



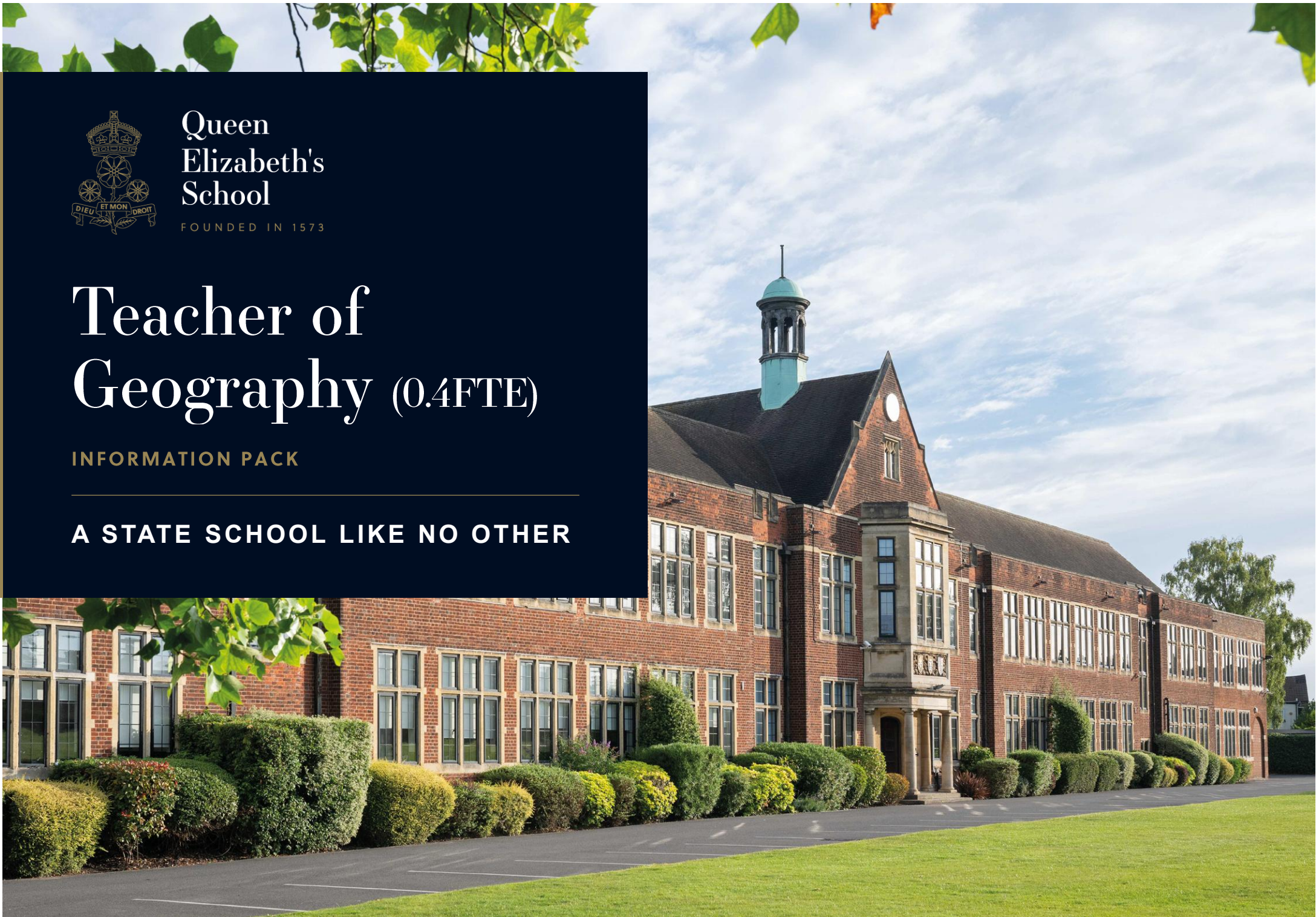
Queen
Elizabeth's
School

FOUNDED IN 1573

Teacher of Geography (0.4FTE)

INFORMATION PACK

A STATE SCHOOL LIKE NO OTHER



WELCOME

Thank you for considering an application to become Teacher of Geography at Queen Elizabeth's School, Barnet. The role would suit an experienced teacher, an Early Career Teacher, or a well-qualified graduate seeking a first teaching post.

