



**Mayfield Grammar School
Gravesend**

**Appointment of
Subject Coordinator of Psychology
(with the ability to teach another Social Science)
required from September 2022**

Closing date: 1 p.m. Thursday 23rd June 2022
Interviews will be held shortly after the closing date



Mayfield Grammar School

Gravesend

Pelham Road, Gravesend, Kent DA11 0JE
Telephone: 01474 352896 Fax: 01474 331195
Website: www.mgsg.kent.sch.uk Email: enquiries@mgsg.kent.sch.uk

Subject Coordinator of Psychology **ability to teach another Social Science would be required**

Full Time. Required from September 2022
Main Professional Scale, UPS
TLR2C (currently £2,873)

This is an exciting opportunity to join Mayfield Grammar School to teach Psychology at both GCSE and A Level. The successful candidate will need to contribute to the teaching of our social sciences as indicated above.

We are looking to appoint a well qualified colleague on the main professional scale or UPS who is flexible, highly motivated and creative. The successful applicant will possess sound knowledge of their subject and be able to maintain the excellent results in these popular areas of study.

The person appointed will receive high quality mentoring and support and there is also plenty of scope to be involved in a wide range of extra-curricular activities and to play an important role in the school's growth and development.

You will be joining a very successful department within a high performing 11-18 selective girls' school with boys in the Sixth Form. The school has a high profile for achievement locally and nationally and prides itself on its strong record of internal professional development. The school was judged by Ofsted to be 'Outstanding' in all categories of inspection in June 2013.

Further details and an application form are available from the Staff Vacancies section of the school website www.mgsg.kent.sch.uk

Applications made via TES Online will be accepted.
CVs will not be considered and should not be submitted.

All applications with a covering letter addressed to Mrs E Wilson, Headteacher must be received by **1 p.m. on Thursday 23rd June 2022**

Interviews will be held shortly after the closing date

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Mayfield Grammar School, Gravesend

Mayfield Grammar School, Gravesend is a selective girls' school with boys in the sixth form which is situated in the town of Gravesend, with easy access to the A2 and M25 and a direct rail link to Charing Cross. In February 2012 we converted to Academy Status and the school celebrated its Centenary throughout 2014/15.

The school occupies two sites. One houses the original 1926 building with its distinctive quadrangle and bell tower, surrounded by its playing fields. New Science, Technology and Dining facilities opened across 2020-2021. Our second site has specially designed facilities for Technology, Sports and Drama which opened in 1995. There is ICT provision on both sites and a new teaching block will open in September 2022 to house our Learning Resources Centre, Music, Multi-purpose Sports Hall, additional classrooms and specialist IT rooms.

The school is an 11-18 grammar school. Entry at age 11 is via the Kent 11 plus selection procedure comprising nationally standardised Verbal, Non-Verbal and Mathematics tests. The procedure allows admission of the top 25% of the ability range. An optional additional opportunity to assess eligibility for admission is available through the Mayfield testing procedure.

The school was judged to be Outstanding by Ofsted in June 2013. Ofsted reported that "achievement in all subjects including English and Mathematics is exceptionally high" and that "The behaviour of students is exemplary. They engage enthusiastically with their learning, are courteous, polite and keen to contribute fully to the life of the school".

We are an outward looking school determined to provide the highest quality education by capitalising on opportunities available to the school. We work as a team where the contributions of all the staff are equally valued. We place major importance on providing new staff with an effective induction into the school and all staff are constantly seeking to improve their professional practice through external and internal training. Governors, parents and the community are extremely supportive of the work of the school.

The Senior Team consists of the Headteacher, a Deputy Headteacher and five Assistant Headteachers. Curriculum Leaders lead their subject teams to ensure a high-quality teaching and learning experience for all our pupils. Pastoral care is led by an experienced team of Learning Leaders who work with Form Tutors and are supported by Key Stage Co-ordinators (AHTs). A House System was introduced in September 2020. Merit points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall at the end of the academic year.

The teaching staff are supported by Administrative Staff in the main office, a Reprographics Assistant, a LRC Manager, Finance staff, an Assessment Officer, a Cover and Examinations Officer, Pastoral Support Managers, Learning Supervisor team as well as a team of Technicians. A Premises Manager, supported by two assistants, looks after the two sites.

