



**Mayfield Grammar School
Gravesend**

**Teacher of Social Sciences
Fixed term Fte 0.8 September 2026 to May 2027**

**Closing date: 9 am – Friday 15th May 2026
Interviews will be held shortly after the closing date**



Mayfield Grammar School Gravesend

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Teacher of Social Sciences Fixed term Fte 0.8 September 2026 to May 2027

This is an exciting opportunity to join Mayfield Grammar School to teach Sociology, Law and Criminology at both GCSE and A Level.

We are looking to appoint a newly qualified teacher or a well qualified colleague on the main professional scale 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.

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 Kent Teach 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 **9 am on Friday 15th May 2026**

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. This academic year we will be marking our 110 year anniversary.

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 IT provision on both sites and a new teaching block opened in 2021 which houses our new library, Music, multi-purpose activity studio, 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.

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, Senior Assistant 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 Pastoral Support Managers, Key Stage Co-ordinators (AHTs) and the Senior Assistant Headteacher. A House System was introduced in September 2014. 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 curriculum follows the National Curriculum guidelines and students have the opportunity to gain ten GCSEs at the end of Year 11.

There are circa 1450 students on roll, 380 of whom are in the Sixth Form.

The school PAN is 210 for year 7 entry.

Extra-curricular activities include a full programme of sports, choirs, orchestras and other club activities. A large number of students participate in the Mayfield 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 internationally for all year groups.

Mayfield Grammar School 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.mgsq.co.uk

Mayfield Grammar School, Gravesend

An opportunity has become available for a fulltime Psychology teacher ideally with the ability to teach another Social Sciences subject (Sociology, Law and Criminology). The person appointed will join a lively, enthusiastic and academically successful department, which at present comprises three full time members of teaching staff.

Sociology

The Sociology department delivers a knowledge rich curriculum that aims to equip students with the powerful disciplinary knowledge needed to understand and explain the causes of human behaviour and the impact of this behaviour on wider society. Our goal is to inspire our students to have a heightened intellectual curiosity about why individuals, groups, communities and whole societies work the way they do, such that they have both the confidence and the knowledge to critically engage with conversation of humankind. We achieve this by having uncompromising aspirations for all our students, working collaboratively with them so that they fulfil their potential, whilst steadfastly promoting cultural literacy, intellectual rigour and high standards of behaviour for learning.

Key Concepts

- Culture
- Socialisation
- Identity
- Social differentiation
- Power
- Stratification
- Sociological Perspectives (Consensus, Conflict, Symbolic Interactionist)
- Sociological Theories (Marxism, Feminism, Functionalism, Postmodernism)
- Research Methods (Quantitative and Qualitative Methods)

Key Skills

Our intellectually rigorous Sociology curriculum aims to provide students with:

- The ability to articulate themselves clearly, using subject specific terminology and concise prose.
- The ability to apply Sociological concepts, theories, evidence and research method to a range of contemporary issues.
- The ability to critically engage with the significance of theoretical and conceptual issues in sociological debate.
- The ability to present arguments about the role personal identity, roles and responsibilities play in shaping an individual's experiences and opportunities in life.
- The ability to make judgements and draw conclusions based on the strength of arguments presented.

Sociology Curriculum Overview

Academic Literacy in Sociology

Students' academic literacy is developed by:

- The explicit teaching of key Sociological terminology in our lessons.
- Guided pre-reading required for each lesson.
- Encouraging students to loan books from the curated Sociology library.

Mayfield students are encouraged to extend their interest in Sociology by:

- Presenting their independent learning to the wider school community.
- Reading a book from the Sociology library.
- Watching a relevant film, documentary or series suggested by the department and then sharing a review.

Enrichment Opportunities:

- Debating Society (Wednesday lunchtimes)

- Sociology Support (Thursday afterschool)
- Wills Lectures (Friday afterschool – bi-weekly)

Law

The aims of the Law curriculum are:

- To have uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners.
- To ensure all students have the knowledge to critically engage with the legal system and its impact on society.
- To provide students with an increased understanding of the practical application of the Law and a heightened curiosity about the role of the Law in regulating the behaviour of individuals, groups and communities in societies.

Key Concepts

Harm: the concept of harm, its definitions and application in different areas of the law underpin the substantive law content. Harm is looked at in Tort – in each of the different Torts (Negligence, Vicarious Liability, Nuisance and Negligence), in Contract (breach of contract) and Criminal Law (all the crimes covered in the syllabus). The role of Parliament and the Judiciary in developing the concept of harm is also considered in Jurisprudence, Law-Making and the English Legal System.

