DARTFORD GRAMMAR SCHOOL

450TH ANNIVERSARY 1576–2026

HUMANITIES TEACHER APPLICATION INFORMATION PACK





Welcome to Dartford Grammar School

Dartford Grammar School was founded in 1576 and is one of the oldest schools in England. For nearly 450 years, Dartford Grammar School has enabled young people from Dartford and its surrounding area to achieve great things. We are proud of the confident, thoughtful, energetic global citizens that leave the school, fully prepared to contribute to the community, and to rise to the challenges of an increasingly complex future in the wider world.

Dartford Grammar School's students are extremely successful. They enjoy doing remarkably well – both at their academic work and in the teamwork associated with the widest range of co-curricular activities. They value the talents, ideas and successes of others.

Judged outstanding in every Ofsted inspection, and The Sunday Times State School of the Year in the South East (24/2025), Dartford Grammar School provides a broad, balanced international education, following the principles of the International Baccalaureate both in Key Stage 3 and the Sixth Form. Every student studies either Mandarin Chinese or Japanese from Year 7 and an additional European language from Year 8, and students have countless opportunities to visit other countries during their time at the school.

It is rare to be a school within the British education system that offers the IB curriculum exclusively, and we are proud to say that we now offer the opportunity to study the IB Diploma in the Sixth Form to more students than ever. The School received The Sunday Times IB School of the Year award in both 2017 and 2020, and then became the Sunday Times IB School of the Decade in 2020 too, paying testimony to the ongoing excellent results arising through the focus and energy of students and staff in maximising the opportunities the Diploma supports. We believe that the learning benefits and the prospects for university admission are palpable and justify this unrelenting drive to deliver a modern international curriculum. This is underpinned by our strong belief in pastoral care, in guiding and nurturing young people, and our equal drive to offer students a broad and exciting co-curricular programme.

As one leading and reputable educational commentator concluded recently: '***This is no bastion of educational privilege, but one that has achieved its notable success through hard work, inspired teaching and free-thinking. It is one of the country's truly exceptional schools – and one to be treasured."***

The school's mission statement, **'A learning community developing international citizens'** reflects the purpose of an IB World School; **'to develop young people who help to create a more peaceful world through intercultural understanding and respect'** and **'to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right'.**

Please do come and visit us – we would love to welcome you to the school.

Julian Metcalf
Head

ABOUT US

A learning community developing international citizens

Dartford Grammar School is a selective secondary academy for boys, which admits girls to its sixth form. There are six forms of entry to Year 7, and all of the students joining the school are from the top 25% of the ability range. The students come from Dartford, neighbouring towns and villages, and nearby London boroughs. The current roll is 1,576, including 659 in the sixth form.

Curriculum

Dartford Grammar School offers a unique seven year innovative curriculum based on the educational philosophy of the International Baccalaureate (IB). This begins with the Middle Years Programme (MYP) in the lower school and then concludes with the Diploma Programme (DP) in the Sixth Form. The International Baccalaureate (IB) is offered around the world in 146 countries and we are proud that we are a leading IB World School, offering a truly international education. The IB courses are crucial to our ethos encouraging students to be independent, creative and highly successful lifelong learners. We were the first British state school authorised to offer the IB Middle Years Programme to pupils in Year 7 to 9.

In Years 7 – 9, students develop their knowledge and understanding of their subjects through the skills based Middle Years Programme which is underpinned by the philosophy of the Learner Profile. In Years 10 and 11, students follow a broad range of academic GCSE subjects, including English Language, English Literature, Mathematics, either double or triple Science , and choose options from History, Geography and Religious Studies, Art, Drama, Music, Design Technology Engineering, Computer Science and Physical Education. We are the only school nationally where all students sit GCSE examinations in two Modern Foreign Languages, one from Mandarin Chinese or Japanese then either French, German, Latin or Spanish. Our innovative Creativity Week programme allows all students to enjoy a cross-discipline approach to their learning and develops independence and autonomy.