The curriculum follows National Curriculum guidelines. All students have the opportunity to gain ten or eleven GCSEs at the end of Year 11.

There are circa 1319 students on roll, 320 of whom are in the Sixth Form.

From 2018, we expanded the Pupil Admission Number (PAN), to 180. For the last five years, the school has admitted above PAN, and from September 2021 we increased our PAN to 210.

Extra-curricular activities include a full sporting programme, choirs, orchestras and other club activities. A large number of students participate in the Adventure Service Challenge (Lower School) and the Duke of Edinburgh Award scheme (Upper School and Sixth Form). There are Conferences, the Graduation Ball and many other opportunities for students to participate in events outside their classroom studies. The school enjoys strong links with the local business community and runs a full Careers (CEIAG) programme. The school runs an extensive programme of trips and visits both locally, nationally and abroad for all year groups.

Mayfield Grammar School, Gravesend is a happy community where we foster excellent relationships between staff and students.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at www.mgsg.kent.sch.uk

Mayfield Grammar School, Gravesend

Psychology

An opportunity has become available for a full time Psychology teacher ideally with Social Sciences, Sociology, Law, Criminology and Economics). The person appointed will join a lively, enthusiastic and academically successful Faculty, which at present comprises three full time members of teaching staff.

Mr Ricky Valdiny	Subject Leader for Economics, Business & Psychology
Mrs Charlotte Byatt	Teacher of Psychology
Mrs Jo-Anne Campbell-Dunlop	Assistant Headteacher/Teacher of Psychology
Mr Alex Ward	Teacher of Psychology
Miss Abby Newman	Teacher of Mathematics & Psychology

Psychology

We offer GCSE Psychology (AQA) at key stage 4 and A-Level Psychology is offered in the sixth form. Detailed information on the structure of the course is available via the post-16 options booklet which can be viewed via the school website.

At A-Level we offer:

A-Level Psychology (AQA) a two-year A-Level course. We do not typically offer AS.

Year 1

This is intended as a broad introduction to Psychology. The Year 1 content covers Research methods and Scientific processes, Social Influence, Attachment, Memory, and Psychopathology.

Year 2

Students cover Relationships, Schizophrenia, Forensic Psychology and Issues and Debates. Research methods is taught explicitly in Year 1 and then is embedded into each of the units covered across both years.

The examination consists of three equally weighted papers. Paper One: Introductory Topics in Psychology covers a broad range of content from the Year One curriculum. Paper Two: Psychology in Context, deals with Biopsychology, Approaches, and Research Methods. Paper Three will assess their knowledge of Schizophrenia, Relationships, and Forensic Psychology.

At least 10% of the marks across three papers assess mathematical skills and 25-30% assesses skills, knowledge and understanding in relation to research methods.

At GCSE we offer:

GCSE Psychology (AQA) a two-year linear course

Year 1

This is intended to introduce Psychology. The Year 1 content covers Research Methods, Memory, Perception, and Social influence.

Year 2

Developmental psychology, Language, Thought and Communication, Brain and Neuropsychology and Psychological problems.

The content is assessed across two equally weighted examinations, each 1 hour and 45 minutes in length. Students are expected to answer multiple choice questions, short answer questions, and extended writing responses.

Job Description

Post Title:	Subject Coordinator for Psychology	TLR	2C £2,873
Post Holder:			
Purpose:	<ul style="list-style-type: none"> • To be responsible for coordinating Psychology department. • To develop and enhance the teaching practice of others within the subject area. • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Psychology, in accordance with the aims and the curricular policies of the school. • To be accountable for student progress and development within the students studying Psychology. 		
Reporting to:	Senior Staff/SLT		
Liaising with:	Head/Deputies, relevant colleagues and support staff, LEA representatives external agencies and parents		
MAIN (CORE) DUTIES			
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To coordinate the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within Psychology. • To actively monitor and follow up student progress in Psychology with the support of the staff team and SLT Line Manager. • To assist in the implementation of school Policies and Procedures. • To work with colleagues to formulate aims and objectives for the faculty which have coherence and relevance to the needs of students and to the aims of the school. • To incorporate the use of ICT and e-learning strategies in supporting Teaching and Learning in the subject. 		
Curriculum Provision and Development:	<ul style="list-style-type: none"> • To liaise with the Curriculum Line Manager to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives. • To support curriculum development within the whole department including enrichment opportunities and cross curricular pinpoints • To keep up to date with national developments in the subject area, teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels including Citizenship, British Values, Enterprise, Careers as appropriate. 		
Staffing Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> • To work with the Curriculum Line Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To contribute to Appraisal/Performance Management Review and to act as reviewer for a group of staff within the subject area as required. • To evaluate the effectiveness of staff development within Psychology. • To promote teamwork and to motivate staff to ensure effective working relations. • To ensure the effective efficient deployment of classroom support. • To participate in the school's SCITT programme as and when required. 		

