

QUEEN ELIZABETH'S GRAMMAR SCHOOL
FAVERSHAM



Information pack for candidates:

Teacher of Religious Education (Maternity cover)

Anticipated: November 2024 - July 2025





QUEEN ELIZABETH'S GRAMMAR SCHOOL FAVERSHAM

Information pack for candidates: Teacher of Religious Education

CONTENTS

- Introduction to Queen Elizabeth's Grammar School
- Letter from the Headteacher
- The Religious Education Subject Area
- Job Description Teacher
- Person specification
- Future Aspirations
- Leadership Line



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Queen Elizabeth's Grammar School - An introduction

Queen Elizabeth's Grammar School is an 11-18 co-educational, selective school of 1029 pupils, with 277 in the Sixth Form. The school has five forms of entry in years 7-11 of around 150 pupils in each year group. From 2023, Queen Elizabeth's will expand to six forms of entry in year 7, admitting 180 students. On average, 85% of the Year 11 cohort choose to stay on into the Sixth Form to enjoy a varied and successful programme. The school is very popular and oversubscribed with 254 first and second choice applications for the 150 available places in September 2022 and 500 applicants in total. 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, 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, as well as a new state of the art theatre. Over the next year we will be adding a new sports hall, an extension to the canteen and a new 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 medieval, 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). In addition to this the school has a very active exchange with a secondary school in Cochin, Kerala, India. 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 in September, 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 in all five categories and Outstanding in two.

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 and I look forward to receiving your application.

David Anderson MA FRSA
Headteacher



Queen Elizabeth's Grammar School

Abbey Place, Faversham, Kent ME13 7BQ
01795 533132 office@queenelizabeths.kent.sch.uk

Dear Applicant,

Thank you for your interest in the post of **Teacher of Religious Education (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 midday, Thursday 6th June.

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,

A handwritten signature in blue ink, appearing to read 'DM Anderson'.

David Anderson MA FRSA
Headteacher

Queen Elizabeth's Grammar School Faversham

Religious Education

The Religious Education subject area is part of the Humanities Faculty, along with History and Geography. All lessons are taught in the Faculty/Sixth Form building. Although RS is an autonomous department, there is some sharing of good practice across all three subject areas. Legally, RE must be provided in all state schools. As an academy, we do not have to follow the Kent Agreed Syllabus, but we meet the requirements of it.

RE is not subject to nationally prescribed purpose of study, aims, attainment targets and assessment arrangements, although at inspection is judged against the RE Council's Framework for Religious Education in England 2013 (RE Council Framework 2013)

Our main duty is that our syllabus must 'reflect the fact that the religious traditions of Great Britain are, in the main, Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain'. (1996 Education Act).

Key Stage 3

Our approach in KS3 has been to teach an overview of the main religions of the world, emphasising Christianity in each year, with emphasis on the experience of following a faith.

Yr 7

Term 1 - Judaism - teachings, beliefs and practices.

Term 2 and 3 - The Bible and beliefs about Jesus.

Term 4 and 5 - Islam - beliefs and practice.

Term 6 - Abrahamic links and research into local heroes and those who have had an influence on others and society.

Year 8

Term 1 - Hinduism - beliefs and practice.

Term 2 and 3 - Buddhism - beliefs and practice.

Term 4 - Religion and life

Philosophical consideration of reasons for faith or otherwise, plus key faith ideas of God's nature.

Thematic GCSE links to contemporary topics such as the use of creation, the use of animals and our purpose in the world.

Term 5 and 6 - Prejudice and discrimination.

An examination of reasons for prejudice and discrimination with examples of religious teaching and range of historical instances to include key figures of faith such as Martin Luther King, Ghandi and others. This module has been extended to include a study of anti semitism, its development and outcomes and our Holocaust studies co ordinate with History, fulfilling national requirement to teach it in KS3.

Key Stage 4

All students take a two year course leading to a half GCSE examined in year 10. AQA Religious Studies A Short course 8061A

Section A:

The study of religions: beliefs and teachings of two religions, Christianity and Buddhism

Section B:

Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families
- Theme B: Religion, peace and conflict

This is taught over 3 periods a fortnight in years 9 and 10.

Year 9

Beliefs of Christianity and Buddhism

Year 10

Thematic studies Section B. Christian and Buddhist responses to relationships and families and religion, peace and conflict

Queen Elizabeth's Grammar School

Faversham

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

Lead Practitioner Job description (TLR 2A)

The Lead Practitioner is responsible for the quality of curriculum teaching and assessment in their subject area. They take pride in developing their subject area and are seen as an expert in the teaching of that subject.