In the Sixth Form we offer the IB Diploma to approximately 600 students, a programme that equips them with the key skills and a broad but deep subject knowledge to succeed in higher education or employment. The IB Diploma is recognised around the world and so allows students to access universities both in the United Kingdom and internationally. Through the IB Diploma, all students study English, Mathematics, a Language, a Science, a Humanity and either an Arts subject or a second choice from Languages, Science or Humanities. Students choose their six subjects from two levels of entry; three at higher level and three at standard level. Additionally students complete a 4000 word Extended Essay, as well as a study of Theory of Knowledge and an exciting Creativity, Activity and Service project (CAS). The school is planning to transition to A-Levels in the near future.

Our entire curriculum, in line with the IB Learner Profile, encourages students to be internationally minded and aware of the importance of cultural diversity while embracing British values. Our curriculum offers academic rigor with the balance of a vibrant co-curriculum where all students actively participate in the wider life of the school. All of this is underpinned by our commitment to pastoral care and student and staff wellbeing.

Students at Dartford Grammar School enjoy very high academic success. In 2025, students gained 81% of all GCSE entries at grade L7-9, and 71% of all IB Diploma Higher Level entries at grade L6/7, respectively. The school's examination results continue to be exceptional. A GCSE P8 score of 1.20 places Dartford Grammar School as the highest performing boys' school in Kent. Our sixth formers gained an average UCAS point score of 213 and an average IB point score of 36.2. The L3VA will present the school as one of the highest performing sixth forms in the country for progress. Almost all Year 13 students proceed to university with 93% of students successful at their first or second choice, 78% successful at Russell Group universities, 68% taking up STEM related courses and 4% progressing into higher level apprenticeship qualifications.

Ofsted Inspections
The school has been identified five times by His Majesty's Chief Inspector as one of England's most successful schools, showing a sustained period of outstanding achievement.

Buildings and Facilities
The school, founded in 1576, has occupied its present site since 1866. Additional buildings have been constructed since then, the major works in last 10 years being listed below:

2008	extension of sixth form centre adding five teaching rooms;
2009	the remodelling of the Mick Jagger Centre, to provide additional teaching rooms and new laboratories and a Food Technology suite;
2011	new sixth form study suite;
2012/13	extended sixth form centre;
2013/14	new science department;
2013/14	new Key Stage 3 transition area;
2014/15	new Performing Arts Centre and rejuvenation of part of the Hardy building;
2015/16	new dining hall and additional laboratories;
2017/18	new sixth form centre;
2017/18	extension and improvements to the Arthur Jones pavilion;
2018/19	new school shop and print room facility;
2021/22	new fitness suite and learning support department
2022/23	15-year site masterplan developed
2023/24	new recording studio
2024/25	refurbishment of the library and sixth form canteen/study area

Pastoral Support
The school has a strong pastoral system operating from Year 7 to Year 13. The school is divided into Key Stage units, and each year group has a Head of Year who oversees all aspects of the students' development. The school provides 3 Higher Education Advisers and a specialist Careers Adviser.

Extra-Curricular Programme
The school is exceptionally rich in extra-curricular activities. It offers 16 sports and competes with others in at least eight of them each year. Teams regularly gain county, regional and national success, and many students gain representative honours at one or more of these levels.

Over three hundred students are involved in the school's musical extra- curricular provision each week. The school has two orchestras, a large and very successful Jazz band, three choirs, chamber music ensembles, a Windband, Strings, Woodwind and Brass groups and many student-led pop and rock bands. There is an annual Music and Drama production and very successful and popular Drama productions for KS3 and KS4 students.

The Music and the other Performing Arts benefit from the facilities of the Mick Jagger Performing Arts Centre. There are many other clubs and societies, with debating always a popular activity. The school's impressive programme of community service is regarded as a particular strength. The school benefits from many close links with Europe, China and Japan. There are regular overseas trips for Sport, a biannual Music tour to Europe and other international visits.

The Duke of Edinburgh's Award is a notable strength: nearly all students in Year 10 complete the Bronze Award, with a majority going on to Silver. Gold Award expeditions take place in both the UK and overseas, while the school has also offered a range of international trips.

External Links
The school has a very active Parents' Association, which provides valuable assistance and support. The school has strong links with local industry and with Higher Education. It has extensive links with many other institutions and is also part of the world-wide International Baccalaureate Organisation network.

