



KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL



APPOINTMENT OF
TEACHER OF
GEOGRAPHY
(FULL TIME)

KING EDWARD VI SCHOOL - STRATFORD-UPON-AVON

www.kes.net



"King Edward VI School is a rich and vibrant community. Pupils thrive at this school."

Ofsted

"The School is playing at the top of its game and sets standards to which all schools should aspire".

The Sunday Times

WELCOME FROM THE HEADMASTER

Thank you for expressing an interest in joining us at King Edward VI School.

We are proud to be recognised as one of the leading schools in the country and of the various awards we have received, but we also understand that a key feature of outstanding schools is that they do not stand still. We are therefore seeking to appoint a well-qualified and enthusiastic graduate who has the ability to teach Geography across the 11-18 age range who can make their own contribution to our further success. This is an exciting opportunity for a Early Careers Teacher or for someone wishing to make a career move to join a high achieving selective grammar school. The Geography Department is one of our best and the successful applicant will join a small but highly committed team of strong geographers. They will also be able to play a full part in the wider life of the School.

K.E.S. is a relatively small school, with 450 boys in the main school and 410 in our co-ed Sixth Form, and this gives it very much the feeling of being a community. The site is compact, people know each other and it is a very happy place. We are fortunate to have boys, who enter the School in Year 7 having passed the 11+ exam, that are talented and enthusiastic and that have good academic potential. They are joined in the Sixth Form by male and female students from over 40 different schools who have a proven track record of success at GCSE.

Extra-curricular activities figure largely in the School's life: music, both choral and instrumental, are quite outstanding; the scale and variety of the sports and activities programme (including DoE and World Challenge) is comparable with that found in the independent sector and it is, perhaps, only right and proper that in Shakespeare's School the drama is of such high quality that it receives national acclaim. What is particularly impressive about the extra-curricular programme here is the fact that it is characterised by both diversity and excellence; all students are able participate whilst those with genuine talents have an arena in which to perform at the highest level. The dedication shown by the staff to enable such activities to prosper is genuinely appreciated by the Governors. Clearly, in a school the size of K.E.S. much also depends upon staff goodwill beyond the usual classroom expertise, and such goodwill is much in evidence in a friendly and welcoming Common Room.



K.E.S. has always played a major role in the life of Stratford, situated as it is in the heart of the town, just up from the Royal Shakespeare Theatres. We are proud that Shakespeare was educated here and that the medieval Guildhall is still used as a classroom today. Stratford-upon-Avon really is a wonderful place to live and work and it will come as no surprise that teaching posts are nearly as sought after as places in the School!

The departmental details, job description and person specification plus the School website and Bluesky feed (@kes-stratford.bsky.social) should give you a flavour of K.E.S. and will hopefully answer any questions that you have at this time but I would, of course, be pleased to answer any further queries

that you may have. An ability to teach another subject in addition to Geography would be desirable, but not essential, in the successful applicant.

If you have a disability and need any assistance with the application process or require the application form in large font please contact Mrs Rachel Saltmarsh, my Personal Assistant (headspa@kes.net), who will be happy to help with this.

I hope that what you know about King Edward VI School and the position attracts you and I look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, which appears to read 'Bennet Carr'. The signature is stylized with large, flowing loops.

Bennet Carr
Headmaster



"More than any other theatre company, including the best of the professionals, Edward's Boys are in the vanguard of exploring the theatrical style of Shakespeare's contemporaries"

**Professor John Jowett,
The Shakespeare Institute**

"The School transformed Shakespeare from a provincial glover's son to a true Renaissance European."

