

BADMINTON SCHOOL

Appointment of Teacher of Biology

Background information



Commitment to Safeguarding

As Badminton School meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an enhanced criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. The cost of application will be met by the School.

All posts in the School are offered subject to the receipt by the School of satisfactory references, verification of qualifications cited by candidate and proof of a right to work. As these checks can take some time to complete, candidates are advised to disclose any possible impediment to appointment at the time of interview, as failure to do so could result in an appointment not being confirmed, or being rescinded. All appointments in the School are offered subject to the completion of a satisfactory probation period.

The School

Badminton is a leading independent school for girls. Founded in 1858, the school occupies an attractive 15-acre campus in the north-west of Bristol and admits girls from age 3 -18. There are approximately 350 girls in the senior school which can accommodate up to 200 boarders. In the Junior School there are 130 girls who are all day pupils, the majority of whom are day pupils.

Academic standards at Badminton are high but the emphasis is on all-round education and on providing numerous opportunities for personal development. The boarding ethos enables the timetable to include periods for some extra-curricular work and activities, to which all staff contribute. Lessons are timetabled each day until 4.00 pm, 5.30 pm or 6.05 pm and staff can usually expect to teach lessons after 4.00 pm twice a week. There is no teaching per se on Saturdays, although there are activities and events. Matches are played on Saturday mornings and mid-week.

The School's Vision and Values:

"Badminton provides the best preparation for girls living and working in a global society"

Values:

- To provide an education which nurtures intellectual curiosity and which is challenging and fun, balancing academic excellence with fulfilment of individual potential in the arts, sport and extra-curricular activities.
- To provide pastoral care which teaches respect and tolerance for the whole community and requires each girl to take responsibility for herself and others. To create opportunities for every girl to make a contribution to the well-being of the school and genuine mutual support.
- The international mind-set of the school aims to create an awareness of the needs and concerns of society at local, national and global levels.
- Badmintonians leave the school as curious, confident and courteous individuals who will thrive in a competitive, global society.
- Badminton respects the past and looks to the future, ensuring good stewardship of the Badminton name, the campus and the School's world-class reputation.

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Department information



STEM

The Biology Department forms part of the STEM (Science, Technology, Engineering and Maths) Section at Badminton School. There are currently nine Science teachers (three Biologists) and this comprises a mixture of full and part time staff. At Badminton, girls are taught Science in Year 7 and Year 8, before being taught the three Sciences separately from Year 9. There is a large uptake of Science subjects at A Level and many girls go on to do these subjects at university. The Science Faculty also has a strong track record of preparing girls for applications to Oxbridge and Medical School.

The Role of Teacher of Biology

The successful applicant will be an outstanding teacher with the energy, commitment, communication ability, experience and vision to deliver high quality Biology teaching. As well as promoting the subjects within the School, the successful candidate will need to be calm under pressure, well-organised, efficient and able to work effectively and harmoniously with staff, students and parents.

Science is very popular throughout the school and plays an important role in enthusing and inspiring the next generation of scientists, engineers and medics. The Faculty aims to provide a wide ranging curriculum that stimulates pupil curiosity, interest and enjoyment of Science; as well as encouraging an awareness of contemporary issues and the processes that affect our everyday lives.

Within the Senior School, Sciences (either as Science or as discrete subjects from Year 9) are taught across the range of ages and enjoy great success in public exams. At KS3, the Science Faculty has designed its curriculum to develop the skills and understanding that act as a foundation for GCSE studies. In Years 7 and 8, Science is taught as a combined subject. In Year 9, the students have separate lessons in Biology, Chemistry and Physics and these are normally taught by specialist teachers. At GCSE, pupils pursue Triple Award Science.

For A Level, Biology follows the AQA specification. Numbers choosing the subject is consistently amongst the highest in the School. Every year a high proportion of the pupils go on to study science related subject at university including medicine.

The post holder will, in the course of his or her work, liaise with all science teachers about the students they are teaching and be available to discuss concerns and achievements and liaise with parents regarding progress of students. They would also be expected to play a key role in working with the Head of Biology to develop schemes of work and resources, as well as making a significant contribution to the vibrant extra-curricular life of a vibrant faculty.

The successful applicant will be expected to teach Science at KS3 and Biology to GCSE and A Level, though experience in any other Science would be advantageous.

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Teacher Job Description



Aim of the role:

- To teach your subject(s) in an interesting and challenging manner, enabling each pupil to realise her potential;
- To stimulate and foster enthusiasm for your subject(s) within the School;
- To adhere to all school policies and procedures (e.g. Child Protection, Health and Safety, Appraisal), including all school and departmental educational policies;
- To support the School's vision and values.

Accountability:

You are responsible firstly to your Head of Department, and ultimately to the Deputy Head Academic on academic matters, to the Deputy Head Pastoral on matters of welfare and safeguarding, to the Head of Boarding on boarding matters and ultimately to the Headmistress.

