CANDIDATE BRIEF
TEACHER OF KS3
GEOGRAPHY AND HISTORY
Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and expectations are clear and consistent. This is reflected in our exam outcomes at both KS4 and KS5.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as NQTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email recruitment@qmschool.org.uk or visit our website:- www.queensmeadschool.org.uk

Yours sincerely

Rhona Johnston
Head Teacher
Applications must be received by **9am on Thursday 8th October 2020.**

Please email your completed application form and covering letter for the attention of the Head Teacher to: 
recruitment@qmschool.org.uk

If you have any questions, please email recruitment@qmschool.org.uk
Overview

Geography at Queensmead School is a successful subject. Our results for KS4 and KS5 are consistently above the national average and we constantly achieve positive Value Added results. Uptake is strong for both GCSE and A Level and we have a good proportion of students go on to study Geography at University. Fieldwork trips are undertaken for both GCSE and A Level, consisting of both urban and rural studies. Students behave exceptionally well and are engaged and enthused by the subject.

History is a large, cohesive and welcoming department that covers a range of subjects, including the teaching of Classical Civilisation and Law. In History, we put an emphasis on asking big questions, classroom debates and analysis of a range of historical events and processes. The department places a strong focus on personalised learning for our students. We strive to provide exciting, insightful and inspiring learning opportunities for all learners.

Staffing and Resources

The Geography Department consists of five members of staff. The entire KS3 course has been completely re-written and resourced in line with curriculum changes. All KS3-KS5 lessons are planned in line with the specifications and all resources are shared within the department. Textbooks are not relied upon at all – all topics are current, interactive and interesting. All classrooms are equipped with IWB and speakers.

The History Department consists of eight full-time members of staff. Our teaching rooms have been recently renovated and contain interactive Smartboards. We make regular use of the latest ICT software and Google Drive. There are a wide variety of textbooks and resources available to staff and students for reference.

Teaching Groups

Geography - All key stages are taught in mixed ability groups. In KS3, the groups are no more than 30. At A Level and GCSE, groups are of a smaller size to ensure that all students are supported.

History is a compulsory subject for Years 7-9. There are currently multiple History, Classics and Law GCSE and A Level classes.

The Courses

Geography: We follow the GCSE and A-Level Edexcel Geography courses.

History: In Years 7 and 8, History students follow schemes of work centred around topics and themes, rather than simply following a chronological timeline. Students enjoy learning about issues such as ‘Who is Britain?’ and ‘Why did World War I start?’

In Year 9, we offer a transitional course which aims to equip students with a range of key skills integral to the GCSE course.
PERSON SPECIFICATION

Classroom Management
To maintain classroom discipline and help maintain school discipline in accordance with school policy standards and procedures; to arrive promptly at lessons and tutor sessions and dismiss students at the correct times; to keep checks on students’ attendance at lessons and follow up absences as appropriate; to liaise with Heads of Department and/or pastoral staff on matters of concern relating to individual students.

Subject Responsibilities
To follow conscientiously, departmental syllabuses and schemes of work for each teaching group; to prepare properly lesson materials and to mark students’ work consistent with departmental and school assessment policy; to set and mark homework in accordance with departmental and school policy; to have the highest reasonable expectation of individual student performance; to play a part in organisation and administration.

Recording Student Progress
To keep appropriate records of individual students’ work and achievements, consistent with departmental and school policy; to make a proper contribution to the writing of school reports; to complete such National Curriculum assessments as are required.

Pastoral Responsibilities
To teach the pastoral curriculum and to follow conscientiously personal, social and health education syllabuses and schemes of work; to act as counsellor and guide to individual students in the tutor group, both in relation to personal development and specific phases of educational development and transition.

Administration
To carry out efficiently the various necessary administrative functions of the Form Tutor including school requirements in relation to the proper and accurate keeping of registers.

Development Aspects
To play a part in the development of departmental, curriculum development group and year team meetings as appropriate; to seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior pastoral staff.

Appraisal/Performance Management
To play a part, as required, in the school’s appraisal programme, both as appraisee and, where appropriate, as appraiser of other colleagues.

Health and Safety
To ensure that practice is, in all respects consistent with the requirements of Queensmead Health and Safety at Work policy as well as with any subject specific health and safety guidelines.