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**

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





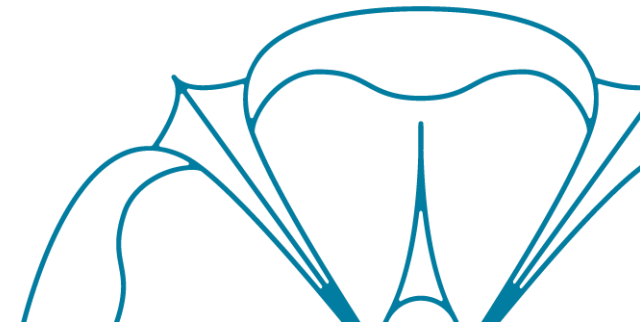
THE GOVERNING BODY

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.

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](#).

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



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.

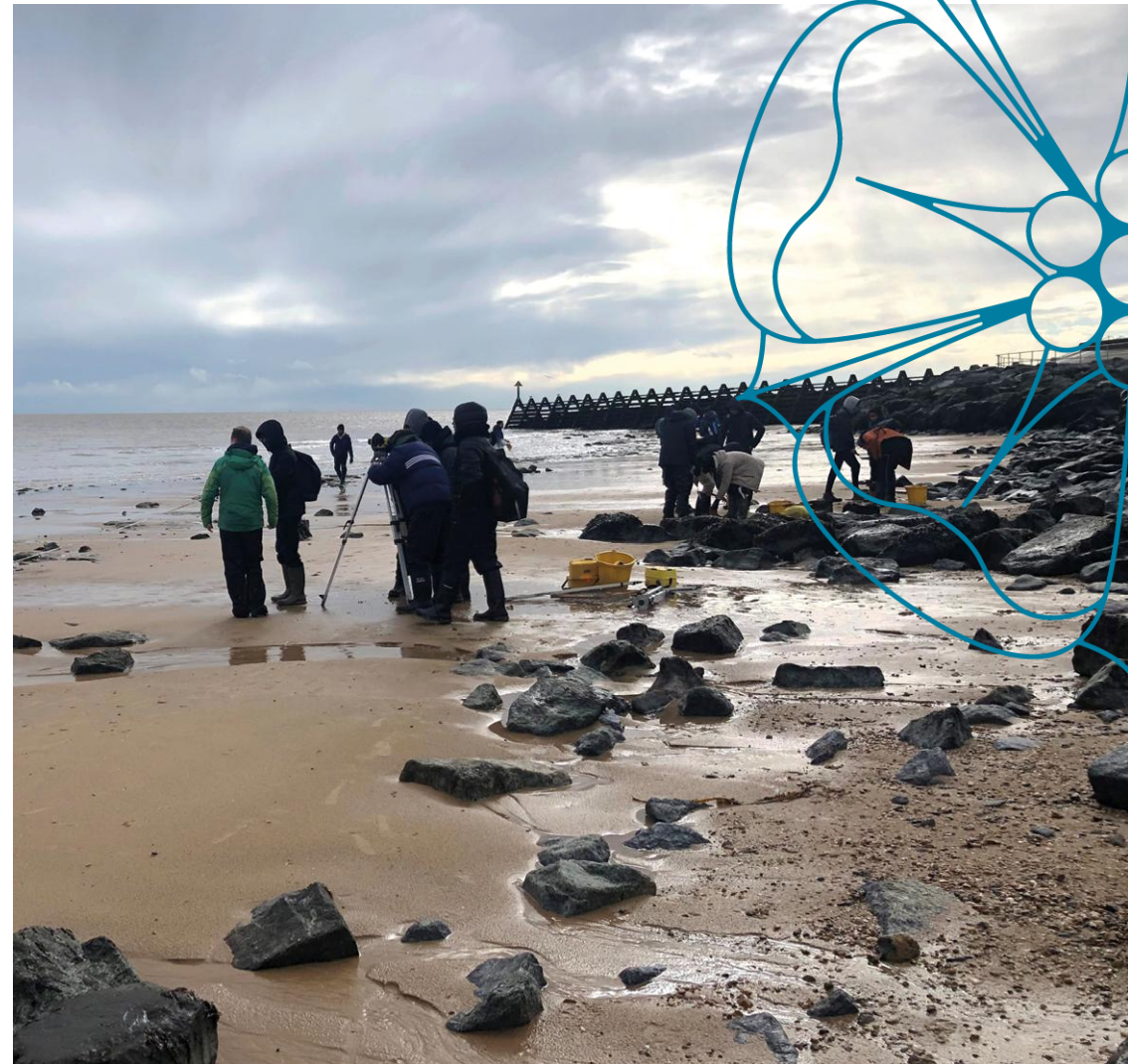
We aim to engender a spirit of enquiry, nurturing in pupils an understanding and appreciation of the diversity of Earth's physical and human environments, and the interrelationships between them. Geography thus teaches boys a particular way of viewing the world, enabling them to consider issues from 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 Teacher of Geography plays an important role in delivering one of the School's most academically ambitious and popular subjects. Each year, significant numbers of pupils opt for Geography at GCSE, with many continuing to A-level; outcomes are consistently excellent, and pupils progress to a wide range of competitive university courses.

