

# Queen Elizabeth Grammar School

Ullswater Road, Penrith, CA11 7EG

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## Applicant Information Pack

Head of Year

**MPS/UPS +TLR 2b (£5499)**





## 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.

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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.



### At 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.

## Pastoral Team

The Pastoral team is comprised of four Pastoral Managers, one of which is attached to Sixth Form, and seven Heads of Year. It is overseen by the Assistant Head with pastoral responsibility. This team is a vital part of the school and pervades all aspects of school life. The pro-active team work hard to ensure all of our students are supported and enabled to reach their potential. The team work together to support individuals and a significant part of our Head's of Year roles is to develop the pastoral calendar and deliver the PSHCE curriculum alongside the PSHCE lead. The successful candidate will work hard to build good relationships with their year groups, monitor attainment and behaviour and ensure accurate records are kept. As a team we work collaboratively with teachers and parents to ensure the needs of our students are met.

## 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 28 March 2023**, with interviews expected to take place on **30 March 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 Vicki Smith, Assistant 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

<b>Job Title</b>	Head of Year
<b>Salary</b>	MPS/UPS +TLR 2b (£5499)
<b>Hours of work</b>	Full Time

### Overall Job Purpose:

This post is a middle leadership post with responsibility for the pastoral and academic progress and development of a year group within the school. It will involve working with the Assistant Head (Pastoral) other Heads of Year, SENCO, Attendance Officer, parents and students.

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

### Main duties:

#### Leadership and Management

- Act as Year Head for one year group. This involves but is not limited to:
- Supporting the organisation of events appropriate to the specific year, e.g. Parents' Evening, Options Evening, Student induction, Tutorial programme, tutor interventions etc.
- Monitoring the progress of students within the designated year group, analysing data drops to monitor where issues are arising and ensuring appropriate intervention is initiated
- Leading year group activities and encouraging student participation. This will include the organisation of Year group assemblies and supporting with events/ competitions.
- Ensuring recognition is given to students in the designated Year group who are to be rewarded for excellent conduct
- Overseeing conduct data for a year group and liaise with form tutors and other appropriate staff to improve the attitude to learning and behaviours of students, as necessary
- Monitoring of and following up concerns relating to attendance, punctuality, dress code within the Year group
- Providing guidance and advice to the Form Tutors and ensure their obligations are fulfilled
- Oversee Form Tutors for the year group and ensure high levels of communication
- Oversee the Form Time programme to ensure that this is delivered to a high standard.
- Work with the PSHCE lead on the Form Time programme and the PSHCE lessons.
- Monitor progress of all students within the year group, with particular focus on PP and HPA students leading interventions as appropriate.
- Undertake activities specific to the year group, e.g. Year 7 transition, Year 9 options, celebration and recognition activities, book return and transition.

#### Shaping the Future:

- Helping to communicate and implement the shared vision and actively promoting the ethos of the school by modelling the values and vision at all times.
- Making a contribution to the strategic school improvement planning process.
- Developing an awareness of the use and impact of new technologies on teaching and learning and on the day to day management of the school.
- Actively supporting and helping to lead change across the school through inspiring, challenging, motivating and empowering others.
- Developing and using creative and innovative skills to support the school to the next stage of its development.

### **Teaching and Learning:**

- Providing expert teaching
- Maintaining own knowledge about research findings on teaching and learning to inform strategies
- Supporting the delivery of the school performance management system.
- Using appropriate data and information to analyse the performance of individuals, cohorts of pupils and departments and working with departments to improve the outcome of students.

### **Developing self and others:**

- Developing effective working relationships, team working and shared leadership.
- Ensuring continuing professional development for self and other members of staff.
- Fostering an open, equitable culture within the school and effectively managing conflict.
- Building strong relationships with parents and involving them in the reward opportunities in the school.
- Maintaining contact with parents, particularly for vulnerable students and those with progress issues.
- Collaborating and networking within and beyond the school particularly in relation to optimising the use of resources.
- Working with external agencies as appropriate and ensuring that local networks are used effectively.
- Giving and receiving effective feedback and acting to improve personal performance.

### **Securing accountability**

- Developing knowledge and skills in the use of data and a range of evidence to support, monitor, evaluate and improve performance.
- Working with colleagues across the school to ensure the academic, spiritual, moral, social, emotional and cultural development of pupils.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the above list is not meant to be exhaustive. The postholder will be expected to comply with reasonable requests 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>	<ul style="list-style-type: none"> <li>• Masters, NPQ or equivalent.</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>• Evidence of successful leadership of an aspect of pastoral related strategy and work.</li> <li>• Ability to lead own professional development.</li> <li>• Confident user of new technology as a management tool.</li> <li>• Ability to lead an extra-curricular activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading a Year group.</li> <li>• Experience of managing teams.</li> <li>• The ability to teach: Computer Science, Economics, Maths, Girls' PE, Politics, Psychology.</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>• Able to provide clear direction and to inspire, motivate and enthuse others.</li> <li>• Effective behaviour management.</li> <li>• Able to support staff and students in maintaining high standards.</li> <li>• Excellent organisational skills.</li> <li>• Preparedness to challenge under performance.</li> <li>• Coaching qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and mentoring skills.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, challenge and motivate colleagues.</li> <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 and 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>	