What the School Offers Teachers
The school provides its staff with the experience of teaching able and well-motivated students in an environment with high expectations of behaviour and well-developed systems of teacher-support. The school has a national reputation for the quality of its programme of professional development. The programme includes much that falls within specific subject areas. Staff well-being is a priority in the school, and staff social occasions, staff football and staff badminton are all popular, as is our weekly staff breakfast on a Friday morning!

The school is committed to participation in initial teacher training. Other aspects include a course for Early Career Teachers, preparation for middle management, development of existing middle managers and preparation for senior management. While the school's extensive programme of overseas visits give many staff international experience, the school ensures that its staff development has a further international dimension, for example in IB courses. Staff members have access to the school's excellent facilities for sport and the performing arts.

The Mick Jagger Centre for the Performing Arts and Becket Sports Centre
Out of school hours the facilities of both centres are shared with the local community. They are managed by school staff, reporting through independent management structures.

The Becket Sports Centre comprises a sports hall and a recently refurbished, fully equipped fitness studio, with a separate aerobics/training room, which has a sprung floor, allowing dance sessions to be held. The Mick Jagger Centre includes two auditoria (seating 200 and 350 respectively, both with retractable seating), 8 music practice rooms (used by the music department during the day), dance studio, exhibition space, two music rooms, a recording studio and a Drama Studio. It is a base for 20 community organisations and runs a small commercial programme attracting a range of talents and performers.

Website
Further details of the school, including breakdown of performance figures, can be accessed through:
www.dartfordgrammarschool.org.uk

Applicants are warmly invited to visit the school before applying.







STAFF REWARDS AND BENEFITS

Here at Dartford Grammar School, we want to share with you a snapshot of the generous benefits package offered to all staff, from their very first day of employment. We are always looking at new ways and fresh ideas that can best support our body of staff to reach their full potential, both professionally and personally.

What we offer:

- A commitment to invest in staff development via training, CPD, mentoring, and in-house support groups
- Free car parking on site
- Electric charging points
- Cycle to Work scheme
- On-site dining with superb food
- Free annual flu vaccination
- 24/7 free access to our Employee Assistance Programme for confidential advice and guidance
- Free gym access to onsite facilities
- State of the art school facilities with on-site Performing Arts centre
- Regular staff wellbeing events
- Highly attractive pension schemes for both Teaching and Support staff
- Social events

JOB DESCRIPTION

POST: **Teacher of Humanities**

GRADE: **MPS/UPS (LFA)**

START DATE: **January 2027**

RESPONSIBLE TO: **Head of Department**



THE HUMANITIES DEPARTMENT

The Humanities Department at Dartford Grammar School brings together the successful and popular subjects of History and Geography. Both subjects are highly regarded and oversubscribed at Key Stages 4 and 5, with significant numbers of students choosing to continue their studies throughout their school careers and into higher education.

The department comprises a dedicated team of specialist teachers who work collaboratively and enthusiastically to ensure that all students receive an outstanding learning experience. Through engaging, challenging and thought-provoking teaching, the team seeks to develop students' curiosity about the world, their understanding of the past and present, and their ability to think critically about the complex issues that shape society and the environment.

Curriculum and Teaching

At Key Stage 3, students study History and Geography within an integrated Humanities course, following the IB Middle Years Programme (MYP). This is a dynamic, stimulating and challenging three-year course designed to develop students' understanding of the connections between disciplines. Through the exploration of carefully selected topics, students are encouraged to recognise their place within their school, local and international environments.

The course develops an appreciation of historical, geographical, social and environmental perspectives, while equipping students with a broad range of transferable skills. Students are encouraged to investigate, question, analyse and evaluate, developing the intellectual curiosity and independence that underpin successful learning across the Humanities.

At Key Stage 4, students have the opportunity to specialise in History and/or Geography at GCSE.
History follows the AQA specification, with an emphasis on the analysis of the past and the interpretation of evidence rather than simply the acquisition of factual knowledge. Students explore the development of the modern world and the shaping of the nation through periods spanning 1066 to 1945. The course is assessed through two examination papers: Understanding the Modern World and Shaping the Nation. It provides students with a thorough understanding of how the contemporary world has emerged and the historical roots of many of the challenges facing society today.