Main purpose:

- a) To contribute to the teaching in your department
- b) To participate in the development of appropriate specifications, materials and schemes of work.

Key Responsibilities – academic:

Under the direction of the relevant Head of Department to:

- Contribute to the teaching of the department as set out in the timetable;
- Prepare lessons taking account of the pupils' abilities within each teaching group/set;
- Identify, encourage and help to realise each pupil's academic potential;
- Employing good subject knowledge, become fully acquainted with the appropriate specifications and schemes of work and carry out the requirements thereof;
- To keep abreast of major developments in your subject(s);
- Be a good ambassador for the subject; attend departmental meetings, subject meetings and INSET courses as appropriate;
- Take a proportional share of responsibilities for departmental activities (e.g. trips, lectures, societies, intranet maintenance, HE advice), new initiatives and provision and maintenance of resources (e.g. the writing and updating of schemes of work, the display of pupils' work, etc);
- Manage the classroom environment in a way conducive to successful learning and the maintenance of good pupil discipline, making use of sanctions and rewards in line with school policies;
- Check the attendance of and keep necessary academic records for groups taught and apply the School's assessment framework;
- Maintain an up-to-date knowledge of pupils with special needs or abilities and facilitate their work accordingly;
- Set and mark a proportional share of the internal examinations, entrance papers, scholarship papers, mark coursework, write reports and grades according to School Policy;
- Set and mark work regularly for all pupils, in accordance with departmental guidelines;
- To support the Departmental Development Plan;
- As appropriate, be aware of all departmental and school health and safety requirements including relevant risk assessments and to adhere to them as well as contribute to their development as necessary.

Other academic responsibilities:

- To attend all relevant meetings (with staff, parents, pupils, prospective parents and pupils, and visitors);
- When occasion demands, to communicate politely, helpfully and effectively with parents and guardians;
- To write references as necessary;
- To ensure that appropriate use is made of ICT and to develop its use in lessons;
- To adhere to the Staff Dates List and attend staff meetings, In-Service Training, a limited number of whole school events as identified by the Head and to support school activities;
- To participate in the School's scheme of staff appraisal and engage in CPD and peer observation.
- To foster and maintain good relationships with other schools, professional organisations and outside bodies;
- To invigilate internal and external examinations and to provide cover, within reasonable limits, for absent colleagues as required;
- To supervise projects, such as extended essays, as requested;
- To carry out any other task at the reasonable request of the Headmistress.

Key responsibilities – pastoral:

All staff are expected to conduct themselves in an appropriate manner at all times and to support and foster the vision and values of the School. If appropriate, they must undertake a pastoral responsibility as a form tutor, Sixth Form tutor or House tutor (as set out in those job descriptions) and to contribute to activities, clubs and events which underpin and enhance the intellectual, cultural and physical and social life of the community. Each member of staff is also associated with one of the 6 Houses and is expected to support their House events and activities. All staff may be required to deliver the School's PSHCE programme when required. All staff must ensure that they are up to date with and implement the School's key policies including Safeguarding, Health & Safety and ICT acceptable use guidance (and others as directed).

Key responsibilities – extra-curricular:

To participate in the school's extra-curricular programme; this means offering at least one extra-curricular activity per week (beyond their departmental clubs and activities) as agreed with the Head or Deputy Heads.

Key responsibilities – general:

- To share in the responsibility for maintaining high standards of discipline, courtesy and appearance among the pupils, while promoting their welfare, safety and happiness;
- To contribute to the collective work of the teaching staff in providing daily duty teams as per the Deputy Head's schedules;
- To take a proportional share of examination invigilation;
- To exercise a duty of care to promote the safeguarding and wellbeing of pupils and contribute to the maintenance of a safe and secure school environment;
- To behave at all times with an awareness of the ambassadorial role that teaching at Badminton entails. Participate as appropriate in whole school marketing events, such as open days and activities days and also at School community events;
- To support the School's Development Plan;
- To attend meetings as required.
- To undertake any other task reasonably requested by the Head.

Safeguarding

Badminton School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and are required to adhere to the School's Safeguarding Policy and related procedures. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, he or she must report any concerns to the Designated Safeguarding Lead or other appropriate person as set out in the Policy.

This is not an exhaustive list of tasks. Further details of the responsibilities and duties of staff may be found in the Staff Handbook.

This job description is subject to regular discussion and review.

Badminton is a boarding school and this means that, for all pupils, boarding is at the heart of the Badminton experience. A majority of girls in the Senior School are boarders and the School holds it as important that all staff, whether or not directly employed in a role in boarding, understand and contribute to the boarding life of the School.

