

QUEEN ELIZABETH'S GRAMMAR SCHOOL  
FAVERSHAM



Information pack for candidates:

Part-time Teacher of Humanities - 0.7 FTE

(RE and/or History Maternity Cover)

Anticipated Cover: September - December 2026





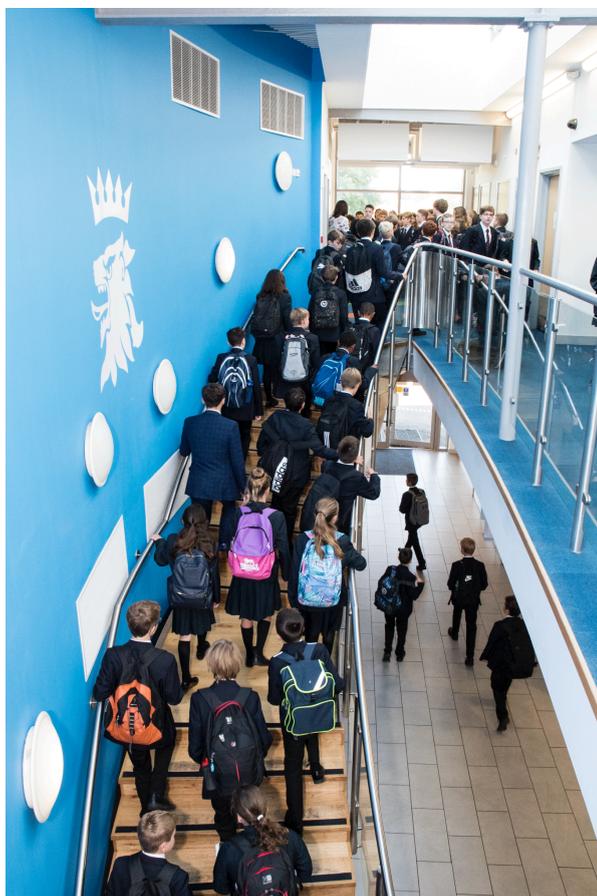
# QUEEN ELIZABETH'S GRAMMAR SCHOOL FAVERSHAM

Information pack for candidates:

Part-time Teacher of Humanities

## CONTENTS

- Introduction to Queen Elizabeth's Grammar School
- Letter from the Headteacher
- The Humanities Faculty
- Job Description - Teacher
- Person Specification
- Future Aspirations
- Leadership Line



## Information pack for candidates:

Queen Elizabeth's Grammar School is an 11-18 co-educational, selective school of 1159 pupils, with 300 in the Sixth Form. The school has expanded to six forms of entry in Year 7, 8 and 9 with a published admission number of 180 students. Other year groups have 5 forms of entry, around 150 students in Years 10 and 11. On average, 75% of the Year 11 cohort choose to stay on into the Sixth Form to enjoy a varied and successful programme. The majority of the school's intake travels from Faversham and the surrounding villages, with a number travelling from Whitstable. The school converted to Academy status in 2011.

Queen Elizabeth's was established in 1576 by a royal charter approved by Queen Elizabeth I. The original school from that era still stands next to our contemporary buildings. The present incarnation of the school was built in 1967, following the merger of the former boys' and girls' grammar schools in the town. We celebrated 50 years on the current site as a co-educational school in 2017.

The school's accommodation now comprises of, in addition to normal classrooms: an assembly hall, gymnasium, state of the art sports hall, ICT rooms, Library, eight laboratories - three of which have recently been refurbished, an art and technology centre, a sixth form and humanities centre, drama studio and music centre, extended and refurbished restaurant, as well as a theatre and a brand new 14 room teaching block.

The school is set in pleasant grounds close to the centre of Faversham, on the site of the historic Faversham Abbey. Playing fields adjoin the school on the northern and eastern sides. Faversham is a market town of 16,000 inhabitants serving a largely agricultural area and situated close to the Thames estuary, nine miles north west of Canterbury. It contains much of historic interest and still preserves a substantial number of mediaeval, Tudor and eighteenth century buildings.

The school has developed close links with partner schools in Europe. We have annual European exchanges, with links to schools in Cologne (Germany), Hazebrouck (France) and Madrid (Spain). Beyond the exchanges, trips are offered for each year group and over the course of the past few academic years, students have departed for the Sahara, India and the USA alongside a long list of countries in Europe.