The department offers a rich, intellectually rigorous curriculum that reflects Geography's unique position at the intersection of the physical and human sciences.

Teaching is conceptually coherent, grounded in contemporary geographical scholarship, and designed to develop pupils as analytical, independent thinkers. Fieldwork and learning beyond the classroom are integral, supported by a well-established programme of trips, residentials and super-curricular opportunities.

This post is offered at 0.4 FTE on a one-year contract in the first instance. There may be scope for additional hours for candidates able to offer a second subject, particularly in areas such as Economics or Sport.

Within this context, the Teacher of Geography will contribute to the delivery of a demanding and engaging curriculum across the age range. They will support pupils in achieving exceptional outcomes while fostering a genuine and lasting enthusiasm for the subject.

The role would suit an experienced teacher, an Early Career Teacher, or a well-qualified graduate seeking a first teaching post. For those without formal teaching qualifications, the School offers a structured programme of training and support leading towards Qualified Teacher Status.

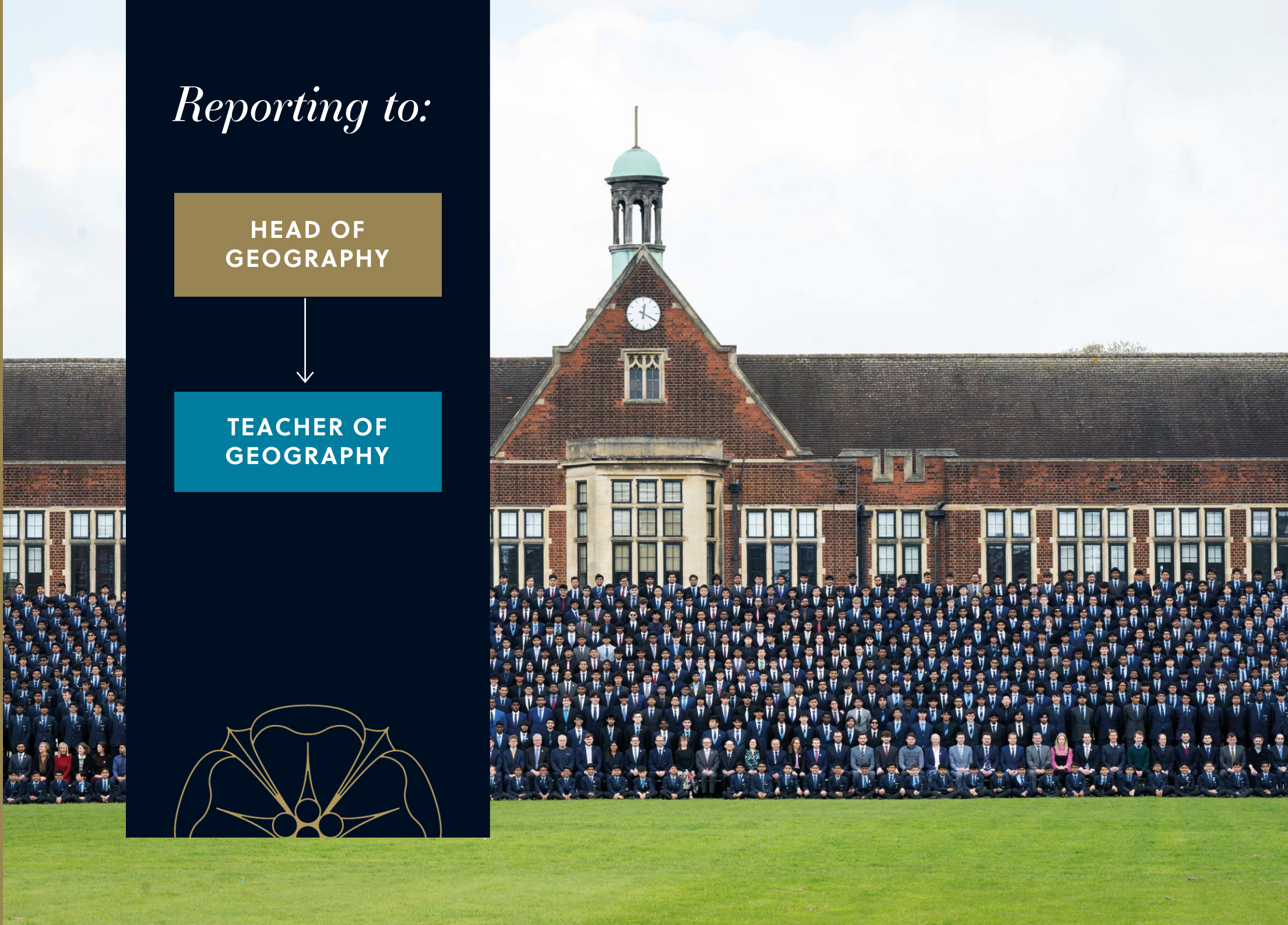


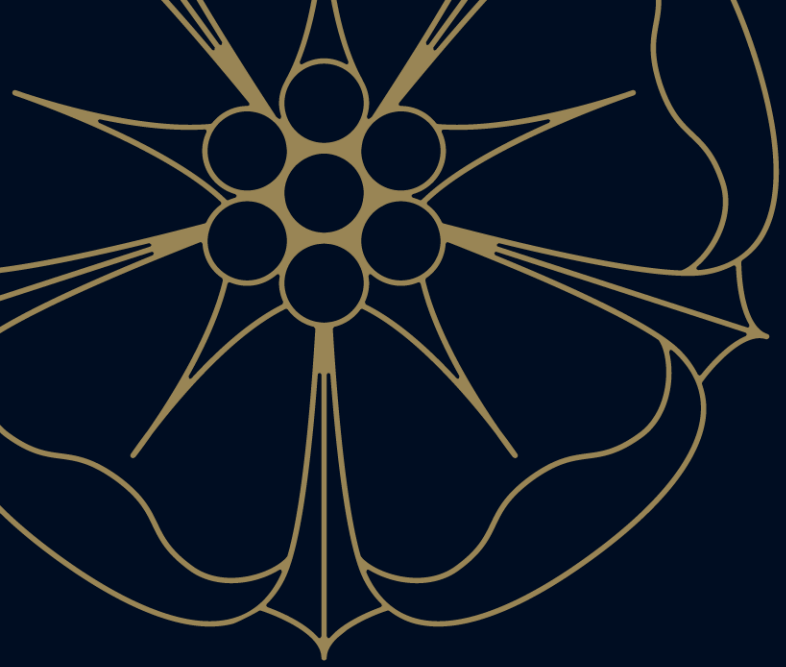
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HEAD OF
GEOGRAPHY

