1 3SX

Applications close at noon on Friday 21st September 2018. All applications will be acknowledged. We welcome any prospective candidates who would like to tour the school and meet members of the leadership team and other staff. To arrange this, please contact the school office.

Tom Carter.

The History & Politics Department at KEGS

We are seeking an enthusiastic and well-qualified individual to cover for Paternity leave in the Spring Term, 2019. We welcome applications from candidates who will enjoy the challenge of working with very able pupils. The successful candidate will be required to teach History at KS3 and GCSE.

At GCSE, students study the following Edexcel specification topics: Anglo-Saxons and Normans, Medicine in Britain, c1250–present, International Relations and the Cold War, 1941–1991 and Russia, 1917–1941. An ability to teach some aspects of History and Politics in the Sixth Form would be highly desirable. For History, students follow the Pre U Level syllabus and study Tudor history, as well as aspects of American history; the US Civil War, Westward Expansion and Native Americans. For Politics, students follow the AQA syllabus which covers Government and Politics of the UK and USA, as well as political ideologies.

In the lower school, students receive three hours of history teaching a fortnight and are taught in classes of 30. We follow a linear route through KS3 with a focus on British and European history. Students study medieval history in Year 7, the development of Britain from the early modern period to the nineteenth century in Year 8 and the twentieth century world in Year 9. Depth studies, for which students are required to produce an extended piece of written analysis, include King John in Year 7, the British Empire in Year 8, and General Douglas Haig in Year 9.

The full department consists of four teaching staff plus one member of the Senior Leadership Team. We have four dedicated classrooms with an adjacent History Office, and the department is well-resourced with books, DVD, audio and computer facilities. The latter includes a tablet PC or laptop for each member of the department, an ICT projector and a DVD player in each room, in addition to use of the school's extensive central ICT facilities. The school library is well-stocked with History books.

We run a number of extra-curricular and enrichment activities, including additional classes in support of students applying to read History and/or Politics at Oxbridge, and lectures by eminent academics (recently we arranged a bespoke day of Tudor lectures in Oxford for KEGS historians, with speakers including Diarmaid MacCulloch, Steven Gunn and Susan Doran). Field work plays an important part in the department's approach, including a 2-day residential trip to the WWI battlefield sites for Year 9 and an optional History and Politics trip to the Washington, Gettysburg and New York for Year 13 (40 students attend). We are looking to develop other such field work at KS4 in support of the new GCSE curriculum. There is also a student-run History society which is well-attended. For Politics, students visit Parliament in Year 12 and are visited by a local MP during their studies.



The Job Description

The Status of the Post
Classroom teachers are accountable to their immediate Head of Department or Curriculum Area manager in the first instance, and through them to the Headteacher.

The Main Purpose of the Post
To be accountable for raising the standards of teaching, learning and attainment of students taught directly by them in their subject or curriculum area, and for ensuring that each of the five areas identified in Every Child Matters are addressed as appropriate in their teaching. The professional duties of all teachers (other than the Headteacher) are set out in the School Teachers Pay and Conditions document and this document is to be read in conjunction with these duties.

Professional Responsibilities
The postholder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

- To deliver the subject curriculum and to set high expectations with regard to students' engagement and learning
- To take responsibility for the postholder's own professional development, in particular of higher order teaching skills
- To work collaboratively within the Department or Curriculum Area Team

PROFESSIONAL RESPONSIBILITIES OF SUBJECT TEACHER: DETAILED ILLUSTRATIVE LIST
To deliver the subject curriculum and to set high expectations with regard to students' engagement and learning

- To prepare and deliver teaching and learning strategies to further the aims and objectives of the Department as expressed in Programmes of Study and Schemes of Work
- To promote teaching and learning activities which stimulate pupil interest and involvement
- To keep up to date with curriculum developments and legislative requirements in the subject or curriculum area
- To implement Department policy with regard to levels of expectation in classwork and homework, and to ensure that homework tasks are understood and followed by all students
- To implement the Department policy on assessment, formative assessment ('assessment for learning') for all students, and the Department policy on record-keeping to ensure close tracking of student progression
- To liaise with the Head of Department, Form Tutor, Pastoral Head or SENCO in the case of pupil learning or behavioural difficulties
- To provide information on student progress and achievements as required for reports, grades, referrals or references
- To make students aware of opportunities for extending their educational experience outside timetabled time, both in and out of school, and to foster and support student participation in such activities
- To make sure that equipment and rooms are well organised, and are cared for; to ensure a record of equipment issued is kept, and equipment accounted for; to create an orderly and stimulating learning environment
- To ensure that students are aware of relevant safety procedures which apply to rooms or equipment used and that equipment is safe to use