**Sir Stanley Wells
CBE, Shakespeare Birthplace Trust**

GEOGRAPHY DEPARTMENT

Geography is a thriving and highly popular subject at King Edward VI School. This vacancy presents an exciting opportunity for the successful candidate to contribute to, and further develop, a set of rigorous and contemporary schemes of work that are continually reviewed and modernised. The Department offers a broad programme of fieldwork: local, national, and international, and provides a welcoming, collaborative environment in which colleagues are supported to grow and develop their teaching skills

At A Level, students follow the Eduqas A110QS syllabus. Typically, two classes run each year, with eleven forty-five-minute lessons per fortnight shared between two teachers. Current option choices include Development in an African Context and Weather and Climate.

At GCSE, students study the AQA 8035 specification. Three classes are usually timetabled each year, each receiving six forty-five-minute lessons per fortnight taught by a single teacher. All fourteen topics are delivered, a significant strength of our three-year GCSE programme.

In Key Stage Three, our two-year curriculum provides a balanced grounding in Human, Physical and Environmental Geography. Students follow carefully structured, standardised schemes of work aligned with the National Curriculum, supported by a number of fieldwork and enquiry-based projects using the six-stage approach.

The Department is strongly committed to learning beyond the classroom, and all non-exam classes participate in at least one fieldwork experience annually. Current provision includes:

- Year 7 – investigation of the CBD in Stratford-upon-Avon
- Year 8 – a river study in the Forest of Dean and a microclimates enquiry on the school site
- Year 9 – compulsory Physical fieldwork linked to GCSE, focusing on ecosystems at a local nature reserve
- Year 10 – compulsory Human Geography fieldwork examining the impact of tourism on a CBD
- An optional four-day trip to Iceland
- Year 12 – a compulsory four-day residential fieldtrip to North Yorkshire to prepare students for their A Level NEA

The Department has achieved exceptionally strong examination results in recent years. At GCSE, Geography achieved 94% Grades 7–9 in 2023, rising to 95% in 2024 and 96% in 2025. At A Level, the Department attained 100% Grades A*–B in 2019, 2023 and 2024. One of our students was also awarded the RGS national prize for the highest grade in the country for our exam board.

The successful applicant will join a small but dynamic team who teach across all year groups and play an active role in the School's wider extra-curricular life. The appointed teacher must bring drive, talent, enthusiasm and imagination, contributing to the continued development of a highly successful Department while also enhancing the broader life of the School. In return, they will be welcomed into a friendly, supportive community that offers professional reward and genuine opportunities for growth.

"K.E.S. prides itself in being a modern and forward looking school".

Stratford Herald

"In possessing Shakespeare's Classroom, King Edward VI School has a memory room of our culture"

**Michael Wood,
Historian and Broadcaster**



"A school that is outstandingly successful in achievement across the board."

***The Dean of Westminster,
The Very Reverend Dr. John Hall, 2018***

"Staff have created an ambitious ethos, coupled with genuine care for pupils well-being. This seeps through every aspect of the school".

Ofsted

JOB DESCRIPTION

A. Achievement of Students

Responsibilities:

- To set high expectations which inspire, motivate and challenge students
- To promote good progress and outcomes by students

Roles:

- To establish a safe and stimulating environment for students, rooted in mutual respect
- To set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- To be accountable for students' attainment, progress and outcomes
- To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- To guide students to reflect on the progress they have made and their emerging needs
- To demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- To encourage students to take a responsible and conscientious attitude to their own work and study

B. Teaching Quality

Responsibilities:

- To plan and teach well structured lessons across the 11-18 age range.
- To demonstrate good subject and curriculum knowledge
- To adapt teaching to respond to the strengths and needs of all students
- To make accurate and productive use of assessment

Roles:

- To have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings

- To demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- To impart knowledge and develop understanding through effective use of lesson time
- To promote a love of learning and children's intellectual curiosity
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- To reflect systematically on the effectiveness of lessons and approaches to teaching
- To know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- To have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- To demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and public examination arrangements
- To make use of formative and summative assessment to secure students' progress
- To use Individual Student Tracking and other assessment data to monitor progress, set targets, and plan subsequent lessons
- To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback



"An exemplary grammar school with a unique and inspiring history"
Daily Telegraph

