

QUEEN ELIZABETH'S GRAMMAR SCHOOL  
FAVERSHAM



Information pack for candidates:

Teacher of Geography

September 2025





## Information pack for candidates: Teacher of Geography

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# Information pack for candidates: Teacher of Geography

## Queen Elizabeth's Grammar School - An introduction

Queen Elizabeth's Grammar School is an 11-18 co-educational, selective school of 1101 pupils, with 276 in the Sixth Form. The school has expanded to six forms of entry in Year 7 and 8, with a published admission number of 180 students. Other year groups have 5 forms of entry, around 150 students in Years 9-11. 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). 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. 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 and I look forward to receiving your application.

Amelia McIlroy MA  
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 Geography**, 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 on Friday 24th January**.

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

## The Humanities Faculty

### **Faculty Introduction**

Geography is one of three subject areas that make up the Humanities Faculty along with History and Religious Education.

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.

The Geography subject area is housed on the top floor of the Humanities/Sixth Form Centre and consists of three classrooms and a shared central faculty office. The subject is well-resourced and all staff are consulted and involved in planning and decision making.

Geography is taught in form groups at Key Stage Three (Years 7 & 8) and then in mixed ability classes at Key Stage Four (Years 9,10 & 11). Each set has approximately 25 students. In A Level Geography (Years 12 & 13) we usually have two groups in each year with groups sizes varying between 12-20.

### **Key Stage 3**

At Key stage 3 we cover 12 topics covering Physical, Human and Environmental geography. We also focus on essential skills such as map skills and the use of G.I.S. (geographical information systems). We try to contrast the areas we study between the more and less developed world as well as looking at our local area.

### **Key Stage 4**

The GCSE course studied is the Edexcel Geography B specification. This is linear in design with the students taking three examinations at the end of three years of study. The first two papers look at geographical issues on a global scale and on a UK scale. Physical and Human geographical topics are covered in both papers. The UK paper also tests practical field work skills and knowledge. In recent years, fieldwork has been carried out in Faversham and on the coast at Reculver. The third examination is a decision making (synoptic) paper based on a range of environmental geographical topics.

This GCSE was new from 2016 and a key theme of the whole course is to make geography as a subject much more relevant and interesting to young people by focusing on topics that are or will affect their lives outside of the classroom such as climate change, threats to the natural environment, population dynamics and the changing world of work and industry. More traditional topics are also covered such as coastal studies and development.

### **Key Stage 5**

The course we have offered since September 2016 is the new linear A Level from Edexcel. The course is divided broadly into:

- Physical Geography with topics such as Tectonic Processes and Hazards, Coastal Landscapes and Change, The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security.
- Human Geography covers topics such as Globalisation, Regenerating Places, Superpowers and Health, Human Rights and Intervention.

There is also an independent investigation (coursework project) which is based on the fieldwork we carry out in Year 12. This has taken place in Spain along the coast at Barcelona for the last few years (except during the pandemic).

### **Enrichment**

We offer a weekly lunchtime support session for all students from KS3 to A Level. The department also plays a key role in promoting the school's eco-friendly approach through a school Green Group led by staff from within the geography department. The department is also involved in the Model United Nations that is hosted at Queen Elizabeth's - which this year over 200 delegates will be attending. The department has also led a number of international trips, most recently to Naples in partnership with the History Department.

# 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 Subject Leader Geography 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