To take responsibility for the postholder's own professional development, in particular of higher order teaching skills

- To undertake appropriate in school or externally provided professional development as agreed with the Head of Department and Staff Development Manager to enhance teaching skills and subject knowledge

The Job Description

- To play a role as appropriate in the development of Department self-review and approaches to teaching and learning; to undertake responsibilities within the Department which might be reasonably delegated or shared
- To participate in Departmental consultation concerning the subject or curriculum area and the cross-curricular, cross-phase or outreach work of the Department as appropriate

To work collaboratively within the Department or Curriculum Area Team

- To advise the Head of Department of resource or curriculum needs of which he /she may not be aware
- To undertake an equitable share of the setting and marking of internal examinations or public examination coursework assessment as directed by the Head of Department
- To contribute to Schemes of Work and learning resources as agreed
- To provide all relevant information to the Head of Department as required – predicted grades, pupil entries, attendance, and any other information requested, and to make sure that students are well informed about all relevant subject information and deadlines
- To report back to the Department from INSET or working groups
- To support the Head of Department in providing professional support and guidance for student teachers or NQTs within the Department
- To be familiar with procedures within the Staff Handbook to help the smooth running of the school
- Contributing to school self-review and to the relevant sections of the school Self Evaluation Form concerning Department effectiveness
- Any other duties that might reasonably be expected of a Subject Teacher, as befits this standard position within the school staffing structure






The Person Specification

Personal Qualities

- A principled person with strong interpersonal skills, conveying warmth and humour and personal integrity, and a concern for all pupils regardless of their background.
- A strong work ethic and commitment to doing things well.
- The capacity to work with colleagues in a team and contribute to collective initiatives.
- The capacity to accept constructive feedback without being defensive and to look for continuous improvement.
- Excellent communication skills.
- The ability to listen to a range of views.

Qualities as a teacher

- The ability to communicate a genuine passion for their subject and the capacity to teach to a very high level.
- Strong subject knowledge (to allow confident teaching to A level standard).
- A record of securing strong examination outcomes (unless the person is a new entrant to the profession).
- A genuine passion for engaging with young people of all ages and to establish positive relationships including with disengaged students.
- An interest in contemporary thinking regarding effective teaching and learning.

Administrative and Technical

- The ability to be well organised and efficient and work well under pressure.
- The ability to meet deadlines and set standards for others to follow in the quality of their communication.

Qualifications

- A graduate with a relevant degree.
- Qualified teacher status (or a willingness to become qualified during the first year at KEGS.



Salary, Hours and Benefits

The salary awarded will depend on experience and qualifications of the successful candidate. The Governors review salaries each year to ensure they remain competitive. Salaries are paid by bank transfer on the 26th day of each month in twelve equal payments.

Hours

Teaching staff are expected to be in school for 08.45am and the school day ends at 3:40pm. However, hours are as required to fulfil the duties of this role both before and after school hours.

Benefits include:-

Standard school holidays.

Membership of the Teachers' Pension Scheme - all teachers are automatically enrolled into the scheme.

Enhanced maternity/paternity pay arrangements - the school offers additional support to staff via its family friendly policies.

iPad or laptop - these are available to all staff for teaching purposes



The History of KEGS

We are very proud of our traditions and our long and interesting history. The following text is an extract from Anthony Tuckwell's book 'That honourable and gentlemanlike House', a history of King Edward VI Grammar School, Chelmsford, 1551-2001. Anthony Tuckwell was Headmaster of KEGS from 1984 to 1999.

On March 24th 1551 a royal warrant of Edward VI established a free grammar school in Chelmsford for the education, in the Anglican religion and classical languages, of the boys of the manor of Chelmsford and the hamlet of Moulsham. The school was housed from 1551 to 1627 in part of an old friary between the modem Friars Walk and New London Road, just to the south of the River Can in Moulsham. It was to be financed from the rents of former chantry lands with which it was endowed. Its position is recorded on John Walker's 1591 map of Chelmsford.

The endowments were entrusted to the care of three knights, Sir Walter Mildmay, Sir Henry Tyrrell and Sir William Petre and their descendants, plus Thomas Mildmay, Walter's elder brother. The Petre connection was interrupted in 1678 when Lord William Petre became an innocent victim of the Popish Plot and was imprisoned in the Tower of London. The Petre name re-appeared again towards the start of the nineteenth century. The Tyrrell name also disappeared for a while although the family connection was sustained for some of the gap by a Comyns son-in-law. Mildmays and Tyrrells were still there in 1873 when the governing bodies of all endowed grammar schools were reformed. Archdeacon Mildmay's death in 1878 ended an unbroken Mildmay connection of 327 years.



