

# Queen Elizabeth Grammar School

Ullswater Road, Penrith, CA11 7EG

Tel: 01768 864621 Website: [www.qegs.cumbria.sch.uk](http://www.qegs.cumbria.sch.uk)



## Applicant Information Pack

Teacher of Environmental Science and Geography

MPS/UPS

Full Time





## Welcome to Queen Elizabeth Grammar School, Penrith

Founded in 1564 by Royal Charter, our school has been helping young people to secure outstanding academic results and providing a well-rounded experience for over 450 years. The school encourages students to take responsibility for their learning from the moment they join, ensuring they are well prepared for the challenges they face on their journey at QEGS. We are a growing school with 1040 students currently on roll, but remain sufficiently small to recognise individual talents and ensure everyone is challenged and supported to reach their goals.

We have a long standing tradition of supporting students to be highly successful in their academic studies and rightly hold a place as a Beacon of Excellence across Cumbria. Our uniqueness comes in the equal emphasis we place on sports and the arts, ensuring all students have the opportunity to be true to themselves and develop their talents whatever they may be. We see it as vital that our students have a wide range of experiences and that they are prepared for their next step when they leave QEGS. This is why we have such a strong focus on enabling students to become independent, autonomous learners able to take what they are taught in the classroom beyond the curriculum, through their own wider research; creating links and developing their own understanding. Being part of the QEGS family means students are prepared for the world beyond school whether that be University, Higher Level Apprenticeship or employment – they leave us with the skills to be successful, able to stand out from their peers and enabled to make a difference to the world around them.

This culture of success is embedded across all aspects of the school and our values mean we put as much emphasis on developing our staff to ensure they have the skills to support our students for this ever changing world. As part of our team you will be supported in your own CPD goals to ensure you are prepared for your next stage in your career, whether this be through internal CPD, school visits or external training such as NPQs. As a school, we never stand still and are always looking for that magic ingredient that will enable our school community to excel in everything they apply themselves to.

At our heart, our vision to enable students to Aim High, Think Beyond and Strive Together to prepare them for their next step, whatever this may be. We know that this is a collaborative process and one which is centred around having the most dynamic and highly qualified staff to be able to unleash this potential in our community and I look forward to welcoming you to our school.

David Marchant

Headteacher

*Queen Elizabeth Grammar School is committed to the safeguarding of all students and as part of the recruitment process we conduct enhanced checks into applicant's background.*

# About Us

## Aiming High, Thinking Beyond, Striving Together

### Aiming High

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas. A highly relevant, varied and challenging academic curriculum has been designed to meet the needs of our academically able student population. We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.

### Thinking Beyond

We encourage students to be open-minded and engage critically with the world around them; educating them about both the opportunities and dangers that lie ahead of them. Students are offered a vast array of opportunities outside of the classroom; both curriculum linked and super- curricular. The opportunity to experience new places and cultures is an essential part of life at QEGS.

### Striving Together

Since QEGS was founded in 1564, the school has always sought to be active in the community it so proudly serves. QEGS is also a community in itself, founded on mutual respect and personal responsibility. The student population work collaboratively alongside staff, to support each other and ensure each individual is able to be as successful as possible. Success is widely celebrated at QEGS whether it be academic, sporting, creative, cultural, personal or collective.

### Curriculum

A highly relevant, varied and challenging academic curriculum is the foundation for learning at Queen Elizabeth Grammar School, Penrith. As such, whilst there is a strong emphasis from Year 7 in the core subjects, students are offered a range of subjects from all areas, with opportunities to study an ever-widening range of additional courses at GCSE and A-Level.

More broadly, through our tutoring programme, we encourage students to be open-minded and engage with the world around them; educating them about both the opportunities and dangers that lie ahead of them.

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas.

We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.



## Curriculum Organisation Overview

We are committed to providing a curriculum that responds to the needs of every student whilst ensuring access to a broad and balanced educational experience. For the majority of our students, this means learning with us from the ages 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning during any key stage as being to prepare students for the next one.



### Key Stage 3 (Year 7-9)

In KS3 our students have a broad and balanced curriculum which develops a wide range of skills and knowledge. Students will cover the full range of core and foundation subjects outlined in the National Curriculum, including two languages (French and German). Science is taught in an integrated way across Year 7 and Year 8 before becoming three separate disciplines in Year 9.

### Key Stage 4 (Year 10-11)

At Key Stage 4, students are able to choose from a wide range of GCSE option subjects. All students study Maths, English Language, English Literature, RE, PE, Biology, Chemistry and Physics. They then choose their option choices with advice and guidance on an individual level. The majority of students take 11 GCSEs. All students also have lessons in personal development as part of their KS4 programme. This covers careers education, emergency aid, enterprise, health education, sex and relationship education, drugs education and study skills. Students in Year 10 have the opportunity of a week of work experience in the summer term.



### Key Stage 5 (Year 12-13)

We offer a wide range of A-Level courses. All students in the 6<sup>th</sup> form attend on a full time basis and most study three A levels with the option of the EPQ and a wide electives programme.

At both KS4 and KS5, QEGS performs above the national average in terms of performance measures.

A wide range of enrichment opportunities and trips are available to students across all key stages and all Year 12 students do a work experience placement.

## Earth Sciences Department

The Earth Sciences department is an enthusiastic team with a wealth of experience, it comprises of 7 members of staff who teach across the 3 subjects. Geography is taught through KS3, 4 and 5, it is a popular subject, regularly getting 90 plus students opting at GCSE. Environmental Science and Geology are taught at A-level, both of the subjects are led by a specialist teacher and supported by 2 other geographers who teach the less specialist elements of the subject. These subjects are popular choices for A-level students, with both subjects regularly attracting 15+ students.