Full time roles offered at Badminton now include a **minimum** of the following boarding duties:

Autumn Term

A minimum of 33 hours to be worked over the Autumn Term to be arranged as follows:

- 1 regular evening per week (6pm-9pm or 7pm to 10pm as appropriate to the Boarding House) or
- 3 weekend days over the term (each weekend day should equate to around 11 hours and that this might need to be spread over more than one day so that the input from a regular evening or weekend days equates to roughly the same).

Spring and Summer Term

A minimum of 48 hours to be worked over the Spring and Summer Terms to be arranged as follows:

- 1 regular evening per week (6pm-9pm or 7pm to 10pm as appropriate to the Boarding House) or
- 2 weekend days per term (each weekend day should equate to around 11 hours and that this might need to be spread over more than one day so that the input from a regular evening or weekend days equates to roughly the same).

Part-time roles will undertake an equivalent proportion of duties.

Allowance

The allowance for this pattern of Boarding duties will be set at £1,500 per annum (or pro-rata for part-timers) and is payable in equal monthly instalments in arrears. The level of this allowance will be reviewed on an annual basis, there is no guarantee of an increase but any increase will take effect 1 September. This allowance forms part of a teacher's pensionable salary.

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Appointment of Teacher of Biology Teacher Person Specification



Education and qualifications

Applicants must have appropriate academic qualifications for the role, which for most teaching posts means a good degree in the relevant subject.

Their subject knowledge will be excellent and they will be capable of sharing their expertise at levels commensurate with the age and abilities of their classes.

Applicants should have qualified teacher status, although the School may also from time to time accept applicants who are on an accredited programme working towards Qualified Teacher Status.

Teaching experience

Some teaching experience in the subject applied for is generally desirable, although not essential if candidates are applying for a first post in teaching. All applicants however, should have experience of working with young people in some capacity and should have some knowledge of how to enthuse, lead and manage teams and groups.

Knowledge and understanding

Applicants should demonstrate a clear understanding of the secondary curriculum and its assessment, have an ability to employ a range of effective teaching, learning styles and assessment methods and possess the ability to use assessment data to inform planning and set targets.

Teaching and learning

Applicants must be motivated to work with young people, be able to form and maintain appropriate relationships with pupils and establish personal boundaries, have emotional resilience and be able to maintain good order. They will be thorough in preparing lessons and in assessing and monitoring progress. They will keep full records and write detailed reports.

Personal qualities

Applicants will be personable, of smart appearance and have good social skills. They will be organised, punctual and efficient in organising their workload and managing their time effectively. They will be competent in the use of IT. They will work well in a team and be responsive to advice and guidance.

All applicants are expected to share the School's vision of the benefits that single sex education provides.

The successful applicant will contribute widely by taking on the role of tutor and by playing a full part in the sporting and extra-curricular activities of the School and in the boarding life of the School.

In addition to the above, the successful applicant will be expected:

- To promote the safeguarding and welfare of children and young persons for whom they are responsible or come into contact with;
- To be supportive of and committed to the School's policies on Child Protection;
- To be supportive of the School's policies on Equal Opportunities;
- To be mindful of their personal responsibilities relating to Safety, Health and the Environment;
- To be mindful of the need to treat all sensitive information relating to pupils, fellow employees and the business of the School as confidential;

- To be accepting of the need to follow all other School policies and procedures as appropriate and relevant to their post.

Candidates should complete and return the Application Form and letters of application addressed to the HR Manager, to reach the School by **midnight on Sunday 22nd April 2018**. **Interviews will be held in the week commencing 23rd April 2018**

All sections must be completed, including the names and addresses of two referees, one of whom should be your current employer (if applicable) and a full education and employment history.

All applicants will be asked the reason for leaving previous roles if this is not explained on the application form. Applicants will be asked to confirm that they have not been disqualified from working with children. Any gaps in employment will be explored at interview.

Please submit your application by email or on single-sided sheets of **A4** paper held together with a single paper clip (no staples) since multiple copies will be made. **We do not accept/review curriculum vitae so please do not enclose this.**

It is School policy that we write for employment references during the selection procedure and we may approach any previous employers for information to verify particular experience or qualifications, before interview.

We would be grateful if you could complete the monitoring form and return this along with your application. Please address your envelope **for the attention of the Human Resources Department** or email it to: HR@badmintonschool.co.uk

Please note that if you are unsuccessful at the interview stage we will not provide feedback on your performance.

The School underwent a full ISI inspection in May 2015, the full report is available via a link from our website www.badmintonschool.co.uk or from the ISI website www.isi.net. We hope that the report will enable you to understand more about Badminton School and encourage you to submit an application.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Thank you once again for your interest and we look forward to receiving your application.

Salary

Badminton operates its own pay scale.

Offer of the Post

The offer of a post will be made subject to satisfactory written references, health declaration and enhanced DBS check.

Further information about Badminton School can be found on the school website: www.badmintonschool.co.uk

April 2018