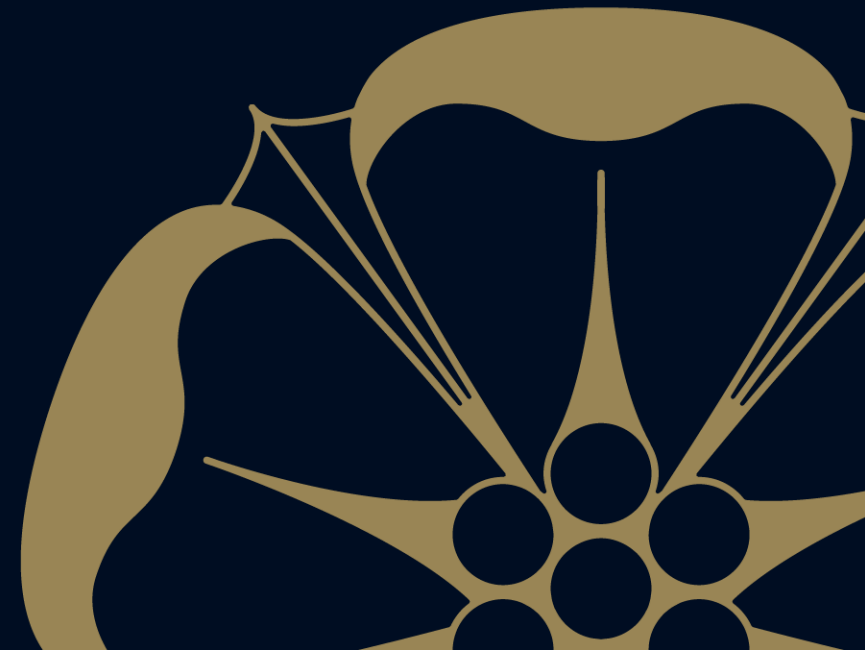


TEACHER OF
GEOGRAPHY





JOB DESCRIPTION



KEY RESPONSIBILITIES

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

A. Teaching and Learning

- Deliver high-quality teaching across Key Stages 3–5, appropriate to the proportion of timetable allocated.
- Plan and sequence lessons that are intellectually rigorous, coherent, and appropriately challenging for highly able pupils.
- Secure strong subject understanding through clear exposition, effective questioning, and purposeful practice.
- Foster disciplinary thinking, including analysis, evaluation and synthesis.
- Contribute, where appropriate, to the development and refinement of schemes of work and curriculum resources.

B. Assessment and Progress

- Set and mark work in line with departmental and whole-school expectations.
- Use assessment to identify misconceptions, inform teaching, and support pupil progress.
- Monitor attainment and progress of classes, taking appropriate action to address underperformance.
- Prepare pupils thoroughly for internal and external assessments, including GCSE and A-level examinations where required.

C. Fieldwork and Enrichment

- Contribute to the delivery of a high-quality fieldwork programme, including GCSE- and A-level-related visits where appropriate.
- Support the department's wider enrichment provision, including trips, competitions, lectures and societies.
- Promote Geography as a living, relevant and future-facing discipline through super-curricular engagement.

D. Pastoral Support

- Support pupils' academic and personal development through guidance, feedback and high expectations.
- Contribute to the School's pastoral systems as required.



E. Professional Responsibilities

- Work collaboratively with departmental colleagues to maintain and enhance standards.
- Engage in departmental meetings, professional development and appraisal processes as appropriate to FTE.
- Maintain accurate records and fulfil administrative requirements efficiently.

F. Wider Contribution

- Contribute to the wider life of the School, proportionate to the role, including enrichment and events.
- Build positive and professional relationships with pupils, colleagues and parents.
- Uphold and model the School's values and commitment to academic excellence.



Person Specification



A. QUALIFICATIONS & EXPERIENCE

ESSENTIAL

- A strong academic background in Geography or a closely related discipline.
- Ability to teach Geography across Key Stages 3–5.
- Evidence of, or clear potential for, excellent classroom practice.

DESIRABLE

- Qualified Teacher Status (QTS) or willingness to work towards it.
- Experience teaching GCSE and/or A-level Geography.
- Ability to offer a second subject, such as Economics or Sport.
- Experience in a high-attaining or academically selective environment.

B. KNOWLEDGE & SKILLS

ESSENTIAL

- Secure and up-to-date subject knowledge, with a clear understanding of Geography as an academic discipline.
- Ability to stretch highly able pupils while supporting all to make strong progress.
- Strong communication, organisation, and interpersonal skills.
- Capacity to reflect on and improve teaching practice.

DESIRABLE

- Understanding of effective pedagogy, curriculum design, and assessment.
- Familiarity with fieldwork requirements at GCSE and A level.

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

Teacher of Geography (0.4FTE)



SALARY

Competitive and commensurate with qualifications and experience



PENSION

Membership of the Teachers' Pension Scheme



REPORTING TO

The Head of Geography



CONTRACT TYPE

Part time (0.4FTE), 1-year fixed-term contract in first instance



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, 8th 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.

Candidates selected for interview will be given appropriate notice of interview dates. The starting date for this appointment is 1st September 2026.

If you have any queries, or would like a confidential discussion with the Headmaster, please contact his Personal Assistant, Nicola Weston, at recruitment@gebarnet.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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 enquiries@gebarnet.co.uk

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