



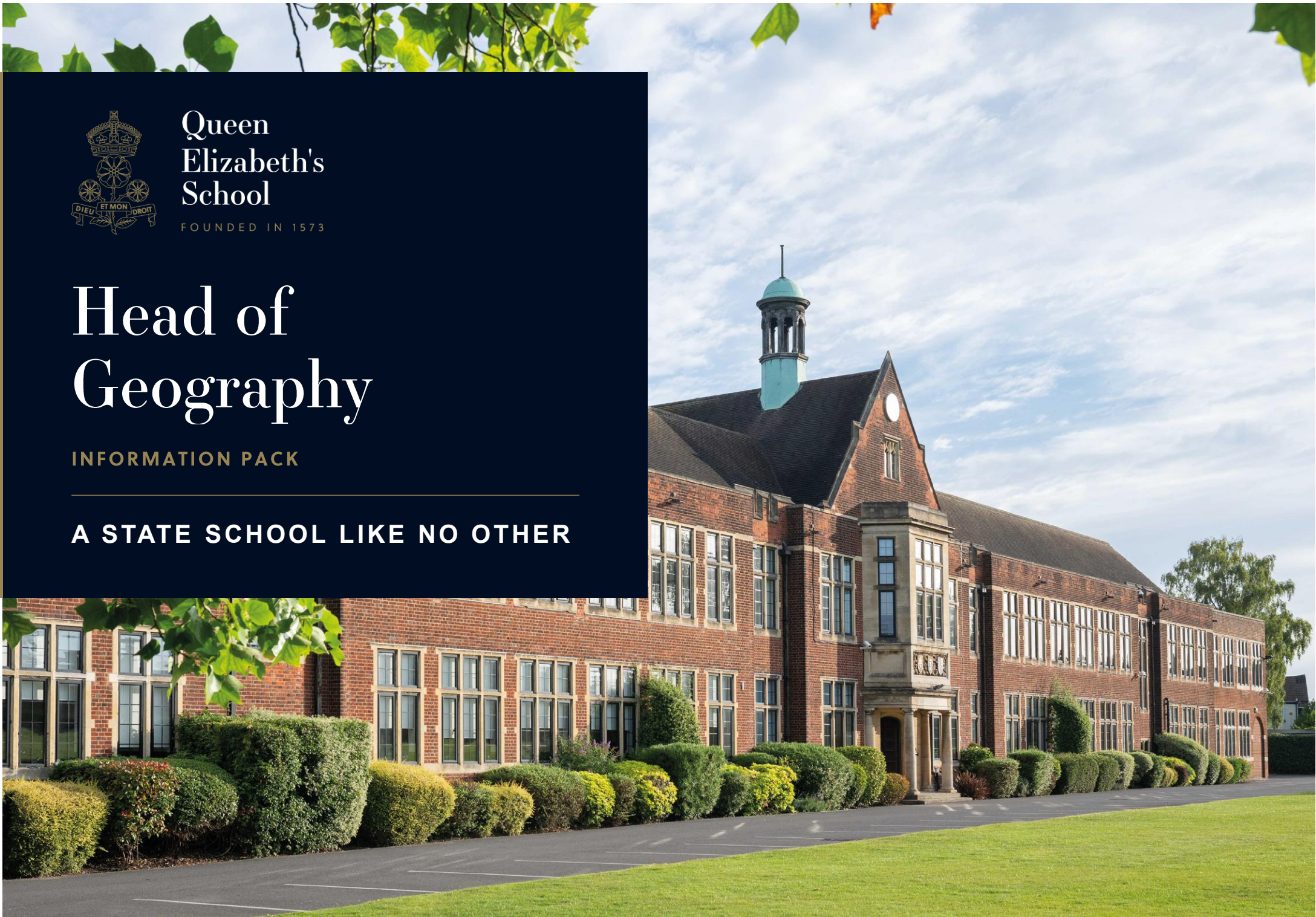
Queen  
Elizabeth's  
School

FOUNDED IN 1573

# Head of Geography

INFORMATION PACK

A STATE SCHOOL LIKE NO OTHER



# WELCOME

**Thank you for considering an application to become Head of Geography at Queen Elizabeth's School, Barnet. We are seeking an exceptional candidate who relishes the opportunity of playing a significant role in taking the School forward from its present strong position into an exciting future.**

For more than 450 years, boys have benefited from a Queen Elizabeth's School education. We are a selective school, committed to developing pupils' intellectual abilities and to celebrating academic accomplishment. QE is, as the *Good Schools Guide's* 2025 review put it, a "traditional, well-organised state school, where all expectations are high...A unique and unashamed meritocracy in which clever, hard-working boys who like a challenge will thrive".

Proud as we are of our stellar examination results, there is much more to QE than GCSEs and A-levels, as *The Sunday Times* School Guide recognised when it

awarded us its State Secondary School of the Year for 2026.

In our 2025–2030 School plan, *Boundless*, we set out how we will continue to fulfil our longstanding mission "to produce young men who are confident, able and responsible" in our exciting and fast-changing world. This includes nurturing habits of genuine scholarship that take boys well beyond the classroom curriculum. We provide a plethora of exciting and worthwhile co-curricular activities. And we inculcate a spirit of service, encouraging Elizabethans to give time to causes greater than themselves.

At Queen Elizabeth's, we aim to provide a state education like no other. If you can assist us in this endeavour, I look forward to hearing from you.

**Neil Enright**  
**Headmaster**



## OUR MISSION

Queen Elizabeth's School aims to produce young men who are **confident, able** and **responsible**.



**THE SUNDAY TIMES**

**SCHOOLS GUIDE  
2026**

**STATE  
SECONDARY SCHOOL  
OF THE YEAR**



**Queen  
Elizabeth's  
School**

FOUNDED IN 1573

# REALISING *BOUNDLESS* POTENTIAL

Our current School plan, *Boundless*, identifies six key qualities that will help our pupils flourish, both while they are here at QE and afterwards, in their future education and careers.

## We are nurturing pupils in becoming:

- Deep thinkers and compelling communicators
- Future-ready
- Self-aware people who make things happen
- Leaders of influence and valued collaborators
- Community-orientated
- Sustainability-literate.



  
Queen Elizabeth's  
Global Schools  
FOUNDED IN 1579

## QE GLOBAL SCHOOLS

While we are proud of our rich 450-year-plus history, we recognise that in a world where technologies such as AI are making the future both exciting and unpredictable, it is not only our pupils who need to be adaptable: the School itself must be agile. Bold decision-making is, therefore, one of the hallmarks of our leadership and governance. Nowhere is this better demonstrated than in the establishment of the QE Global Schools programme. In a first for any UK state school, we are establishing aspirational

independent schools in the UAE and India that draw on our ethos and our focus on excellence. In time, staff and pupils both in Barnet and overseas will be able to benefit from a new global network of Elizabethans. In addition, we intend to use revenue from QE Global Schools to support long-term educational excellence here at Queen's Road.

### **FURTHER INFORMATION:**

- **Boundless – Priorities for Development, 2025–2030**
- **QE Global Schools**

# Junior and Senior Choir

*A state school like no other*



# QUEEN ELIZABETH'S SCHOOL

## A highly successful and very well-run grammar school

QE offers a highly rewarding working environment, where staff thrive on teaching and guiding some of the most able young men in the country to fulfil their *Boundless* potential.

Our GCSE and A-level results consistently place QE among the very best schools nationally. Moreover, our QE Flourish initiative encourages boys to pursue intellectual interests through our extensive academic enrichment programme and to take up co-curricular activities in areas as diverse as music, drama, sport, chess, AI and robotics. All boys are expected to participate in the wider life of the School.

The firm foundations underpinning the School's academic and co-curricular achievements are reflected in its six consecutive "outstanding" ratings from Ofsted. QE is heavily oversubscribed; large numbers attend our annual open

day and sit the entrance examination.

There are presently 1,320 boys on the roll. More than 95% are from ethnic minority groups, with a high proportion being multilingual learners, reflecting the School's inclusive and socially diverse intake.

In a typical year, 90% of Year 13 leavers win places at Russell Group universities. Forty-four Elizabethans have been offered places at Oxford or Cambridge in 2026, taking the total over the past three years to 155.

### FURTHER INFORMATION:

- [The School brochure](#)
- [Our mission](#)
- [School performance](#)



### *The future*

This is an exciting time to join QE! Following last year's opening of **The Robert Dudley Studio**, a 200-seat drama and lecture theatre, our **Main Building** is currently undergoing its biggest repair and upgrade programme since the 1950s. Meanwhile, our sights are set on our next major project, the construction of a new sports hall.



# *Leadership and Governance*





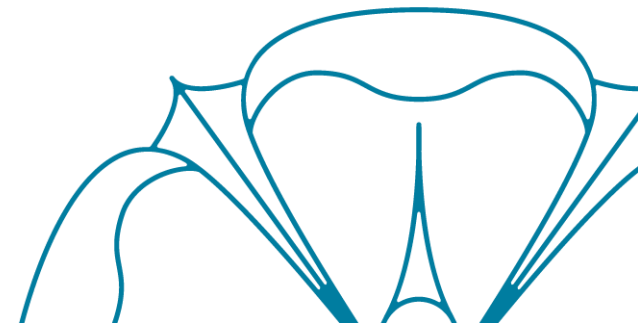
## THE GOVERNING BODY

Queen Elizabeth's Governing Body was established by the Charter of 1573 which founded the School. The Governing Body is ultimately responsible for the performance of the School, setting its overall strategic direction and ensuring that the highest standards of education, safeguarding and financial probity are maintained.

Our experienced and talented Governors bring to bear their considerable professional experience in business, finance,

the law, the media, and the civil service, as well as a range of educational institutions, to provide constructive support and challenge to the Headmaster and the senior leadership team.

**Further information is available from the [School website](#).**



# SENIOR LEADERSHIP TEAM



**Neil Enright** MA (Oxon), MBA, NPQH, FRSA was appointed QE's 40th **Headmaster** in 2011. He read Geography at St John's, Oxford. In 2002, two years after he started teaching, he came to QE, where he has remained. His voluntary roles include school governorships in the state and independent sectors.



**Anne Macdonald** MA, **Deputy Head (Academic) & Staff Governor**, read Geography at Cambridge and then worked for The Basic Skills Agency and the Learning and Skills Development Agency. She is responsible for curriculum development, the quality of teaching and learning, and continuing professional development.



**Tara O'Reilly** BEng, our **Deputy Head (Operations)**, and **Company Secretary** has many years' experience of managing business teams and leading digital development. Before joining the School in 2020, she spent nearly 16 years with the BBC.



**David Ryan** BA, MEd, **Deputy Head (Pastoral)**, read English and American Literature at Warwick. He took up his first teaching job at QE in 1997. He has remained here, working in various positions of increasing seniority, and is QE's Designated Safeguarding Lead.



After graduating in Classics from St Andrews, **Crispin Bonham-Carter** MA, NPQSL, **Assistant Head (Co-curricular and Partnerships)** became a well-known actor and theatre director. Before taking up his current position here in 2019, he taught for ten years at Alexandra Park School.



**Assistant Head (Destinations and Progress) James Kane** BA, PGCE, NPQSL, NPQH took his first degree at the London School of Economics. After working at schools in Lewisham, Newham, Harrow and Stratford, he joined QE in 2022. He completed his Master's degree in Education in 2024.



**Sarah Westcott** BSc, MA, PhD, **Assistant Head (Inclusion and Wellbeing)**, completed her PhD at the National Institute for Medical Research, before taking a research fellowship with Cancer Research UK. Since joining QE in 2008, she has completed an MA in Educational Leadership and a Postgraduate Diploma in SEN leadership.



**Michael Noonan**, BEd, was appointed **Head of Digital Teaching and Learning** in April 2023, having served as Head of Technology since 2017. Graduating in 2013 from Limerick, he joined QE that same year. He has been a mentor with School Direct and a mentor to ECTs.



Having read Chemical Engineering at the University of Nottingham, **Chief Finance Officer Reena Pandya** BEng, ACA, began her career in banking, then going on to qualify as a Chartered Accountant. Before taking up her current post at QE in 2022, she was Head of Finance at AIM-listed Safestay Plc.



**Matthew Rose** MA, **Head of External Relations/ Executive Assistant to the Headmaster**, the 2008 School Captain, returned here in 2016 after working as a local government political advisor. His responsibilities include School policies, governance arrangements, marketing & communications, alumni relations and emerging strategic initiatives.

# THE GEOGRAPHY DEPARTMENT

**Geography is a broad-based subject. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences.**

At QE, boys are provided with an expansive geographical education that is up-to-date and relevant; they thus learn to recognise the value of Geography in tackling many of the challenges the world currently faces.

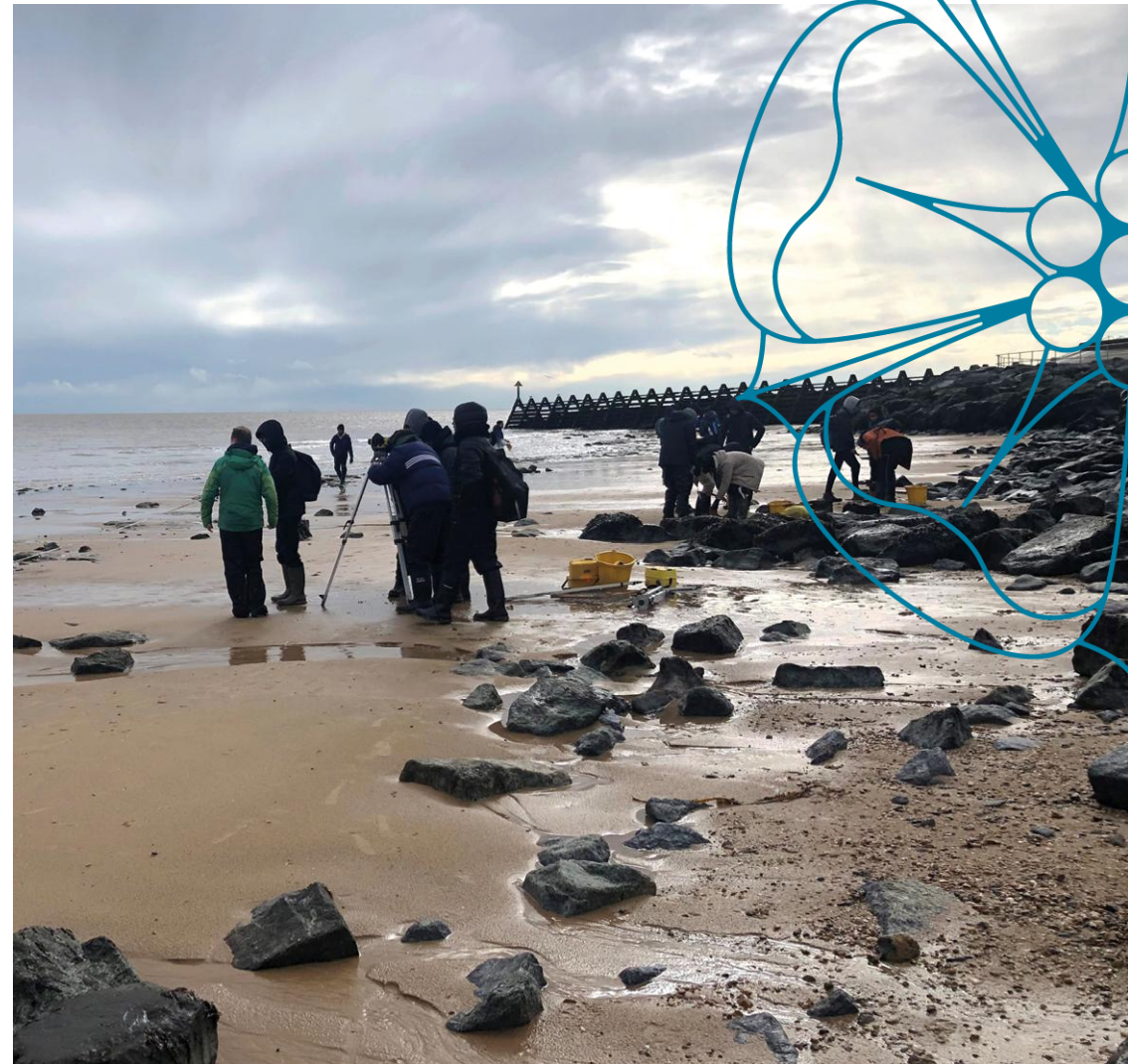
We aim to engender a spirit of enquiry, nurturing in pupils an understanding and appreciation of the diversity of Earth's physical and human environments, and the interrelationships between them. Geography thus teaches boys a particular way of viewing the world, enabling them to consider issues from a holistic perspective and to reflect upon their own place in society – on their values, their rights and their responsibilities towards other people and the environment.

In lessons, we foster higher-level thinking skills such as synthesis, analysis and critical evaluation. We make the criteria for success very clear, and boys are expected to undertake frequent self-assessment and assessment by their peers. ICT is employed throughout teaching, including the use of Geographical Information Systems (GIS) such as Google Earth and ArcGIS.

Classroom learning is complemented by fieldtrips, which give pupils the opportunity to consolidate and extend their geographical understanding by relating their classroom learning to real-life experiences. In time, boys – particularly those who go on to study the subject at GCSE and A-level – become skilled at planning, undertaking and evaluating fieldwork. At A-level, fieldwork demands a high degree of responsibility from the pupils, which develops their independent research skills and report-writing.

## READ MORE ABOUT:

- [The School's curriculum](#)
- [Our vision for a diverse and inclusive curriculum at Queen Elizabeth's](#)
- [Our digital strategy](#)



# *The Role*



# THE ROLE: INTRODUCTION

**The Head of Geography is a key academic leadership role at Queen Elizabeth's School, combining outstanding subject expertise with the strategic leadership of one of the School's most successful and popular departments.**

Each year, well over 150 pupils opt for GCSE Geography, with more than 40 continuing at A-level, making the department one of the largest and most academically ambitious in the School. Outcomes at both GCSE and A level are consistently excellent, with geographers progressing on to a diverse range of competitive university courses and degree apprenticeships.

The department delivers a rich, academically rigorous curriculum that reflects Geography's unique position at the intersection of the physical and human sciences. Teaching is intellectually demanding, conceptually coherent, and firmly rooted in contemporary geographical scholarship. Fieldwork and learning beyond the classroom

are central to the department's identity, with a programme of curriculum-related residentials and day trips, supplemented by ambitious enrichment ventures, including a recent expedition to Iceland.

The Head of Geography provides clear vision, academic leadership, and professional direction for the department, ensuring that teaching, assessment, and curriculum design remain exemplary and forward looking. They are accountable for standards, outcomes, and pupil experience across all Key Stages, and play a vital role in shaping Geography's contribution to the School's wider academic culture, including super-curricular enrichment and pupils' future-readiness.





## THE ROLE: INTRODUCTION (CONTINUED)

Heads of Subject are an essential component of the highly effective Academic Leadership Team, led by Mrs Anne Macdonald, Deputy Head (Academic). They also work closely with their SLT link and other senior leaders to ensure the School's curriculum remains challenging, relevant, and intellectually serious.

The postholder will be supported by experienced colleagues but will also enjoy considerable professional autonomy, making this role particularly well suited to an ambitious leader seeking to deepen their impact and prepare for future senior leadership.



*Reporting to:*

HEADMASTER

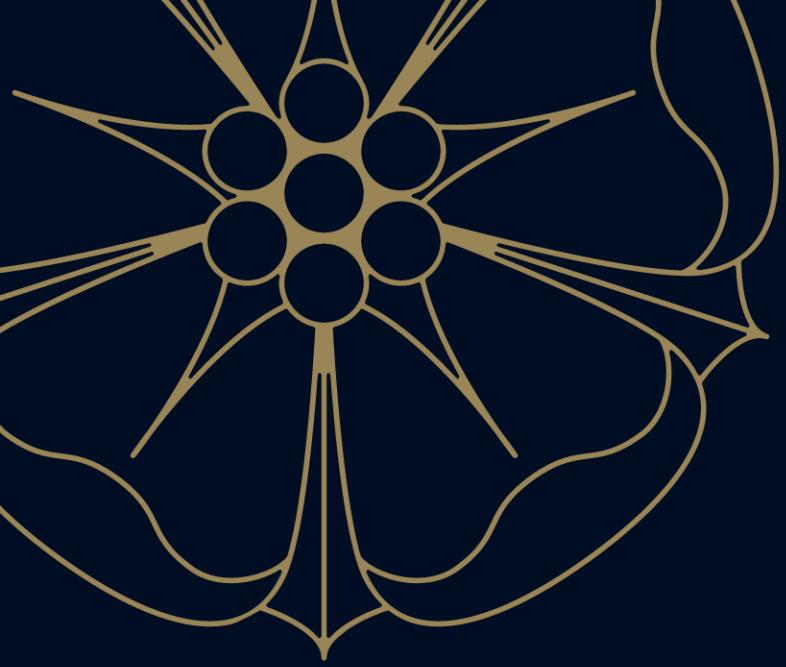


SLT LINK

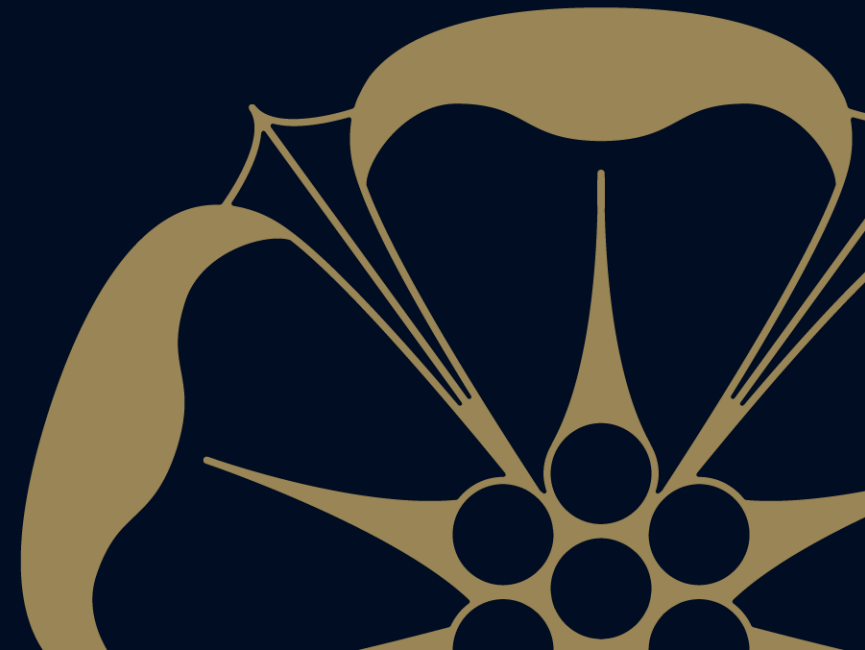


HEAD OF  
GEOGRAPHY





## **JOB DESCRIPTION**



# KEY RESPONSIBILITIES

**PLEASE NOTE:** This is not an exhaustive list. The responsibilities of Heads of Subject at Queen Elizabeth's School are dynamic and evolve in response to pupils' needs and whole-school priorities.

## A. Strategic Leadership of the Department

- Set and articulate a clear vision and direction for Geography, aligned with the School's mission and priorities.
- Lead the ongoing development of a coherent, ambitious, and well sequenced curriculum from Years 7–13.
- Ensure Geography contributes strongly to whole-school priorities, including *Boundless*, and the QE Essentials.
- Work closely with the Senior Leadership Team and participate fully in Academic Leadership Team meetings and academic planning.

## B. Teaching and Learning

- Secure the highest standards of teaching and learning across the department.
- Model and promote excellent classroom practice rooted in strong subject knowledge and contemporary geographical scholarship.
- Ensure lessons challenge the most able while supporting pupils of all backgrounds to make rapid progress.
- Promote disciplinary thinking and literacy, including the School's dialogic teaching approach.

## C. Assessment, Progress and Outcomes

- Oversee high-quality assessment design, moderation, and standardisation across Key Stages.

- Monitor pupil progress rigorously, using data intelligently to inform teaching, intervention, and curriculum refinement.
- Ensure excellent outcomes at GCSE and A level and contribute to post 16 and post 18 guidance where relevant.
- Report accurately and effectively on departmental performance to senior colleagues.

## D. Fieldwork and Enrichment

- Lead and quality-assure a wide-ranging fieldwork programme, including compulsory GCSE and A-level fieldwork.
- Develop enriching opportunities beyond the classroom, including trips, competitions, speaker events, and university engagement.
- Engage with the School's extensive and ever-growing QE Connect alumni network.
- Ensure enrichment reflects Geography as a living, relevant, and future-facing discipline.



## E. Staff Leadership and Development

- Line-manage Geography teachers, fostering a collegial, reflective, and high-performing team culture.
- Support professional development through coaching, feedback, mentoring and shared practice, including following established support mechanisms for trainee and early-career teachers.
- Lead departmental meetings that focus sharply on pedagogy, curriculum, and pupil outcomes.
- Contribute to recruitment, induction, and succession planning within the department.

## F. Administration, Organisation and Compliance Wider Contribution

- Manage the departmental budget and resources effectively.
- Oversee exam entry and NEA processes in line with awarding body and School requirements.
- Ensure all activities meet safeguarding, health and safety, and risk assessment expectations.

## G. Wider Contribution

- Contribute fully to the wider life of the School, including enrichment, supervision, and events.
- Build strong professional relationships with colleagues, pupils, and parents.
- Teach a full timetable, consistently modelling QE's expectations of academic excellence.