A wide range of extracurricular and enrichment activities are on offer at the school, including; Music, Drama, Debating, including Model United Nations, STEM, FI in Schools - team 'Evolve' were crowned World Champions in Abu Dhabi in November 2019 and team 'Eclipse' finished sixth out of sixty-eight teams in the 2023 World Championships which took place in Singapore. We also offer the Duke of Edinburgh's Award, Robotics Club, Chess Club, Book Club and Gardening Club, alongside subject enhancement activities.

Sport is a large feature of the school and a whole host of accolades and awards are held, including district and county trophies in a number of sports. These include football, netball, athletics, rugby, rounders, trampolining and cross country. We also have individuals in the school who compete nationally in a range of competitive sports.

Queen Elizabeth's aims to develop not just the academic abilities of students but also their skills, talents, personal qualities and values, the very qualities that play such an important part in defining their future actions and success. The school functions as a community school, with extensive links to groups, societies and organisations in the locality, nationally and internationally. Relationships with parents are strong and the school is well supported by a hardworking team of Governors, a Parents' Association and the Trustees of the School Foundation.

Queen Elizabeth's is proud to retain many of the characteristics of a traditional grammar school, however it is a forward looking school, keen to enhance the best new technologies and contemporary, effective approaches to teaching and learning whilst ensuring that the best elements of accepted good practice are retained. Staff are extremely hard working, dedicated and loyal both to the school and the wellbeing of their students. The atmosphere in the staff common room is highly professional and supportive, with an exceptionally positive team spirit.

Queen Elizabeth's Grammar School was last visited by Ofsted in March 2023, when it was judged Good overall with Outstanding Personal Development and Behaviour and Attitudes. The school is seeking an enthusiastic new colleague who will be able to make a positive contribution to the school community. The ability to take part in the life of the school and to assist with extra-curricular activities is very welcome. The vacancy offers an exceptional opportunity for anyone who wishes to be part of a vibrant, dynamic and successful school.

In the interests of economy, applications will not be acknowledged and if you have not heard from the school within 48 hours of the deadline for applications, you should assume that you have not been successful.

Thank you for the interest shown.

# Queen Elizabeth's Grammar School Faversham

Dear Applicant,

Thank you for your interest in the post of **Part-time Teacher of Humanities (Maternity cover)**. I hope you will take the time to read through the enclosed information and find it useful for planning your application, which we look forward to receiving by 9am on Thursday 26th March. Interviews will be held on Tuesday 31st March

This post offers a unique opportunity for the right candidate to support the structures behind the high academic standards and ethos which have been developed over a number of years at Queen Elizabeth's Grammar School.

If appointed, you will be joining a highly committed staff who work extremely hard and want the very best for every student and do much to co-operate with and support the wider community.

This is an exciting opportunity to join a high-achieving and ambitious school, where our aim is to ensure that every child achieves the best possible outcomes. The post will require passion, energy and enthusiasm.

Please complete the school application form, which can be found on the school website. We would also like you to write a supporting statement to accompany your application, addressing the job description, outlining how your experience has prepared you for this post.

Please do not hesitate to contact me if you would like to discuss the role further.

Yours sincerely,

Amelia McIlroy MA  
Headteacher

# Queen Elizabeth's Grammar School Faversham

## Humanities Faculty

The Humanities Faculty brings together the three core disciplines of Geography, History and Religious Education, providing a broad and balanced curriculum for all students at Key Stage 3. Every student studies each of these subjects and completes a short course GCSE in Religious Education, sitting the external examination at the end of Year 10.

At Key Stage 4 and beyond, students can choose to specialise in History, Geography or both at GCSE and A Level and the strong uptake across the faculty reflects its continued success and popularity. As of 2026, the faculty supports four GCSE History groups in Year 9, three in Year 10 and three in Year 11 alongside two A Level History classes in both Year 12 and Year 13. Geography is equally well represented, with three GCSE groups in Year 9, two in Year 10 and three in Year 11 and two A Level classes in each of Year 12 and Year 13.

This sustained growth and healthy progression into the sixth form are underpinned by a skilled and dedicated team of three History specialists, three Geography specialists and two Religious Education specialists, ensuring high-quality teaching and strong outcomes across the Humanities.