The impecunious Tudor endowments comprised a farm on the coast near Tilbury, which suffered considerable losses through erosion and flooding, other farms at Hatfield Peverel and Southminster and cottages at Great Baddow. The governors retained these until well into the twentieth century, the last property being sold in 1957. The poverty of these endowments explains why the school became a state school rather than staying independent. In the end state education was the making of the modem KEGS.

For 450 years the school has provided education on an almost continuous basis. But by its tercentenary in 1851 it was on the point of collapse and closed temporarily from 1853 to 1856. The exclusively classical curriculum, entirely suitable as a preparation for the entry of an occasional boy to Oxford and Cambridge universities, but not for much else, would have been very familiar to the Tudor schoolboy. It was unattractive to Victorian townspeople who wanted their sons educated for entry into business, farm management or a profession.

In company with most of the old endowed Tudor schools Chelmsford's grammar school was confined by the rigidity of its original statutes, a small governing body who rarely got together in one meeting and the conservatism of the priestly schoolmasters who, by and large, liked things as they were and would, in any case, receive a salary from the endowments even if pupil numbers dropped.

For those who wanted curriculum modernisation the cost of getting the original statutes changed by private act of parliament was prohibitive. A school like Manchester Grammar School could, in the eighteenth century, set up classes teaching modern subjects side by side with the classical endowment as it had wealthy benefactors to stump up the additional capital.

Small market towns like Chelmsford generally could not aspire to such riches. To take a chance and use the income from the original endowments to finance modem subjects could lead to an expensive legal challenge in the Court of Chancery and the ruination of the school and its governors. Government intervention was needed. It came in the 1860s with a royal commission that produced highly critical reports on the state of education in the old endowed schools.

The History of KEGS



The Endowed Schools Act of 1869 loosened the classical stranglehold and governing bodies were expanded so that they became more representative of ' the local population. The new governors were not afraid to assert authority over their headmasters but also felt the pressure from townspeople during some quite vitriolic campaigns for the election of parish representatives to the governing body. A broadened curriculum saw the tentative appearance of science and modem languages much to the relief of frustrated townspeople. In 1871 the law was further changed so that grammar school masters no longer had to be Anglican priests licensed by their bishop. At the opening of the twentieth century the 1902 Education Act forbade religious instruction in the Anglican doctrine, a move welcomed by a sizeable non-conformist population in Chelmsford. The school, for the first time, also became answerable to rigorous inspection by His Majesty's Inspectors. Their first full inspection came with stunning impact in 1907 with subsequent inspections in 1913, 1922, 1930, 1939, 1955 and 1989. The new Office for Standards in Education (OFSTED) then took over the role and inspected the school in 1996. The 1989 and 1996 inspection reports were public documents whereas preceding reports were confidential to the governors and headmaster. There was also a full National Audit Office inspection in 1994.

From the last quarter of the nineteenth century the public examination system influenced the curriculum in the upper forms but, by and large, left professional freedom as to what was taught lower down. In the last decade of the twentieth century central government reversed the situation. The National Curriculum now determines what is taught from the bottom up with tight control over the whole learning process through detailed programmes of study, frequent inspection and testing, annual examination league tables, school target setting and benchmarking against similar schools, and performance management of teachers linked, to a degree, to pay. There was centralisation of a different sort under the Tudors and Stuarts when what was taught by priests in schools and in the Anglican pulpit was tightly controlled by the monarch through the bishops and the printing press to fend off Roman Catholic enemies abroad and Puritan extremists at home, although their aim was static conformity not the current quest for continuously measurable academic improvement.

Until 1856 pupils paid fees. Rent from lands with which the school had been endowed paid only for the cost of lessons in Latin and religion, not for any other subjects, books, materials, furniture or heat. All these were subject to a charge. Masters could make but a limited living from the pupils admitted on the income received from the endowment that was eroded in value by inflation. They therefore supplemented their income by taking in boarders or working as priests, at best in the local parish church, at worst in some more distant church, which would lead to absence from the classroom.