Geography is taught in the main school where there are 2 specialist rooms, while Environmental Science and Geology are taught in the sixth form centre, each with their own rooms. Fieldwork is a key feature of our curriculum and staff are expected to attend trips across all key stages and the successful applicant will be expected to plan and take out the required fieldwork for the A-level Environmental Science course.

Attainment across all subjects is strong, all subjects at A-level have positive value added scores with Environmental Science being +0.41, Geology +0.12 and Geography +0.38 in 2022, and at GCSE 47.5% of our students achieved a grade 7 or more.



## A Career at QEGS

In the competitive world of educational recruitment, it is important for teaching staff and support staff alike to consider whether there is a natural fit between their personal values and those of the organisation they are anticipating joining, whatever stage of their career they join us.

A significant reward of working at QEGS is that you will have the opportunity to work with some of the most talented, engaged and motivated students and staff in the country. Our common values of respect, integrity, determination, equality of opportunity and self-management instil in our students a strong work ethic, and our supportive culture provides what many people describe as a 'family feel' within our school.

As well as offering you a competitive salary and access to a generous pension scheme, there are also many additional benefits of working at QEGS some of which are summarised below:

- A supportive and collegiate staffing team
- A strategic programme of personalised CPD is offered, to help you plan your future career
- Access to a range of career enhancing qualifications including National Professional Qualifications (NPQML, NPQSL, NPQH and NPQEL), as well as industry specific qualifications e.g. AAT; BIFM and Masters degrees
- Staff social events
- Staff enrichment opportunities e.g. sporting activities
- Opportunities to participate in a varied programme of school trips, including visits to Zambia, Germany, winter sports etc.
- A policy of promoting from within (where possible).

## Application Process

The closing date for applications is **9.00 am 24 April 2023**, with interviews expected to take place on **27th April 2023**.

Please complete the application form which is online at the TES website and provide a supporting statement (on no more than two sides of A4). Your supporting statement should include how you meet the criteria in the person specification and how your skills and experience to date make you an ideal candidate for this post.

Please submit your application via the TES website.

Applicants are invited to contact the school to discuss the role informally with David Marchant, Headteacher, or to arrange a visit to our school prior to application. Please contact Becky Kennedy on 01768 864621 to arrange this.

**Please note we will assess applications as they arrive and reserve the right to close the application process early.**

## Shortlisting and Interview Process

Shortlisting will be based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process has taken place successful candidates will then be invited to interview and references will be contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a passport or driving license)
- DBS Acceptable ID
- All relevant qualification certificates

Queen Elizabeth Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring

Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references.

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

## Job Description

**Job Title** Teacher of Environmental Science and Geography

**Salary** MPS/UPS

**Hours of work** Full Time

### Overall Job Purpose:

To achieve excellent outcomes for our students through the delivery of inspirational teaching strategies.

All our teachers are leaders of learning and are committed to delivering the school's vision and achieving the high ambitions for the school's future. Their proactive support leads to sustained improvements and raised standards across the school, as members of both departments and tutor teams. They are accountable for specific identified and agreed operational functions within the teams to which they belong.

### Main duties:

#### Set high expectations which inspire, motivate and challenge all pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge students to achieve their full potential.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all our students.

#### Promote good progress and outcomes for all pupils

- Promote high standards of attainment, progress and outcomes for all students.
- Plan differentiated teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects.
- Demonstrate an understanding of and take responsibility for, promoting high standards of literacy, numeracy and oracy including the correct use of English.

#### Plan and deliver lessons

- Have high aspirations for all students and challenge them to deepen their Knowledge and Understanding of the subject.
- Set lessons which progress students rapidly to aspirational learning outcomes.
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum.

#### Adapt teaching to respond to the strengths and needs of all students

- Use a variety of approaches and strategies to support students' learning.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these.

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with the expectations of the academy.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

#### **Fulfil wider professional responsibilities**

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Planning and leading field trips, as appropriate to the delivery of the subject.
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



## Person Specification

Area	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Good degree and teaching qualification.</li> <li>• Qualified teacher status.</li> <li>• Evidence of professional development relevant to the role.</li> </ul>	
<b>Experience and skills</b>	<ul style="list-style-type: none"> <li>• Experience as a classroom teacher in a secondary setting.</li> <li>• An excellent classroom practitioner.</li> <li>• Understands how and believes they can improve student outcomes.</li> <li>• Excellent understanding of assessment processes and how to use these to support planning and raise student achievement.</li> <li>• Experience of working with other teachers and supporting professionals to extend their understanding of educational issues.</li> <li>• Experience of leading field trips.</li> <li>• Ability to lead own professional development.</li> <li>• Confident user of new technology as a management tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead an extra-curricular activity.</li> <li>• Ability to teach a second subject.</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of current curriculum development in their subject.</li> <li>• Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.</li> <li>• Sound understanding of personalising the educational experience for students.</li> <li>• To be able to effectively interpret, analyse and use data.</li> <li>• Excellent interpersonal and communication skills (including written, oral and presentation).</li> <li>• Able to work with others to achieve common goals.</li> <li>• Effective behaviour management.</li> <li>• Able to support staff and students in maintaining high standards.</li> <li>• Excellent organisational skills.</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Have a positive approach to education.</li> <li>• Energy, enthusiasm and perseverance.</li> <li>• Reliability and integrity.</li> <li>• Good interpersonal skills.</li> <li>• Able to perform well under pressure.</li> <li>• Clear vision and educational philosophy.</li> <li>• Positive commitment to individual personal development.</li> <li>• Capacity to work hard, under pressure, to meet deadlines.</li> <li>• A good record of attendance during the last three years.</li> <li>• Adaptable and amenable with respect to working practices.</li> <li>• Ability to work independently and be a team player.</li> <li>• Suitable to work with children.</li> </ul>	