	<ul style="list-style-type: none"> To participate in the interview process for teaching posts as required. To be responsible for the day-to-day management of subject staff and act as a positive role model.
Quality Assurance:	<ul style="list-style-type: none"> To establish the process of setting of targets within Psychology and to work towards their achievement. To help to establish common standards of practice and develop the effectiveness of teaching and learning styles within Psychology. To implement school self-review procedures and processes to ensure adherence to those within Psychology. To participate in the monitoring and evaluation of Psychology in line with agreed school procedures as laid out in the policy. To seek/implement modification and improvement where required within Psychology.
Student Performance:	<ul style="list-style-type: none"> To assist in the implementation of the Behaviour Management Policy in the subject so that effective learning can take place. To identify and take appropriate action on issues arising from data, and reports and review progress on the action taken. To make use of analysis and evaluate performance data provided. To ensure the maintenance of accurate and up to date information concerning the subject on the management information system. To sample subject reports in each year group to check progress. To produce reports on student progress, examination performance, including the use of value-added data for both internal and external exams.
Communication:	<ul style="list-style-type: none"> To follow agreed procedures for communication within the school. To ensure effective communication/as appropriate with the parents/carers of students. To contribute to the school liaison and marketing activities, e.g. the collection of material for press releases. To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies as required. To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of Psychology at Open Days/Evenings and other events in partner schools and the wider community. To promote the subject at Open Days/Evenings and other events as appropriate.
Management Of Resources:	<ul style="list-style-type: none"> To help identify resource needs and manage by acting as cost centre holder. To contribute to the efficient/effective use of physical resources and take responsibility for the classrooms used for the teaching of the subject. To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.
Pastoral System:	<ul style="list-style-type: none"> To undertake the role of Classroom Teacher and Form Tutor (see separate document).

Other Specific Duties

- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To support the school in meeting its legal requirements for worship.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care.
- To support the wider life of the school by supporting (when requested) the ASC (*Adventure Service Challenge*) Co-ordinator in attending the ASC camps that operate in Year 7 and Year 8 or/and support the school's DofE (*Duke of Edinburgh's Award*) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description.
- First aid qualification (or willing to train) preferred.
- To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed:

Date:

Job Description

Post Title:	Classroom Teacher
Post Holder:	
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.
Reporting to:	Curriculum Line Manager
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area development plan and its implementation. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives. • To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
Staffing Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To ensure the effective/efficient deployment of classroom support where appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.

<p>Teaching:</p>	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials/share with colleagues in the team. • To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To communicate effectively with the parents of students as required. • To maintain appropriate records and to provide relevant accurate and up to date information for the management information system. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
<p>Form Tutor Role:</p>	<ul style="list-style-type: none"> • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To be the first point of contact for students in the tutor group for both academic and welfare concerns. • To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare. • To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings. • To evaluate and monitor the progress of students and keep up to date student records as may be required. • To contribute to the preparation of Action Plans, progress files, reviews and school reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

	<ul style="list-style-type: none"> • To communicate as appropriate, with the parents of students and with outside agencies. • To contribute to PSHE and citizenship and enterprise learning according to school policy. • To apply the Behaviour Management systems so that effective learning can take place. • To make effective use of form time to progress student learning.
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Other Specific Duties	<ul style="list-style-type: none"> • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care. • To support the wider life of the school by supporting (when requested) the Mayfield Challenge Co-ordinator in attending the Mayfield camps that operate in Year 7 and Year 8 or/and support the school's DofE (<i>Duke of Edinburgh's Award</i>) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description. • First Aid qualification (or willing to train) preferred. • To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work. • To undertake any other duty as specified by STPCB not mentioned in the above.

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