From 1856 a few pupils earned whole or part remission of tuition fees from foundation scholarships, awarded by the governors for excellent academic performance. The first free place county council pupils entered the school in 1893 on technical scholarships. Then, as state education developed in the twentieth century, the law gradually required the admission of free place pupils financed by the county from the rates - 12'/2% of the intake in 1909 and 25% in 1931. In 1932 the county took control of all admissions but parents were means-tested to see whether they should pay whole or part fees. In 1944 fees were abolished and secondary education became free at the

The History of KEGS

point of delivery. 425 years of boarding finished in July 1976, but was immediately followed by a new venture, the first girl to join the sixth form in September 1976.



As the school became more and more part of a twentieth century state system of education so numbers rose. Between 1856 and 1885 pupil numbers varied little from what they had been back in the 1550s, ranging between forty and seventy-five, taught by a master (or chief master as he became known in the mid-eighteenth century and headmaster from 1856), an usher (re-titled undermaster in 1830), and a few teachers brought in occasionally for peripheral subjects like drawing and French which appeared from about 1860 on. As soon as the hugely influential Frank Rogers became headmaster in 1885 numbers soared to 115 in 1886, peaking at 156 in 1905. When the county council became involved in the provision of secondary education after 1902 numbers rose further, to 260 in 1918, 300 in 1921 and 450 in 1935. These figures included about sixty boys in the preparatory school, more commonly known as the junior school, which had opened in 1896, moved into a separate building, Westfield House, in 1924, and closed in 1948 when state schools could no longer charge fees. It is at this point that the school became exclusively a secondary school. Numbers subsided to just under 400 in the late 1940s with the closure of the junior school and the decline in the sixth form during the Second World War. But the baby bulge that came with post-war demobilisation hit secondary education in 1955 when the school's two-form intake was increased to three and numbers rocketed up to 600. Numbers rose to 700 in 1961, going down to 650 in 1977, stayed between 640 and 706 during the 1980s, rose to 750 in a four-form intake in 1996 once grant-maintained status, achieved in 1992, freed the school from local authority admissions restrictions, and to just over 830 in 2000.



Alongside the rise in numbers a constant theme throughout the last 120 years has been the inadequacy of the building accommodation. After 275 years in the unhealthy one room schoolhouse in Duke Street, the site now occupied by county hall, the school moved in 1892 to the larger site and new buildings on Broomfield Road with a capacity of 150 pupils. This temporarily relieved the problem but numbers wishing to enter the school soon filled the classrooms and were swollen by the large increase in the birth-rate which followed the end of the First World War. By the 1930s the school was very overcrowded. Essential extensions were ultimately built in 1937 having been seriously delayed by the economic ravages of the great depression of the early 1930s. Without them the evacuated Tottenham Grammar School could not have been accommodated in 1939-1940. But a second post-war bulge in the birth rate, which hit secondary schools in the mid-1950s, renewed the pressures. The 1962-1963 extensions were welcome, but, again, were hugely delayed by national economic circumstances and the county council's difficulty in building the number of new schools required to keep pace with Essex's burgeoning population. At one stage in the 1960s it is said that a new county council school was being opened every three weeks. For several years prior to the new extension KEGS was a split site school. Sixth form classes were hived off to the Rectory Lane Youth Club (now the YMCA) and the Technical College (now Anglia Polytechnic University) in Victoria Road South. The first year were resident at the disused Friars Infants School in Moulsham Street, just south of the stone bridge (the site is now subsumed by Parkway). Pressure on accommodation still exists. The new technology block opened in 1994 helped but the funding mechanism in operation since 1990, driven by pupil numbers, makes it necessary to control staff costs while maximising pupil numbers if requisite facilities for KEGS very able pupils are to be provided. The £l million KEGS450 appeal for new buildings launched in 1998 has reached a successful conclusion and will, it is hoped, end this ongoing congestion.

The History of KEGS



Nor, until 1977, did there ever seem to be adequate playing fields. The small green space on the Broomfield Road site behind the main Victorian building was plagued by poor drainage and proved inadequate for games. Until Newfields was acquired in 1914, a quarter of a mile away, adjacent to the County High School for Girls, pitches were begged and borrowed around the town. When Westfield, actually adjacent to the main school, was added in 1924 the problem seemed to have been resolved but increased pupil numbers soon cancelled out the apparent gain. The County High School was even worse off. They had virtually no playing fields of their own. Newfields would be ideal for them. A deal was struck in 1976 inspired by the generosity of old boy Harold Bedford, chairman of the foundation governors, who purchased and gave to the school the current site at Partridge Green next to Broomfield Hospital, three and a half miles north of the school. With this benefaction and the proceeds of the sale of Newfields to the county council for use by the County High School, the Bedford Playing Fields and its associated buildings came into being.