Fault: the concept of fault is considered throughout the course. Students need to appreciate the concept of fault in civil law (Tort – breach of a duty of care, private nuisance, vicarious liability, Contract – breach of contract) and Criminal Law (the mens rea elements of the crimes and strict liability). The role of the Judiciary in developing the concept of fault is also considered in the English Legal System and Law Making. The philosophical discussions as to the approach to fault in Criminal and Civil Law are considered in Jurisprudence.

Causation: the concept of causation in Law is considered across the substantive law content. In Criminal Law, students examine the rules of causation for conduct/consequence crimes (factual causation and legal causation). In Civil Law, students examine the rules of causation in Tort (legal causation, factual causation and remoteness of damage) and Contract (legal causation, factual causation, expectation loss, reliance loss and remoteness of damage). Students consider the development of the rules of causation and the philosophical/ethical underpinnings for the extension of the rules on causation in Jurisprudence.

The Common Law: understanding the characteristics and development of the English Common Law is a key tenet that underpins the syllabus. The features of the common law system in England and Wales are distinct and students consider how and why these features have led to the development of the Criminal Law, Tort Law and Contract Law. Students also examine features of the common law system in the English Legal system (the Courts, juries and legal personnel) and Law Making (precedent). In Jurisprudence, the development of the common law is considered in respect to questions of morality and justice.

Justice: the question of justice and whether the English legal system provides justice is a key question that is considered throughout the course. In Jurisprudence, students engage in philosophical debates about the nature of justice and the different perspectives on what constitutes justice. These debates are reinforced with the use of examples from the substantive law content (Criminal Law, Civil Law, Tort Law). In the evaluations of substantive law topics, the issue of whether these aspects of the Civil/Criminal Law are just is also considered (for example, the Law on self-defence/consent or the balance between the rights and responsibilities in Occupiers' Liability)

The Rule of Law: this concept also underpins the syllabus. Students learn in the Law Making, Legal System and Jurisprudence units about the importance of the rule of law and its operation to the English Legal system. In the Law Making content, the rule of law is considered in respect of the wider issue of sovereignty and democracy. In Criminal Law, students consider why most crimes are defined by Acts of Parliament, rather than by judicial invention and how this approach differs from the Civil Law. In Jurisprudence, students consider the importance of the rule of law to questions of justice.

Key Skills

1. Demonstrate knowledge and understanding of legal principles and processes (AO1)
2. Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2)
3. Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (AO3)

What is taught?

Curriculum Map Law

Academic Literacy in Law

Students are provided with suitable readings from academic texts, including undergraduate textbooks/primers, cases, articles and other relevant publications

Students are encouraged to extend their interest in Law by...

Engaging in debates about the nature, role and purpose of the law.

Enrichment Opportunities

Students are encouraged to visit the Old Bailey and Royal Courts of Justice in London

Sixth Form Students can participate in the Bar Mock Trial Competition

Students can develop their advocacy through participation in the Debating Society on Wednesday Lunchtime

Students can develop their understanding of the Law by attending the Thursday Newspaper Review Club

Criminology

Essential skills: students will gain an understanding of Crime and the Criminal Justice System. You will consider the theories that are offered to explain why people commit criminal behaviour (including sociological and psychological theories) the difference between Crime and Deviance, the role of the police, social workers/probation officers, the penal system and the societal response/reaction to crime.

Year 1 (Year 12 Content). Coursework assessed and Externally assessed. Unit 1: Changing Awareness of Crime (25% of the Diploma – Coursework Assessed): Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? In this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. Unit 2- Criminological theories (25% of the Diploma- Externally Assessed) How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? In this unit, you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories.

Year 2 (Year 13 Content). Coursework assessed and Externally Assessed. Unit 3: From Crime Scene to Court Room (25% of the Diploma – Coursework Assessed) What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service? In this unit, you will gain the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just. Unit 4: Crime and Punishment (25% of the Diploma – Externally Assessed) Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? In this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control.

Information regarding the details of other subjects can be found at <https://www.mgsg.kent.sch.uk/> -

Mayfield Grammar School, Gravesend

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 Leader
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 Curriculum 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.
<u>Staffing</u> 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 Appraisal 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.

Teaching:

- 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 engage in and support curriculum development led by the Curriculum Leader.
- 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.

Form Tutor Role:

- 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

	<p>aspects of school life, including form assemblies and form council meetings.</p> <ul style="list-style-type: none"> • 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. • 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.
<p>Other Specific Duties</p>	<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 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 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. • To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and the assessment of student work. • To undertake any other duty as specified by STPCB not mentioned in the above.
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Staff are expected to undertake any other duties as may be reasonably expected at the direction of the Headteacher.</p> <p>Staff are expected to uphold the ethos of the school in all aspects of their work.</p> <p>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.</p>	

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.

Sign:

Date: