

Acting Headteacher: Mr Simon Riley BSc Phd NPQH



February 2018

Dear Applicant

**Re: Teacher of Science**

Thank you for showing an interest in the above post.

I enclose some information to help you if you decide to apply for the post: an application form including equal opportunities form; a ‘snapshot’ view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, [www.brigshaw.com](http://www.brigshaw.com). Our 2013 Ofsted Report is also available through [www.ofsted.gov.uk](http://www.ofsted.gov.uk). However, like all Ofsted reports, it should be handled with caution!

As well as completing the application form, your application should include a letter (no more than 2 sides of A4), outlining how your experience, skills and qualities will enable you to fulfil the role of Teacher of Science.

**I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.**

The closing date for applications is **Thursday 15th February 2018 at 12 noon** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that, on this occasion, your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully



Simon Riley

Headteacher

***Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

This post is subject to an enhanced Disclosure and Barring Service check



Brigshaw Lane, Allerton Bywater, Castleford WF10 2HR

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Job Description

**Job Title: Teacher of Science**

**Contract: Permanent**

**Salary MPS/UPS**

**JOB DESCRIPTION**

We are looking for a colleague who can fulfil the following roles and responsibilities:

Teaching and Learning

* Teach Science at KS3, KS4 and KS5.
* Plan, teach and assess highly effective lessons to ensure all students make good progress.
* Use a range of engaging styles and resources to best meet the needs of students.
* Mark students’ work regularly and provide constructive feedback to students to help them improve.
* Monitor and be responsible for each students’ progress in your class.

Staff and Resources

* Implement school and departmental policies
* Willingness to contribute to the extra-curricular life of the department
* Become involved in aspects of departmental planning and development

Pupils

* To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Maintain high levels of behaviour in the classroom and around the school
* Be a Form Tutor and contribute to the Personal Health and Social Education teaching programme
* Assess, record and report pupils’ progress effectively.
* Engender a commitment to success in each of the pupils.
* Maintain high levels of discipline in your classroom and around the school



**Person Specification**

We are looking for a colleague who has the following experience, skills and qualities:

* A knowledge of Child Protection and Safeguarding procedures
* A good Honours Degree or equivalent in Science or a related discipline
* A sound understanding of recent curriculum developments in Science
* Excellent practical and classroom management skills
* Enthusiasm, energy and commitment
* Support Brigshaw’s Core Values and our Co-operative Values.
* Good inter-personal skills and the ability to work well as part of a team
* Good organisational and administrative skills
* Willingness to be a ‘creative risk-taker’
* Generosity of spirit



SCIENCE DEPARTMENT

The Science team at Brigshaw are committed to achieving the best possible outcomes for all of our pupils. We are a large team with a range of expertise, experience and interests which we look forward to sharing with the successful candidate. We are highly supportive both of each other and of the pupils we teach, and we work hard to ensure that pupils enjoy learning science and see it as a valuable and relevant subject. We have seen our GCSE results rise steadily over the last 3 years and we hope that with a continued focus on teaching and learning and by developing pupils ability to work more independently we can further improve attainment.

**Facilities**

The Science department is made up of 10 specialist teachers supported by two experienced technicians who are keen to support teaching and learning in the classroom. We are based in 9 laboratories in the Silkstone building of the school, each of which has an interactive whiteboard and is well equipped for practical work. Most teachers have their own classroom.

**Curriculum**

The team works to common schemes of work in Years 7 – 11, which teachers can adapt to suit the needs of their group and individual pupils within it. We work collaboratively to produce these, and always welcome new ideas and approaches.

Year 7 and 8 follow a curriculum we have developed together as a department. We have embedded assessment without levels throughout each unit of work, and have placed a strong emphasis on developing pupil’s ability to communicate their knowledge and understanding of key scientific concepts through extended written tasks.

An area of focus over the last 18 months has been the redevelopment of our year 9, 10 and 11 schemes of work as we move to the 9-1 GCSE course. Some students follow the Edexcel Triple Science course, though the majority follow the Combined Science course. The development of the Key Stage 4 curriculum continues to be a priority of the department.