Throughout all its 450 years the school has also been part of the history of its times. What did the boys make of the Spanish Armada, the Gunpowder Plot, the execution of Charles I, the French Revolution, the Napoleonic Wars, and the coming of the railways? These events certainly left a mark on Chelmsford and Essex and would have had some impact on pupils' lives. In more recent times the Leonidas window commemorating those who gave their lives in the Boer War (pictured on the front cover of this book), the Roll of Honour commemorating the dead of two world wars, and the Old Chelmsfordians' headquarters at Lawford Lane, set up as a memorial to those of their number who died in the second world war, are testament to the courage of many young men not long out of the classroom. They must have had their brave antecedents in previous centuries.

The last century has seen the school at its strongest. Frank Rogers' headship from 1885 to 1909 saw the school emerge from educational mediocrity into an institution with a growing local and national reputation. The house system, army cadets, cadet band, The Chelmsfordian, sport, drama, debating, music and a wide range of other activities came to life through his vision and energy. But the school was dogged by financial difficulties as a result of the 1892 move to Broomfield Road and Frank Rogers' vision was impatient of financial restraint. It is unfortunate that from the mid-1890s on major disagreements with the governors led to a controversial and graceless end to his tenure of office.

The years of war and economic depression from 1914 to the mid-1950s were testing times for all publicly funded organisations. But such matters bother adults much more than boys. The Chelmsfordian magazine abounds with exuberant high spirits. From the 1960s to the present day the school's educational reputation has continued to soar. In 1981 it was named by The Sunday Times as the most successful state school as measured by Oxbridge open awards and in 1998 by the Financial Times as the most successful state school at GCE advanced level in the period 1993-1998. Government financial restructuring of the education service, forcing local authorities to give most of their money to schools rather than wasting it on top-heavy bureaucracies, and the end to high inflation which had dogged the economy from the 1960s onwards, meant that the decade from 1990 on was the most affluent the school had ever experienced. It is now as close to solving its long-standing buildings' problems as it is ever likely to get.

It is a proud story to tell. It is not a story of unremitting success. There have been times of great difficulty. But, for the most part, it is a story of persistence and belief by people associated with the school throughout its history. Without them it could not have become what it is today.

Application

Please read this recruitment pack carefully and also our Recruitment & Selection Policy which can be found on www.kegs.org.uk under About/Staff Vacancies.

To apply, you need to complete the recruitment application form, including a personal statement explaining how your experience to date fits the person specification and the job description, including specific examples of relevant experience.

Please note that due to our stringent safeguarding regulations, applications for any role within KEGS can only be considered if submitted using the formal recruitment application form which is available via our website at www.kegs.org.uk under About/Staff Vacancies, or by emailing recruitment@kegs.org.uk

The application form should be sent either by email to recruitment@kegs.org.uk or by post for the attention of Mr T Carter, Headteacher.

F.A.O: Mr T Carter, Headteacher
C/O: Mrs A Cowell, HR Manager
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Applications close at noon on 21st September 2018. All applications will be acknowledged. We welcome any prospective candidates who would like to tour the school and meet members of the leadership team and other staff. To arrange this, please contact the school office.

Equal Opportunities
It is the policy of King Edward VI Grammar School to provide equal opportunities for all qualified individuals regardless of race, colour, religion, ethnic or national origin, sexual orientation, age, gender, medical condition or disability.

Safeguarding
Candidates should be aware that all posts within the school involve some degree of responsibility for safeguarding children. Therefore all posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as spent must be declared. The successful candidate will be required to complete a Disclosure & Barring Service application. References will be sought on shortlisted candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and if they have a medical condition which affects their work they will be required to undergo a medical examination prior to taking up post.





Location



By Car
KEGS is located centrally within Chelmsford, on Broomfield Road. There is a one-way system immediately outside of the school.

Car Parking
Visitors' parking can be found at the front of the school. If these space are occupied a public car park can be found opposite the school, accessed via Elms Drive.

By Bus
KEGS is a 5 minute walk from Chelmsford Bus Station which is located in Duke Street next door to Chelmsford railway station.

By Train
Chelmsford is located on the main line from Liverpool Street and is approximately 35 minutes from London. The railway station is located in Duke Street and is a 5 minute walk from the school,

On Arrival
Please report to Reception



King Edward VI Grammar School
Broomfield Road
Chelmsford
CM1 3SX

T: 01245 353510
email: recruitment@kegs.org.uk
www.kegs.org.uk