



APPLICATION PACK

Enjoy teaching well at.....

Dartford Grammar School

An IB World School



Post: Head of Psychology

Start Date: Easter or September 2018

Package: MPS/UPS + TLR 2c

(£2,666) + LFA

Teachers' Pension

Childcare Vouchers

Free Gym Membership (BSC)

The post is a full-time permanent position.



National Support School
designated by

National College for
Teaching & Leadership

**Specialism
QualityMark**
Leading and Transforming
SSAT



Japanese
Excellence
Programme



Mandarin
Excellence
Programme



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An enhanced DBS check is required for all successful applicants.

ABOUT US

A learning community developing international citizens

Dartford Grammar School is a selective secondary academy for boys, which admits girls to its sixth form. There are six forms of entry to Year 7, and all of the students joining the school are from the top 25% of the ability range. The students come from Dartford, neighbouring towns and villages, and nearby London boroughs. The current roll is 1,485, including 625 in the sixth form.

Curriculum

The school provides students with a seven year innovative education programme, based on the philosophy of the International Baccalaureate Organisation. Dartford Grammar School has become the first British state school authorised to offer the IB Middle Years Programme to pupils in Years 7 to 9. Its sixth form programme is also exceptionally wide with courses leading to the International Baccalaureate Diploma. The IB courses are crucial to our ethos encouraging our students to be independent, creative and highly successful lifelong learners.

Students at Dartford Grammar School enjoy very high academic success. In 2017, and for the second consecutive year, more than 70% of GCSE grades were the equivalent of A*/A. Our Sixth Formers gained an average UCAS points score of 215 (new tariff). Almost all of Year 13 students proceed to university with more than 70% successful at Russell Group universities.

Ofsted Inspections

The school has been identified four times by Her Majesty's Chief Inspector of Schools (most recently in May 2011) as one of England's most successful schools and colleges, showing a sustained period of outstanding achievement.

Specialist Status

In September 1995, the school became one of the first two language colleges in the country. The school is committed to internationalism. While maintaining its high levels of strength in all curricular areas, the school is established as a centre of excellence for the learning of languages, offering tuition in ten. Following the 2008 Ofsted inspection the school was awarded Science as this third specialism and most recently achieved an additional Specialism Quality Mark in Sport.

The school is a leading Confucius Classroom, a leading Japan Foundation and Goethe Institute school and has been re-accredited with the International Schools Award at the highest level. Dartford Grammar School is an IB World School and the Sunday Times IB School of the Year 2017.

The school has recently been awarded 'Teaching School' status and works as a lead school across a local alliance of primary and secondary schools, providing additional professional development opportunities.

Buildings and Facilities

The school, founded in 1576, has occupied its present site since 1866. Additional buildings have been constructed since then, the major works in last 10 years being listed below:

2008	extension of sixth form centre adding five teaching rooms;
2009	the remodelling of the Mick Jagger Centre, to provide additional teaching rooms and new laboratories and a Food Technology suite;
2011	new sixth form study suite
2012/13	extended sixth form centre
2013/14	new science department
2013/14	new Key Stage 3 transition area
2014/15	new Performing Arts Centre and rejuvenation of part of the Hardy building
2015/16	new dining hall and additional laboratories
2017/18	new sixth form centre

Pastoral Support

The school has a strong pastoral system operating from Year 7 to Year 13. The school is divided into Key Stage units, and each year group has a Curriculum Manager who oversees all aspects of the students' development. The school provides 3 Higher Education Advisers and a specialist Careers Adviser.

Extra-Curricular Programme

The school is exceptionally rich in extra-curricular activities. It offers 16 sports and competes with others in at least eight of them each year. Teams regularly gain county, regional and national success, and many students gain representative honours at one or more of these levels. The Junior Athletics team are the current National Champions. The school achieves high standards in music, and has an orchestra, wind band, choir, chamber choir and many other ensembles. Drama productions are frequent. There are many other clubs and societies, with debating always a popular activity. The school's impressive programme of community service is regarded as a particular strength. The school benefits from many close links with Europe, China and Japan. There are regular overseas cultural and sports trips, and other international visits.

External Links

The school has a very active Parents' Association, which provides valuable assistance and support. The school has strong links with local industry and with Higher Education. It has extensive links with many other institutions, and is also part of the world-wide International Baccalaureate Organisation network.

What the School Offers Teachers

The school provides its staff with the experience of teaching able and well-motivated students in an environment with high expectations of behaviour and well-developed systems of teacher-support. The school has a national reputation for the quality of its programme of professional development. The programme includes much that falls within specific subject areas.