The following information is to be seen in conjunction with the job description of a teacher at Queen Elizabeth's:

Line managed by Faculty Leader

Curriculum management role

- To be a champion of good practice in their subject area
- To develop 'outstanding lessons' in the subject and share good practice with others in the subject, faculty or wider staff group
- To lead on the implementation of national developments in their subject area
- To develop the use of ICT in their subject area, specifically to ensure resources are made available on Google classroom
- To co-ordinate provision for high potential and SEN students
- To co-ordinate controlled assessments and coursework
- To make a whole faculty contribution in at least one area of subject development organisation
- To monitor people performance over time in accordance with the current data and where necessary, intervene to improve performance
- To oversee the implementation of any new examination specifications To oversee the subject area budget and resources
- Share responsibility for organising visits and field trips.

Role with faculty leader

- To work closely with the faculty leader to ensure the best outcomes for students in their subject areas
- To make decisions about curriculum development and reform
- To ensure that books, equipment and other resources are available for all students
- To ensure that examination entries are accurate and on time
- To encourage, monitor and develop classroom practice
- To observe faculty staff teaching
- To create Schemes of Work and update regularly
- Can prepare data reports on pupil performance during our examination courses in year 7 to 13

Role with students

- To support students developing independence as learners
- To intervene with underperforming students
- To provide appropriate assessment and other feedback in order to enable all students to succeed
- To provide careers information, guidance and support to students interested in following careers or university courses in their subject area

- To develop and deliver high quality lessons
- To deliver assemblies on geographical events
- To support students with additional needs

Role with parents and carers

- To inform parents and carers of deadlines and opportunities
- To provide high quality feedback on pupil progress to parents

Personnel management role

- To appraise up to two teaching or support staff
- To provide support for new or underperforming staff

This post is subject to an enhanced DBS check.

Queen Elizabeth's Grammar School

Teacher of RE – Person Specification



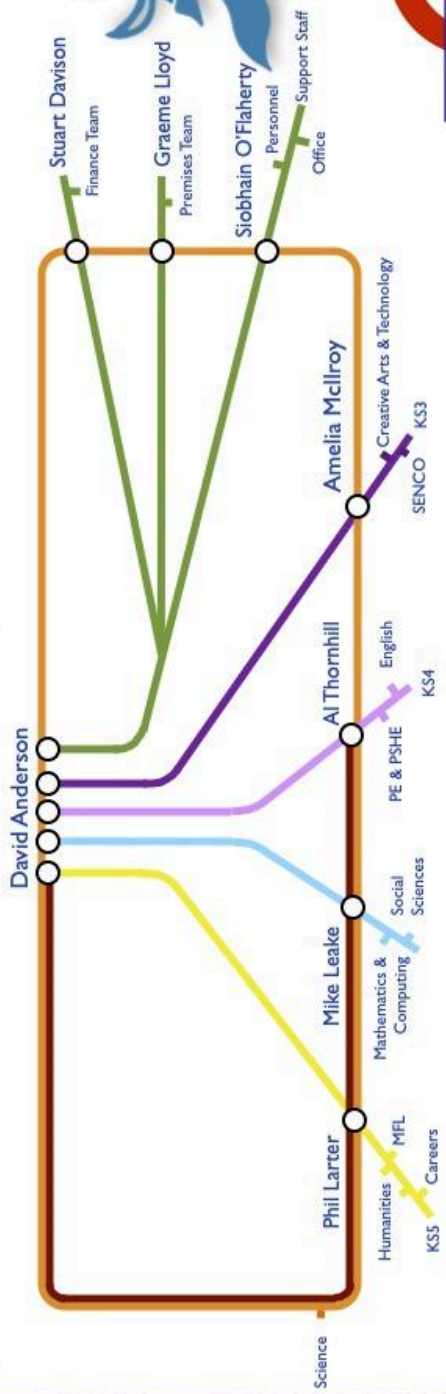
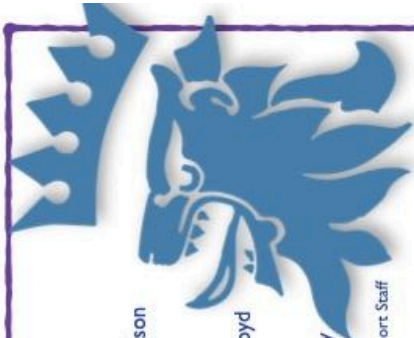
CRITERIA	ESSENTIAL	DESIREABLE
<p>Qualification</p>	<p>Qualified Teacher Status Good Honours degree Good subject knowledge Competence in organisational matters. High levels of computer literacy Knowledge of current educational thinking and educational initiatives.</p>	<p>Experience of teaching in a selective school The ability to teach RE up to KS5 Evidence of continued professional development</p>
<p>Experience</p>	<p>Maintain a focus on achievement and improving standards Monitor pupil progress using departmental data, and co-ordinate appropriate intervention strategies Implement strategies which secure high standards of behaviour Demonstrate high quality practice in the classroom, including differentiation and assessment for learning Develop and innovate schemes of work in collaboration with line manager</p>	<p>Evidence of success with groups of students.</p>
<p>Learning and Teaching Knows about; is committed and able to</p>	<p>Develop positive interpersonal relationships Demonstrate accountability for goals and standards Manage change, resolve conflict and empower individuals and teams Receive effective feedback and act to improve personal performance</p>	<p>Evidence of networking within and beyond school</p>
<p>Developing self and working with others Knows about, is committed and able to:</p>	<p>Engage in the wider curriculum beyond the classroom and promote the opportunities it provides for students and the school community Contribute to the development of the education system by, for example, sharing good practice, working in partnership with colleagues</p>	<p>Evidence of providing extra-curricular activities,</p>
<p>Strengthening Community about, is committed and able to:</p>	<p>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:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	
<p>All applications will be subject to an enhanced DBS check.</p>		