# *Person Specification*



## A. QUALIFICATIONS & EXPERIENCE

### ESSENTIAL

- Qualified Teacher Status (QTS).
- A strong academic background in Geography or a closely related discipline.
- Proven record of excellent classroom practice and strong pupil outcomes.
- Experience teaching Geography at GCSE and A-level.
- Experience or clear readiness to lead curriculum development and colleagues.

### DESIRABLE

- Previous experience as Head of Geography or in a significant departmental leadership role.
- Experience in a selective or high-attaining school.
- Experience leading fieldwork programmes, including residential visits.

## B. KNOWLEDGE & SKILLS

### ESSENTIAL

- Outstanding subject knowledge and passion for Geography as an academically rigorous discipline.
- Strong understanding of curriculum design, assessment, and progression in Geography.
- Ability to analyse attainment and progress data to inform improvement.
- Excellent communication, organisation, and leadership skills.
- Secure understanding of safeguarding responsibilities.

### DESIRABLE

- Knowledge of super-curricular Geography and university-level engagement.
- Interest in sustainability education and Geography's role in addressing global sustainability challenges.

## C. PERSONAL QUALITIES

- Ambitious for pupils and uncompromising about academic standards.
- Intellectually curious, reflective, and committed to continual improvement.
- Collegial, collaborative, and able to inspire confidence and professionalism in others.
- Organised, resilient, and highly professional.
- Strong alignment with QE's mission, values, and academic ethos.

## D. SAFEGUARDING & CHILD PROTECTION

- Commitment to the highest standards of safeguarding and child protection.
- Willingness to undertake enhanced DBS checks and adhere fully to School policies and KCSIE guidance.



# KEY FACTS ABOUT THE ROLE



**JOB TITLE**  
Head of Geography



**SALARY**  
Competitive and commensurate with qualifications and experience



**PENSION**  
Membership of the Teachers' Pension Scheme



**REPORTING TO**  
The Headmaster through the subject's SLT Link



**CONTRACT TYPE**  
Full time, permanent



## WHY CHOOSE US?

- One of UK's leading academic schools across both state and independent sectors
- Heavily oversubscribed
- Consistently excellent examination performance: 20 years of 95%+ of pupils achieving A\*-B at A-level
- Pupils go on to the best universities, including 155 to Oxford and Cambridge over past three years
- Acclaimed digital strategy
- High-quality co-curricular activities through QE Flourish programme
- Longstanding outreach programme to local primary schools
- Growing international links through QE Global Schools



## QE BENEFITS



Free on-site parking



Extensive opportunities for professional development



Work with clever, highly motivated pupils



Supportive collegial environment



Attractive site close to countryside



Good transport links, close to M25, M1 & M11



Easy access to London on Northern Line

# APPLICATION & APPOINTMENT PROCESS

To apply, you must complete the School's application form from My New Term available via [our website](#). This should include a supporting statement outlining: your motivation for applying; your suitability for the role; and how you satisfy the Qualifications and Experience elements of the Person Specification. For candidates invited to interview, these responses will be explored further, together with the other elements of the person specification. We will treat all enquiries, formal and informal, in confidence.

The closing date is 9am, Monday, 8<sup>th</sup> June 2026, although early applications are encouraged.

We will require all shortlisted candidates to visit the School in person. At interview day, candidates will be observed teaching a sample lesson; the process will also comprise formal and informal meetings, together with a presentation task. Candidates selected for interview will be given

appropriate notice of interview dates. The starting date for this appointment is 1<sup>st</sup> January 2027.

If you have any queries, or would like a confidential discussion with the Headmaster, please contact his Personal Assistant, Nicola Weston, at [recruitment@qebarnet.co.uk](mailto:recruitment@qebarnet.co.uk).

***We are an equal opportunities employer. Queen Elizabeth's is a dynamic school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni.***