### Geography Teacher – Person Specification

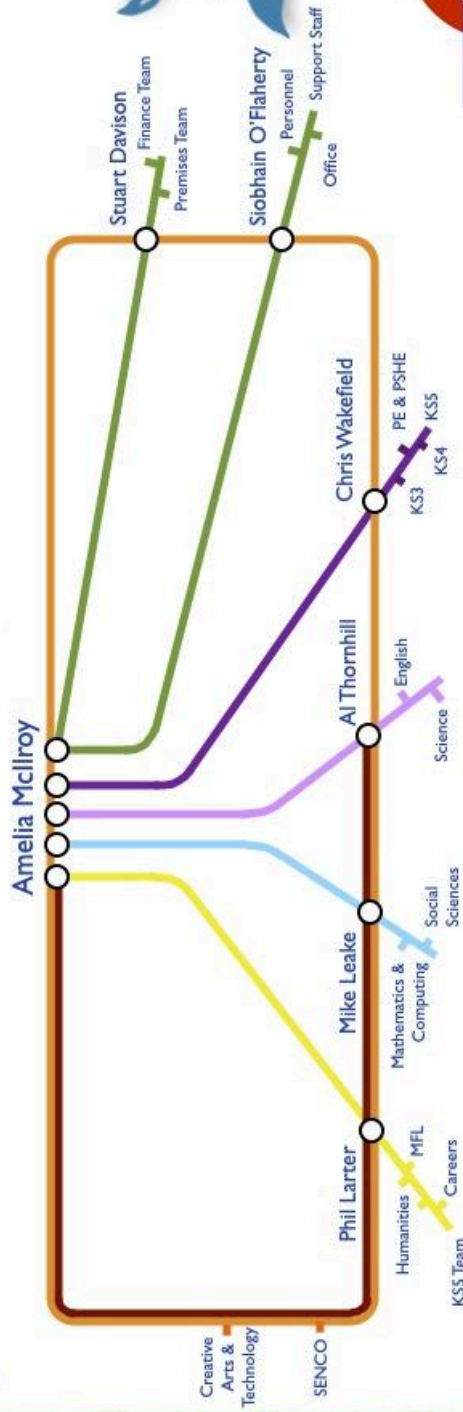
CRITERIA	ESSENTIAL	DESIRABLE
<p><b>Qualifications and training</b></p>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of professional development</li> <li>• Good subject knowledge</li> <li>• Knowledge of current educational thinking and educational initiatives</li> <li>• Experience of teaching in secondary school</li> <li>• High levels of computer literacy</li> <li>• 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> </ul>	<p>Good Honours degree</p> <p>Selective school experience</p> <p>A Level teaching</p> <p>Proven competence in organisational matters</p> <p>Evidence of success with groups of students</p> <p>Further Humanity as second subject specialism</p>
<p><b>Leading Teaching and Learning</b></p> <p><i>Knows about, is committed and able to:</i></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>	<p>Have experience of liaising with external organisations to enhance student learning</p> <p>Evidence of providing extra-curricular activities</p>
<p><b>Developing self and working with others</b></p> <p><i>Knows about, is committed and able to:</i></p>	<p><i>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:</i></p> <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>	
<p><b>Safeguarding Children – Safe recruitment and selection</b></p> <p><i>All applications will be subject to an enhanced DBS check</i></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 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 2024-25



Leadership Line	Deputy Headteacher Line	Assistant Headteacher Line	Teaching and Learning Line	Systems Line	KSS Line	Support Line
<b>Amelia McIlroy</b> Headteacher, DSL Echoes 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 Full Governing Body All Committees	<b>Chris Wakefield</b> Deputy Headteacher Learning & Pastoral, DSL 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 Full Governing Body Community Committee	<b>Phil Larter</b> Assistant HT - KSS Team, DSL Line management KSS ALPS teaching & learning Prevent Pupil progress KSS Student mentoring Careers Education International Schools Parent Teacher Association KMGSA Sixth Form group VESPA Art&Mark Community	<b>AI Thornhill</b> Assistant HT Teaching & Learning Faculty reviews Professional development Equality, Diversity, Inclusion Early Careers Teachers Staff induction SDS/trainees Teacher performance Google suite Pupil Premium Curriculum	<b>Mike Leake</b> Assistant HT - Systems Curriculum development Attendance data Assessment Reporting Timetabling/options Data analysis BlueSky & Appraisal MIS management Trips Cover Examinations Curriculum	<b>Stuart Davison</b> Finance Team Premises Team Full Governing Body Finance and Personnel	<b>Siobhain O'Flaherty</b> Personnel Office Support Staff Full Governing Body Finance and Personnel