Future aspirations for the school

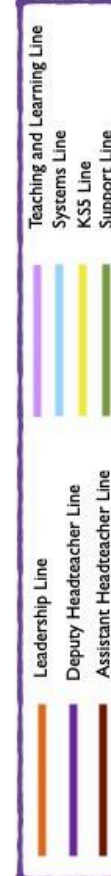
Queen Elizabeth's Grammar School is a forward looking, successful and dynamic school with high aspirations for every member of the school community. Looking ahead, the priorities for the future of the school are:

- To 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 2023-24



Leadership Line



David Anderson Headteacher Ethos and vision Governors and parents School self evaluation School Improvement Olsed Teaching and Learning Premises development Policies and admissions Staffing and resources Curriculum strategy School events Campaign and publicity Senior Team Targets and data	Amelia McIlroy Deputy Headteacher <i>Learning & Pastoral, DSL</i> Day to day Pastoral Leadership Assemblies and duties Pastoral meetings Extended services School behaviour/discipline Mentoring House system School Council Pupil Premium Online safety Mental Health	Phil Larter Assistant HT - <i>KSS, DSL</i> Line management, KS5 ALPS teaching & learning Pupil progress KSS Student mentoring Careers Education Guidance Community/Outreach International Schools Parent Teacher Association KMGS Sixth Form group Growth Mindsets Prevent	Mike Leake Assistant HT - <i>Systems</i> Line management KS3 Curriculum development Attendance Assessment/reporting Timetabling/options Data analysis Heads of Faculty meetings MIS management Trips and Cover Examinations	AI Thornhill Assistant HT <i>Teaching Learning</i> Line management KS4 Teaching and Learning School self evaluation Professional development Diversity & Equality ECT/Staff induction SDS/trainees BlueSky & Appraisal Teacher performance Google suite Pupil Premium	Siobhain O'Flaherty <i>Operations Manager</i> Headteacher support Personnel & recruitment Calendar Support staff appraisal Policies/GDPR Stuart Davison <i>Finance Manager</i> Finance/Budgets Payroll/Auditors Compliance/strategy Graeme Lloyd <i>Projects Manager</i> Premises projects Fundraising	AI McIlroy <i>Head of KS4</i> Pastoral leadership KS4 Pupil progress KS4 Behaviour attendance KS4 Student mentoring Sarah Percy <i>Head of KS3</i> Pastoral leadership KS3 Pupil progress KS3 Behaviour attendance KS3 Transition & mentoring SENCO Tom Finn-Keley <i>Head of Sixth Form</i> Behaviour attendance KS5 Pastoral care KS5 UCAS & Oxbridge Student Mentoring Transition
Full Governing Body <i>All Committees</i>	Full Governing Body <i>Community Committee</i>	Community	Curriculum	Curriculum	Full Governing Body <i>Finance and Personnel</i>	