### **Geography**

Geography is one of the broadest and most topical subjects available to study. The courses presently offered have retained a number of essential aspects of traditional geography whilst at the same time incorporating current issues and topics that are extremely relevant to life in the 21st Century.

The Geography department is one of the most popular and successful at Queen Elizabeth's. Over half the students in Key Stage 4 opt for the subject and results have been consistently strong at both GCSE and A Level over several years.

Students study the Edexcel B Geography course at GCSE and Edexcel Geography course at A Level.

### **History**

History is a popular and well-established subject at Queen Elizabeth's. The department aims to inspire a lasting enthusiasm for the past while developing key skills such as critical thinking, research, analysis, evaluation, and essay writing. Through studying primary sources and different historical interpretations, pupils learn how the past has shaped the modern world and develop into thoughtful, open-minded individuals.

KS3:

**Year 7:** *Life and Death (1066–1948)* – explores how the lives of ordinary people changed over time, covering topics such as work, disease, religion, crime and punishment, war, and life across Britain and its empire. **Year 8:** *Power and Rights (1066–1945)* – examines how authority has been imposed and challenged, from medieval England and Magna Carta to major political, social, and global events including suffrage movements and the Second World War.

KS4 (GCSE – AQA):

Students study four units:

- Health and the People (c.1000–present)
- The First World War (1889–1918)
- Elizabethan England (c.1568–1603)
- Germany: Democracy and Dictatorship (c.1890–1945)

KS5 (A Level – AQA):

Students study:

- The British Empire (c.1857–1967)
- America: A Nation Divided (c.1845–1889)

They also complete a 4,500-word independent coursework essay on rebellion during the Tudor period.

## **Religious Education**

Students develop a strong understanding of major religious traditions and how beliefs shape individuals, societies and cultures. Christianity is a central focus, through which students explore key theological and philosophical ideas, including morality, ethics and the nature of belief. Students also study Judaism, Islam, Hinduism and Buddhism, developing an appreciation of cultural diversity and the ability to engage with complex global issues. Through Religion, Philosophy and Ethics, students build analytical, critical thinking and research skills while learning to form reasoned and balanced judgements.

At Key Stage 3, students begin by exploring the Abrahamic religions. In Year 7, they study the key narratives of the Old and New Testaments, the life and teachings of Jesus, and the development of monotheism through Abraham, before examining Islam and making comparisons between the three traditions. In later years, the curriculum broadens to include Hinduism, Buddhism, life after death and philosophy of religion. Students also take part in a cross-curricular unit with History on the Holocaust, examining themes of prejudice, discrimination and antisemitism. Throughout KS3, Christianity remains a central reference point while perspectives from other world religions enrich students' understanding of belief and culture.

At Key Stage 4, students follow the AQA GCSE Short Course in Religious Studies. They study the beliefs and teachings of Christianity and Buddhism, alongside thematic topics including Religion, Peace and Conflict and Religion and Relationships. The course encourages students to explore

fundamental questions about belief, values and purpose while critically engaging with contemporary ethical issues. Students develop the skills to analyse arguments, evaluate differing viewpoints and construct well-reasoned responses.

Overall, the curriculum aims to provide a broad and engaging experience that deepens students' understanding of religion, philosophy and ethics while strengthening key academic skills.

### Classroom Teacher Job description - Generic to all teaching posts

To carry out professional duties and to have responsibility for an assigned class. To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. To promote the aims and objectives of the school and maintain its philosophy of education.

Line managed by Head of Faculty or another post-holder in the Faculty

### Main duties and responsibilities

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to learning
- To plan and prepare highly effective lessons in order to deliver the planned schemes of work, ensuring breadth and balance
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
- To maintain good order and discipline among the pupils, safeguarding their health, wellbeing and safety
- To organise and manage groups or individual pupils, ensuring differentiation of learning needs, which reflect all abilities
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- To ensure effective use of support staff within the classroom, including parent helpers
- To act as a form tutor, taking an active interest in promoting the social and emotional health and wellbeing of all students in the tutor group

### Beyond the classroom

- To participate in staff meetings as required
- Contribute to the development and co-ordination of their subject areas