The school is committed to participation in initial teacher training. Other aspects include a course for newly-qualified teachers, preparation for middle management, development of existing middle managers and preparation for senior management. While the school's extensive programme of overseas visits give many staff international experience, the school ensures that its staff development has a further international dimension, for example in IB courses. Staff members have access to the school's excellent facilities for sport and the performing arts.

Becket Sports Centre and The Mick Jagger Centre for the Performing Arts

Out of school hours the facilities of both centres are shared with the local community. They are managed by school staff, reporting through independent management structures.

The Becket Sports Centre (currently being extended and improved) comprises a sports hall and fully equipped fitness studio, with a separate aerobics/training room, which has a sprung floor, allowing dance sessions to be held. The Mick Jagger Centre includes two auditoria (seating 200 and 350 respectively, both with retractable seating), 8 music practice rooms, dance studio, exhibition space, two music rooms and a Drama Studio. It is a base for 20 community organisations, and runs a small commercial programme attracting a range of talents and performers.

Website

Further details of the school, including breakdown of performance figures, can be accessed through: www.dartfordgrammarschool.org.uk

Dartford Grammar School and the International Baccalaureate

Dartford Grammar School introduced the IB Diploma Programme in 1996, and the Middle Years Programme in 2004. These actions arose from a recognition of the close relationship between the values of the school, and those of the International Baccalaureate. The school's mission statement is 'A learning community developing international citizens'.

The key to the approach is to be found in the IB Learner Profile, which is values-based, and states a clear set of learning outcomes for which the school takes responsibility. The intention of the school is that learners should reflect on their own development, through the curriculum and the extended curriculum, using the profile as a framework. Members of staff also use the Learner Profile as their own core values in a teacher led classroom.

The IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning.
Knowledgeable	They explore concepts and issues, acquiring in-depth knowledge and understanding across a broad range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively.
Communicators	They express ideas confidently and creatively in more than one language. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and with a strong sense of fairness. They take responsibility for their own actions.
Open-minded	They are open to the values and traditions of other communities. They are accustomed to seeking and evaluating a range of points of view.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service.
Risk-takers	They have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations.

Key Stages 3 and 4

Throughout Years 7, 8 and 9, all students follow an interdisciplinary curriculum based on elements of the National Curriculum and the Middle Years Programme to provide the framework for subject work, skills and conceptual based learning. Schemes of Work are planned using the MYP unit planner. Units reference Approaches to Learning, Key Concepts, Related Concepts and Global Contexts and seek to enable students to see the 'bigger picture'. The curriculum aims to explore connections between subject areas. English and Humanities are closely linked as are Sports Science, Science, Computer Science and Maths. There is also close collaboration between the Expressive Arts and Design Technology. There is a choice a language between Mandarin and Japanese in Year 7 and French, Spanish, German or Latin in Year 8. There are additional excellence programmes in Mandarin, Japanese and Ancient Greek.

These Global Contexts require interdisciplinary study, and this includes project-based learning during Creativity Weeks, when the school's normal timetable is suspended and a community project in Year 9.

All students are encouraged to participate fully in the school's extra-curricular programme, in which sport, the performing arts and volunteering all feature prominently. In Key Stage 4, all students are expected to show a strong commitment to the Duke of Edinburgh's Award Scheme. All students complete 11 GCSEs at the end of year 11.

Key Stage 5

There is a process of induction within the IB Diploma Programme to meet individual needs, including the large number of students transferring from other schools.

Each student follows a core consisting of:

Extended Essay	(to develop a capacity for research and independent learning);
Theory of Knowledge	(to develop an awareness of the nature of knowledge across disciplines, and to encourage an appreciation of other cultural perspectives);
Creativity, Action and Service	(to provide experience outside academic study and to develop self-knowledge).

Each student follows a programme covering each of the following groups, with at least three subjects being studied at Higher Level:

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>
First Language	Other Languages	Humanities
<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
Sciences	Mathematics	Arts or choice from 2, 3, 4 or 5.

The extracurricular programme continues to be exceptionally strong, and there is an ambitious and varied provision of overseas experiences.

The Operation of the School

The school expresses its core values through the ways in which it operates. Some aspects of this deserve particular attention.

- It is committed to the development of its own environment, and promotes concern for the environment, locally, regionally and globally.
- It keeps new and innovative approaches to learning under constant review.
- Its service of the community includes its support for other schools.
- It promotes creativity through the operation of an arts centre on its premises.
- It encourages community health through the operation of a joint-use sports centre on its premises.