"A wonderful school."
Michael Gove MP,
Secretary of State for Education, 2014

C. Leadership and Management

Responsibilities:

- To fulfil teacher's wider professional responsibilities
- To demonstrate consistently high standards of personal and professional conduct as detailed in the Teachers' Standards 2011
- To have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in attendance and punctuality
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Roles:

- To contribute to the on-going development of the department under the direction of the Head of Department
- To contribute to the design and provision of an engaging curriculum within your subject area
- To make a positive contribution to the wider life and ethos of the School
- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To deploy support staff effectively
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- To communicate effectively with parents with regard to students' achievements and well-being
- To keep up-to-date with departmental and whole School developments and information, and maintain an up-to-date knowledge and understanding of your professional duties in School
- To carry out a share of supervisory duties
- To evaluate your performance and be committed to your own professional development

D. Pastoral (incl. Behaviour and Safety))

Responsibilities:

- To manage behaviour effectively to ensure a good and safe learning environment
- To help safeguard the welfare of students
- To contribute to the pastoral support of students

Roles:

- To have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's Behaviour Policy
- To encourage high standards of appearance in all students
- To have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- To manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- To know how to identify potential child abuse or neglect and follow safeguarding procedures
- To know the legal requirements and use the local arrangements relating to the safeguarding of children
- If necessary, to be tutor and carry out related duties with regard to pastoral matters, discipline, attendance and punctuality, reports, assemblies and form rooms, etc.

To take responsibility for other areas as may reasonably be requested by the Headmaster.



"If all state Schools were like this the independent system would be struggling"

The Good Schools Guide

"King Edward VI School acts as a magnet for those parents demanding the best education for their children"

Financial Times

PERSON SPECIFICATION

Person Specification

A. Professional Attributes

The School seeks a teacher with:

- a good honours degree in a relevant subject
- at least two references with recent knowledge, including a referee from the most recent employer
- Qualified Teacher Status (desirable but not essential)
- a proven track record of excellence in the classroom or on a teacher training programme
- a willingness to grasp the School's ethos and to contribute to the School's wide range of extra-curricular activities
- a commitment to high standards
- the awareness of the challenges and demands of teaching very able students
- the ability to:
 - communicate passion and enthusiasm for his/her subject
 - teach and motivate students in the 11-18 age range
 - work to deadlines
 - listen, reflect and have the capacity to be flexible
- a commitment to the pastoral life of the School
- a determination to build professional relationships and work sensitively with all colleagues, students, parents, Governors and outside agencies
- competence in ICT
- an awareness of the most important recent trends and developments in education
- a commitment to continuing professional development

B. Personal Qualities

The School seeks a teacher with:

- a passion for teaching and learning
- a positive and enthusiastic outlook
- excellent communication, organisational and interpersonal skills
- self-reliance and self-confidence
- self-awareness
- integrity
- an attention to detail
- a well-developed sense of proportion and humour
- resilience and stamina to cope with the demands of the job
- support for a grammar school ethos
- An ability to teach another subject in addition to Geography would be desirable, but not essential, in the successful applicant.

King Edward VI School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. Applicants must undergo child protection screening, including checks with past employers and DBS and barred list checks. Online checks will be completed for all shortlisted applicants.

"A flourishing school...an impressive offering under imaginative leadership"

The Good Schools Guide

KEY DETAILS

Employer:	King Edward VI School
Start Date:	September 2026
Salary:	K.E.S Pay Range
Contract Type:	Full Time
Contract Term:	Permanent
Closing Date:	Monday 2nd February 2026

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Completed application forms, available on the School's website (www.kes.net/about-us/vacancies), should be sent to Mrs Rachel Saltmarsh, Headmaster's P.A. at the School's address or by email headspa@kes.net.



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Chapel Lane, Stratford-upon-Avon, Warwickshire CV37 6BE

T: 01789 293351 E: office@kes.net

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