- To be part of a whole school team, actively involved in decision-making, on the preparation and development of programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- To ensure that school policies are reflected in daily practice
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional
- To continue professional development, maintaining a portfolio of training undertaken
- To contribute to the school's extra-curricular programme, offering additional opportunities to students
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned
- To support the Headteacher in promoting the ethos of the school
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's Health and Safety policy and any school-specific procedures/rules that apply to this role

*This post is subject to an enhanced DBS check.*



## Queen Elizabeth's Grammar School Teacher of Humanities – Person Specification

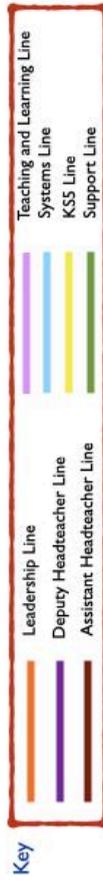
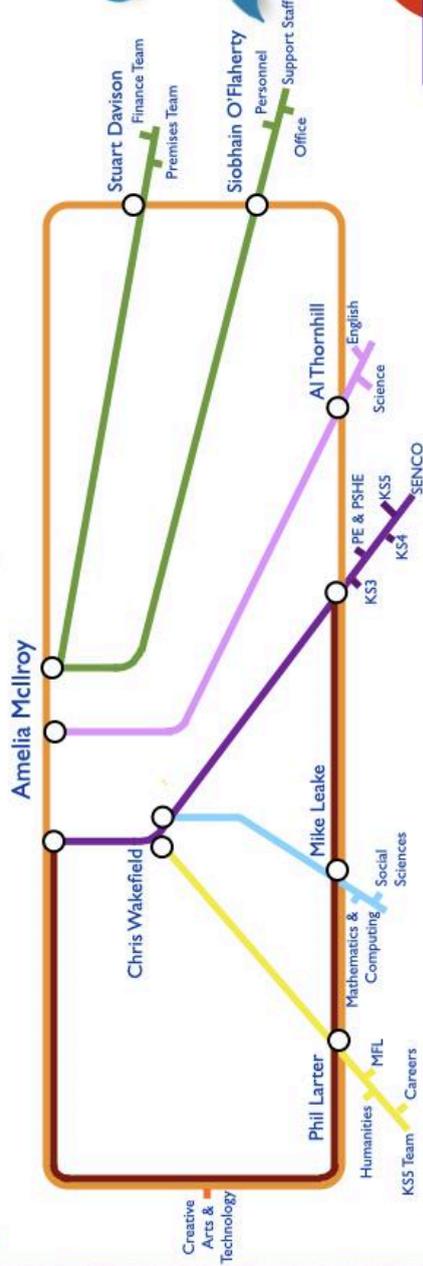
Criteria	Essential	Desirable
<p><b>Qualifications and training Experience</b></p>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of professional development</li> <li>• Good, up-to-date, subject knowledge and practical skills</li> <li>• Knowledge of curriculum and exam specifications</li> <li>• Ability to teach RE and/or History essential to KS3 and KS4, other second subjects desirable</li> <li>• Knowledge of current educational thinking and educational initiatives</li> <li>• Experience of teaching in secondary school</li> <li>• High levels of computer literacy</li> <li>• Innovative and energetic approach to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Good Honours degree</li> <li>• Proven competence in organisational matters</li> </ul>
<p><b>Leading Teaching and Learning</b> Knows about, is committed and able to:</p>	<ul style="list-style-type: none"> <li>• Motivate and work with others to create a shared culture and positive climate for learning</li> <li>• Maintain a focus on achievement and improving standards</li> <li>• Implement strategies which secure high standards of behaviour</li> <li>• Demonstrate high quality practice in the classroom</li> <li>• Manage deadlines effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of success with groups of students</li> </ul>
<p><b>Developing self and working with others</b> Knows about, is committed and able to:</p>	<ul style="list-style-type: none"> <li>• Self-evaluate, in order to be a reflective practitioner</li> <li>• Develop positive interpersonal relationships</li> <li>• Demonstrate accountability for work responsibilities</li> <li>• Receive effective feedback and act to improve personal performance</li> </ul>	
<p><b>Strengthening Community</b> Knows about, is committed and able to:</p>	<ul style="list-style-type: none"> <li>• Engage in the wider curriculum beyond the classroom and promote the opportunities it provides for students and the school community</li> <li>• Contribute to the development of the education system by, for example, sharing good practice, working in partnership with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience of liaising with external organisations to enhance student learning</li> </ul>
<p><b>Safeguarding Children – Safe recruitment and selection</b> All applications will be subject to an enhanced DBS check.</p>	<ul style="list-style-type: none"> <li>• In addition to the candidate's ability to perform the duties of the post, the postholder should be able to demonstrate a commitment to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul> </li> </ul>	

## Future aspirations for the school

Queen Elizabeth's Grammar School is a forward looking, successful and dynamic school with high aspirations for every member of the school community. Looking ahead, the priorities for the future of the school are:

- To continue to develop a culture of excellence through inspirational teaching, learning and assessment
- To further develop a culture of high aspiration, ensuring that every student has the best opportunities to achieve their personal career ambitions
- To develop a 'growth mindset' approach to teaching and learning, creating a culture of academic curiosity and personal resilience
- To further develop the collaborative 'can do' attitude of staff and students, to create a sustainable and productive culture of learning and success across the school
- That staff are well trained, managed and supported to achieve their best within a supportive and developmental learning culture, without excessive demands on workload
- To ensure the extra curricular offer remains varied and broad; providing a range of opportunities for every student to participate, develop and challenge themselves
- That leadership across the board works to effectively support, encourage and celebrate all staff and students to perform at their best and to aim high
- For the school to develop beyond its boundaries, by working closely with other schools and taking a leading role in creating additional high quality provision across the community
- For students to feel engaged and motivated to help teach, support, develop and encourage younger members of the school community by taking on leadership roles
- To maintain a safe, trusting and happy environment for all students and staff
- To develop a cost effective but appropriate and challenging curriculum that offers choice and challenge whilst also preparing students for life beyond school
- To create and implement the *Queen Elizabeth's Grammar School Sixth Form Award* to challenge and stimulate students at this important stage of their education
- To further develop the school alumni association, to encourage greater participation from former members of the community, including supporting school initiatives
- To continue to develop and improve the school's facilities by improving the quality of learning environments and enabling broader opportunities for all students
- To continue to develop the international outreach programme (*and British Council's International Schools Award*) by maintaining the current programme of international trips
- To continue to develop an international outlook; for students to see the world as their workplace and that no challenge is too big in terms of their future aspirations and realising their potential

# Queen Elizabeth's Grammar School Leadership Structure 2025-26



## Leadership Line

<b>Amelia McIlroy</b> Headteacher: DSL Ethos and vision Governors and parents School self evaluation School Improvement Teaching and Learning Heads of Faculty meetings Premises development Policies and admissions Staffing and resources Curriculum strategy Strategic planning School events Community and publicity Senior Team Targets and data	<b>Chris Wakefield</b> Deputy Headteacher <i>Learning &amp; Pastoral, DSL</i> Day to day Safeguarding Pastoral Leadership Assemblies and duties Pastoral meetings Extended services Attendance School behaviour/discipline House system School Council Vulnerable students Online safety Mental Health	<b>Phil Larter</b> Assistant HT - KSS Team, DSL Line management, KSS ALPS teaching & learning Prevent Pupil progress KSS Student mentoring Careers Education Guidance International Schools Parent Teacher Association KMGSA, Sixth Form group VESPA ArtsMark	<b>Mike Leake</b> Assistant HT - Systems Curriculum development Attendance data Assessment Reporting Data analysis Timeabling/options BlueSky & Appraisal MIS management Trips Cover Examinations	<b>AI Thornhill</b> Assistant HT <b>Teaching &amp; Learning</b> Faculty reviews Professional development Equality, Diversity, Inclusion Early Careers Teachers Staff induction SDS/trainees Teacher performance Google suite Pupil Premium	<b>Siobhain O'Flaherty</b> <b>Operations Manager</b> Headteacher support Personnel & recruitment Calendar Support staff appraisal Policies/GDPR Website <i>Full Governing Body</i> <b>Stuart Davison</b> <b>Finance Manager</b> Finance/Budgets Payroll/Auditors Compliance/strategy Premises Health & Safety <i>Full Governing Body</i> <i>Finance and Personnel, Premises</i> <i>Health and Safety</i>
<b>Full Governing Body</b> <b>All Committees</b>	<b>Full Governing Body</b> <b>Community Committee</b>	<b>Community</b>	<b>Curriculum</b>	<b>Curriculum</b>	<b>Health and Safety</b>