***It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and from those with disabilities.***

***The School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.***





# Queen Elizabeth's School

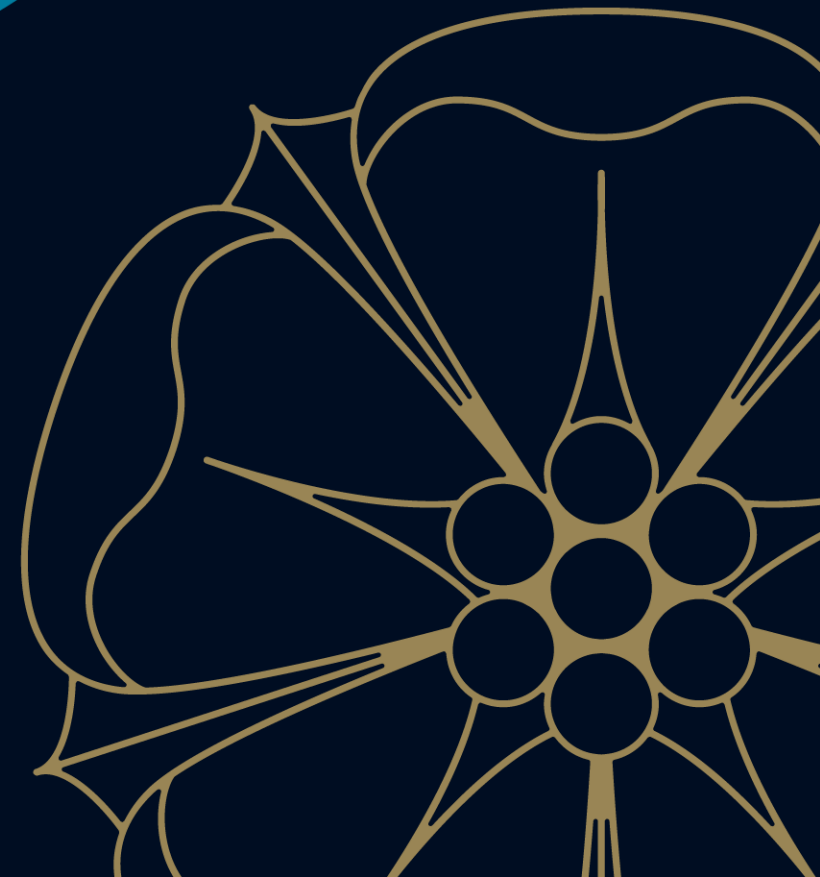
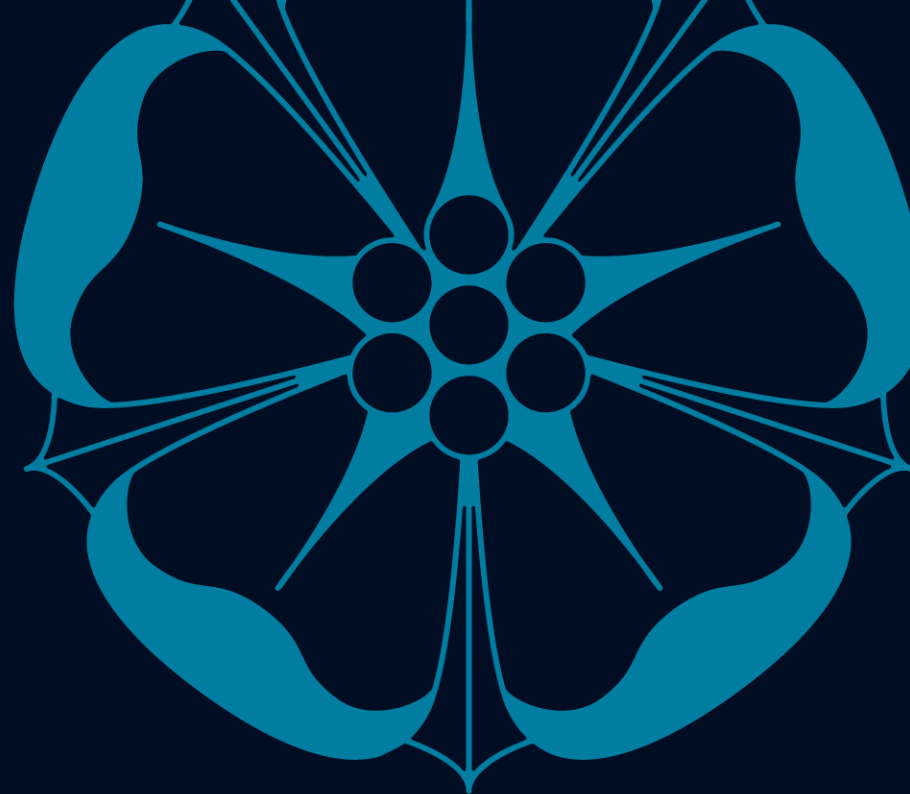
FOUNDED IN 1573

## Queen Elizabeth's School

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[gebarnet.co.uk](http://gebarnet.co.uk)