Geography follows the AQA GCSE specification, which enables students to explore contemporary geographical issues through a balanced study of physical and human geography and the connections between them. Topics include physical landscapes in the UK, the changing economic world and the challenge of resource management. Students also develop their geographical skills through the study of fieldwork and geographical applications, with assessment through three examination papers.

At Key Stage 5, students can continue their studies through the International Baccalaureate (IB) Diploma Programme, with a transition to A-Levels planned in the near future.

History is currently taught through a world history course that adopts a comparative and multi-perspective approach. Students explore political, economic, social and cultural history, developing an understanding of the complexity of the past and the different ways in which it can be interpreted. The course places considerable emphasis on historical thinking, critical analysis and the evaluation of competing interpretations, encouraging students to undertake challenging and independent explorations of historical events and developments.

Geography offers an intellectually stimulating exploration of the spatial dimension of human activity and the dynamic relationships between people and their natural and social environments. The current IB syllabus allows students to investigate a wide range of contemporary issues, including development, environmental sustainability, resource use, freshwater, extreme environments, natural hazards and globalisation. Assessment includes examinations and an Internal Assessment based on independent geographical investigation and primary data collection, providing opportunities to develop research, analytical and fieldwork skills.

The Department

The Humanities Department is a collaborative and forward-thinking team in which colleagues take collective responsibility for the success and development of both subjects. All members are encouraged to contribute actively to departmental decision-making, share effective practice and support one another in maintaining high standards of teaching and learning.

The department is richly resourced and committed to professional development. It has a proven record of developing its own teachers and provides comprehensive support and induction for new colleagues. We value collaboration, innovation and the sharing of expertise, recognising the importance of creating an environment in which both staff and students can thrive.

Enrichment and Extra-Curricular Opportunities

Learning beyond the classroom is central to the department's approach. We place considerable importance on providing students with opportunities to experience the subjects in practical, engaging and authentic contexts, while raising the profile of Humanities across the school.

History enrichment opportunities include visits to the Ypres battlefields, a vibrant and well-attended History Club, and a Key Stage 5 History Discussion Club designed to develop students' confidence and prepare them for the academic demands of university study.

Geography offers an extensive programme of enrichment, including local fieldwork in Dartford and Sevenoaks, visits to the Royal Geographical Society in London and international fieldwork opportunities in the French Alps. Further opportunities include Key Stage 4 and Key Stage 5 GeogSoc, a Geography Higher Education Masterclass and the highly successful whole-school Eco-Council.

ROLE PROFILE

Job Title: Teacher of Humanities

Outline of Role:

- To carry out the role of a teacher as defined in the School Teachers' Pay and Conditions document.

Responsibilities as a Teacher:

- To teach assigned students.
- To participate in the development of appropriate syllabuses, materials and schemes of work.
- To assess, record and report on the development, progress and attainment of students.
- If required, under the direction of the Head of Year, to act as Form Teacher of an assigned group of students, and to carry out related duties.
- To carry out a share of supervisory duties in accordance with published lists.
- To participate in appropriate meetings with colleagues and parents relative to the above duties.

APPLICATION PROCESS

All candidates are required to complete the school's application form. All sections of the application form must be completed as accurately and as fully as possible.

Please note that CV's will not be considered but may be attached to an application form as a supplementary form.

All completed application forms must be submitted to the HR Manager, Mrs Michelle Bexley, electronically to mbexley@dartfordgrammarschool.org.uk or by post to the following address:

HR Manager
Dartford Grammar School
West Hill
Dartford
Kent
DA1 2HW

Closing date for applications: Thursday 10 December 2026 at 9am

Interview date: Tuesday 15 December 2026

The school may interview early in the case of an exceptional candidate.

SHORTLISTING AND INTERVIEW PROCESS

Candidate shortlisting will be based solely on the information provided within the application form, so ensuring that your application form is accurate and fully completed is important.

After the shortlisting process has taken place, candidates will then be invited to interview and references will then be contacted. On the day of interview, candidates will have the opportunity to tour the school and meet informally with members of the department. Candidates will also be asked to teach a lesson and will attend a panel interview.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a passport or driving licence)
- Criminal Record Self Declaration (which will be sent ahead of the interview)

Dartford Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references. The school may also undertake a google and social media check, as part of our pre-employment vetting checks.

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.