The Psychology Department

The Psychology Department currently consists of 2 full-time specialist teachers. It is a hard-working, committed team of professionals who work together effectively and enthusiastically. Each member of the Department is encouraged to take an active part in decision and policy making regarding initiatives, strategies, enrichment and resources.

The subject is only offered in Key Stage 5 and all students follow the IB Diploma syllabus with its emphasis on the IB Learner Profile. Only the Higher Level course is offered with five lessons a week given per student. Results in public examinations are outstandingly good. Students cover core knowledge in Biological, Cognitive and Sociocultural Psychology in Paper 1, which then leads to them developing specialist knowledge in applied areas of Abnormal and Health Psychology in Paper 2. In addition students conduct their own simple experiment and write a scientific report for their Internal Assessment and look at qualitative research methods for Paper 3.

The department has devised their own course handbooks which work instead of textbooks as these have been found to lack relevant detail and contain errors. To support learning in lessons there is a well-stocked range of textbooks, academic resource books and other practical resources. The Library and computer rooms can also be booked. Psychology teaching takes place in the Sixth Form Centre and all classrooms have whiteboards with the ability to play digital files.

Alongside the well-developed induction course provided by the school for newly qualified teachers, the Department will mentor new colleagues, offering support in lesson planning, assessment and management skills. Resources are shared within an ethos of mutual assistance.

The Department has a high profile within the Sixth Form and sees healthy numbers of students opting to study Psychology, with many going onto study it at university. This popularity is further seen in the high number of students opting to complete their Extended Essay in Psychology. This involves students picking a topic of their choice, conducting independent research and completing a 4,000 word research project supervised by a subject specialist. The department has offered a wide range of extra-curricular activities as and when they are available including lectures; both inside and outside of school, participation in research studies and trips to local universities libraries to aid research for the Extended Essay. There have also been a number of cross-curricular Gifted and Talented initiatives ran by the department including Y8 Sport Psychology sessions and Psychology and MFL sessions for Years 9 and 10.

We are seeking to appoint an enthusiastic, well-qualified and knowledgeable teacher to join the Department and to contribute to its work. A flexible, innovative and imaginative approach to teaching is encouraged with particular emphasis upon an open, but disciplined, approach to the teaching of Psychology. A readiness to assist with extra-curricular activities in the school is essential.

The post is an exciting and challenging one, offering exceptional opportunity in an outstanding school where students are able, well-motivated and capable of excellence.

ROLE PROFILE

Vacancy
Job Title: Head of Psychology (TLR2c) Persons Line-managed: Teachers of Psychology
Outline of Role: <ul style="list-style-type: none"> To carry out the role of a teacher as defined in the School Teachers' Pay and Conditions document. To support, hold accountable, develop and lead the Psychology Department, to ensure high standards of teaching and learning and the wellbeing of staff and students.
Responsibilities as a Teacher: <ul style="list-style-type: none"> To teach assigned students. To participate in the development of appropriate syllabuses, materials and schemes of work. To assess, record and report on the development, progress and attainment of students. Under the direction of the Curriculum Manager, to act as Form Teacher of an assigned group of students, and to carry out related duties. To carry out a share of supervisory duties in accordance with published lists. To participate in appropriate meetings with colleagues and parents relative to the above duties.
Principal Accountabilities: <ul style="list-style-type: none"> To agree and support the achievement of, challenging student progress targets to make a measurable contribution to whole school targets. To draw up, implement and monitor the progress of the Department Review Framework to ensure that it makes a significant contribution to the School Development Plan. To maintain a scheme of work to guide and support successful teaching, and procedures for monitoring and evaluating student progress, in accordance with the school's and Department's policies. To manage and develop staff effectively, and to advise on their deployment, resulting in a tangible impact on student learning in the subject. To review annually, the performance of the Department, in accordance with the procedures of the school self-review framework. To manage effectively the budget allocated to the Department, and to ensure the efficient use of its resources.
Key Leadership Behaviours: <ul style="list-style-type: none"> Adaptability Achievement orientation Optimism Developing others Influence Teamwork and collaboration
Knowledge, Skills and Experience: <ul style="list-style-type: none"> Exemplary performance as a classroom practitioner. High level of subject expertise.

NOTES

- 1 The responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- 2 This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent carrying them out, and no part of it may be so construed.
- 3 This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

THE APPLICATION PROCESS

Completed application forms should be sent, by post, to the Headmaster, Mr W J Oakes, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW or by email, to Mrs A Dennett (HR Manager) adennett@dartfordgrammarschool.org.uk

Closing date for applications: Friday 17 November 2017

Interview date: To be confirmed

The school may interview early in the case of an exceptional candidate.