At post 16 level, we offer A Levels in Biology, Chemistry, and Physics following AQA specifications. These subjects are popular choices with pupils, and we work closely with the Science department at our partner school, Temple Moor High School Science College with whom we regularly teach in partnership for some of our A Level courses.

We offer a range of extra curricular activities to pupils, including a weekly STEM club, an annual 3 day field trip to Robin Hoods Bay for A Level Biology students, trips to Chester Zoo, the Big Bang Fair, and several of the Leeds University Festival of Science activities.

Laura Draper

Director of Learning: Science and STEM

September 2017



Acting Headteacher: Mr Simon Riley BSc Phd NPQH



**Brigshaw High School – Current Context**

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1350 pupils on roll, including 185 in the Sixth Form. Our planned admission limit is 240 per year and we are once again fully subscribed in Year 7 for 2017. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to trying to maintain a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transitions staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2017 one in three of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing ‘every child every chance of success, whatever it takes’. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (May 2013) judged us as a good school. Ofsted noted that:

* Students make good progress because of the good and outstanding teaching they receive
* Provision in English is outstanding
* Students’ behaviour and attitudes to learning are good
* Students are extremely proud of their school
* Students feel safe and well cared for
* Teaching in the sixth form is good and outstanding
* Staff work relentlessly to ensure students flourish
* Students’ spiritual, moral, social and cultural development is strongly promoted
* The Governing Body are highly effective.



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However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred around raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carer engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. We repeated the event in 2013 as an Olympic legacy event and in 2014 we focused on Le Grand Depart, contributing to the success of Le Tour de France in Yorkshire. The last three years have built on this legacy in a variety of ways with a range of countries.

Much of Brigshaw’s success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School Science College, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Royds School have recently joined this collaboration. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.



Headteacher



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**REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996**

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

* United Kingdom passport
* European Economic Area passport
* National Identity Card
* United Kingdom residence permit

**OR**

An official document with a National Insurance Number

**PLUS**

One of the following:

* A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
* A letter from the Home Office
* An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

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| --- | --- | --- |
| Austria  Belgium  Cyprus  Czech Republic  Denmark  Estonia  Finland  France  Germany  Greece | Hungary  Iceland  Ireland  Italy  Latvia  Leichtenstein  Lithuania  Luxembourg  Malta  Netherlands | Norway  Poland  Portugal  Slovenia  Slovakia  Spain  Sweden  The UK |

**APPLICATION PROCESS AND SAFEGUARDING REQUIREMENTS**

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| --- | --- | --- | --- | --- | --- | --- |
| **Making an Application** | | | | **Interview and Selection Process** | | |
| **Application Form**  If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc).  You will note that we require details of two referees, one of which must be your current or most recent employer.  CVs are **not** accepted as part of the application process.  **Supporting information**  This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.  **Please remember to sign the declaration on the final page of the application form.** | | |  | |  | Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.    As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.  Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.  We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post. |
| **Induction and Continuous Professional Development** | |
|  | The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.  You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications. |
| **Pre-employment checks**  **References**  If you are short listed we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.  Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.  **DBS, Prohibition & Disqualification By Association checks**  Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the Protection of Children List (PoCA) and the DCSF List 99. Employment is also subject to a disqualification by association check. All such checks must be satisfactory before we confirm any offer of an appointment.  Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.  **Validation of Qualifications**  All short listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.  **Right to Work in the United Kingdom**  Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required. |  | **School Policies** | | **Medical Assessment**  A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.  **Child Protection**  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. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.  **Whistle Blowing**  We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.  **Code of Conduct and Personal Behaviour**  The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well being of all its employees and pupils.  The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures  **Equal Opportunities**  We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment were all are treated fairly and with respect.  We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.  **Full details of all these policies are available in school.** | |

**Queries**

If you have any queries on any aspect of the application process or need additional information please contact the HR Manager on 01132878900 or email purcelj01@brigshawtrust.com