



CANDIDATE BRIEF

TEACHER OF HUMANITIES



LETTER FROM THE HEAD TEACHER



Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and our expectations are clear and consistent.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as NQTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email recruitment@qmschool.org.uk or visit our website:- www.queensmeadschool.org.uk

Yours sincerely

Rhona Johnston
Head Teacher

HOW TO APPLY



Applications must be received by **9am** on **Thursday 1st February 2024**.

Please email your completed application form and covering letter for the attention of the Head Teacher to:
recruitment@qmschool.org.uk

If you have any questions, please email recruitment@qmschool.org.uk

DEPARTMENT OVERVIEW

Overview

History and Geography at Queensmead School are very successful subjects. Our results for KS4 and KS5 are consistently above the national average and we constantly achieve positive Value Added results. Uptake is strong for GCSE and we have a good proportion of students going on to study History and Geography at University. We run regular trips in both subjects, including overseas. Students behave exceptionally well and are engaged and enthused by the subject.



Geography

Staffing and Resources

The Geography Department consists of six members of staff. The entire KS3 course has been completely re-written and resourced in line with curriculum changes. All KS3-KS5 lessons are planned in line with the specifications and all resources are shared within the department. Textbooks are not relied upon at all – all topics are current, interactive and interesting. All classrooms are equipped with IWB and speakers.

Teaching Groups

Geography is a compulsory subject for Years 7-9. There are currently multiple Geography classes at GCSE and A level. All key stages are taught in mixed ability groups. In KS3, the groups are no more than 30. At A Level and GCSE, groups are of a smaller size to ensure that all students are supported.

The Courses

Topics covered at KS3 are: **Year 7 Topics** - 1. What is Geography? 2. Pole to pole. 3. UK Geography. 4. Coasts. 5. Development. 6. Beautiful Biomes. 7. Global Issues. **Year 8 Topics** - 1. Natural hazards. 2. Global conflicts. 3. Rivers. 4. Global economy and globalisation. 5. Weather and climate. 6. Changing populations. **Year 9 Topics** - 1. Global superpowers. 2. Hot and Cold Deserts. 3. Hazardous Earth. 4. Development Dynamics. 5. Challenges of an Urbanising World.

We follow the GCSE and A-Level Edexcel Geography courses.

History

Staffing and Resources

The department consists of eight full-time members of staff. Our teaching rooms have been recently renovated and contain interactive Smartboards. We make regular use of the latest ICT software and Google Drive. There are a wide variety of textbooks and resources available to staff and students for reference.

Teaching Groups

History is a compulsory subject for Years 7-9. There are currently multiple History, Classics/Ancient History and Law GCSE and A Level classes. All key stages are taught in mixed ability groups. In KS3, the groups are no more than 30. At A Level and GCSE, groups are of a smaller size to ensure that all students are supported.

The Courses

Topics covered at KS3 are: **Year 7 Topics** - 1. Who is Britain? 2. What was the Norman Conquest? 3. What was life like in Medieval Britain? 4. Why did the Wars of the Roses happen? 5. Who were the Tudors? 6. Why did the English Civil War start? **Year 8 Topics** - 1. Who was the most significant Briton of the 1700 and 1800s? 2. Was the British Empire a good thing? 3. Why did WWI start? 4. How similar were WWI and WWII? 5. What was the Holocaust? 6. Why was the 20th century significant? **Year 9 Topics** - 1. Why did the Bronze Age collapse happen? 2. What was significant about the Crusades? 3. How powerful was Mansa Musa? 4. Why did Henry VIII split from Rome? 5. Why were more people accused of witchcraft? 6. What caused the Irish Potato famine? 7. Why did Germany lose WWI?

We follow the GCSE and A-Level Edexcel History courses. Law and Classics/Ancient History follow OCR courses at GCSE and A-level.

PERSON SPECIFICATION

Classroom Management

To maintain classroom discipline and help maintain school discipline in accordance with school policy standards and procedures; to arrive promptly at lessons and tutor sessions and dismiss students at the correct times; to keep checks on students' attendance at lessons and follow up absences as appropriate; to liaise with Heads of Department and/or pastoral staff on matters of concern relating to individual students.

Subject Responsibilities

To follow conscientiously, departmental syllabuses and schemes of work for each teaching group; to prepare properly lesson materials and to mark students' work consistent with departmental and school assessment policy; to set and mark homework in accordance with departmental and school policy; to have the highest reasonable expectation of individual student performance; to play a part in organisation and administration.

Recording Student Progress

To keep appropriate records of individual students' work and achievements, consistent with departmental and school policy; to make a proper contribution to the writing of school reports; to complete such National Curriculum assessments as are required.

Pastoral Responsibilities

To teach the pastoral curriculum and to follow conscientiously personal, social and health education syllabuses and schemes of work; to act as counsellor and guide to individual students in the tutor group, both in relation to personal development and specific phases of educational development and transition.

Administration

To carry out efficiently the various necessary administrative functions of the Form Tutor including school requirements in relation to the proper and accurate keeping of registers.

Development Aspects

To play a part in the development of departmental, curriculum development group and year team meetings as appropriate; to seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior pastoral staff.

Appraisal/Performance Management

To play a part, as required, in the school's appraisal programme, both as appraisee and, where appropriate, as appraiser of other colleagues.

Health and Safety

To ensure that practice is, in all respects consistent with the requirements of Queensmead Health and Safety at Work policy as well as with any subject specific health and safety guidelines.

QUEENSMEAD

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