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| DSC_1821 | **Wilmslow High School** |  |

**Teacher of science (biology) – maternity leave cover**

Dear Applicant

Thank you for your interest in the post of teacher of science (biology) at Wilmslow High School. This full-time post is to cover a maternity leave and is likely to run from 1st September 2017 to 31st August 2018.

A package of information is enclosed in this booklet. In addition, the school website [**www.wilmslowhigh.com**](http://www.wilmslowhigh.com)might be helpful**.**

I hope that you will find the material interesting and that you will decide to apply for what we regard as an exciting post.

Further information will be sent to those applicants called for interview. Should you require any further details in the meantime, please do not hesitate to contact our Personnel Assistant, Debra Acton.  
  
I look forward to receiving your application.



James Pullé

Headteacher

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**Wilmslow High School**

**Contents**

**Section 1: Wilmslow High School**

**Current**

**Future**

**Section 2: The Post and Person Specification**

**Section 3: Job Description**

**Section 4: Arrangements for the Applications**

**Section 5: Statistical Profile**

**Appendices: School Philosophy Rationale. Aims, Statement of Entitlement**

**Pursuit of Excellence**

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| **Section 1: Wilmslow High School** |

**Our Improvement Vision**

Young people only get one chance at education; therefore, at Wilmslow High School we are committed to the pursuit of excellence for every student, every day. We do this through our dedication to learning, by being guided by values and in striving to serve.

We are committed to preserving a happy and caring environment that is rooted in our core values, and in which staff and students can flourish, whilst challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

**A whole curriculum**

We are committed to a broad and balanced ‘whole’ curriculum delivered by knowledgeable subject specialists, which offers all our students a rich diet of scholastic, creative, practical and sporting opportunities. We are proud of our wide range of both curricular and extra-curricular provision (over 30 subjects at GCSE and A Level and over 50 extra-curricular activities) and the variety of opportunities that we are able to offer our students to grow and excel at school, regional and national level. Our sports specialism remains at the heart of our culture and ethos in raising participation, expectations and standards. We are also looking to develop further as a Reading School.

**Research-based teaching**

A great strength at Wilmslow High School is our excellent subject knowledge, but we are keen to challenge ourselves and raise attainment by developing our pedagogical expertise further. We are currently working across the school to deepen our understanding of ‘Big Ideas’ and effective assessment. We are looking to develop further our knowledge of ‘what works and why’ through our growing range of CPD, book clubs, lesson study and action research.

**High expectations**

We aim to grow young people of character who will flourish in their futures. We want each and every one of our students to have a worthwhile ambition for their future that we can help them to achieve. We expect the highest standards of courtesy and respect from our students and are rarely disappointed. We also expect all our staff to support the maintenance of our high standards, but we are looking to develop further the resilience of our students to demand more challenge in their learning.

**Commitment to every child**

Every child matters at Wilmslow High School so we were very proud to be the first school in the country to be accelerated to Inclusion Quality Mark Flagship Status in 2015. We are very proud of our House system that lies at the heart of ‘The Wilmslow Way.’ We have a range of innovative strategies that we use to support our students but we are looking to develop our range of teaching and learning strategies further so that all our students can fulfill their potential. Particular areas that we are keen to develop are the performance of our low attaining students and ‘hard to reach’ students.

**Commitment to the wider educational community**

We are a thoughtful, reflective, innovative community, keen to build ‘professional capital’ at a local and national level. We are strongly committed to the Whole Education Network, as a pathfinder school and inaugural member of the Northwest regional network. We are also proud of our contribution to the educational community both through our contribution to local Teach Meets and subject hubs, and our involvement presenting at national conferences and ResearchEd events.

**Commitment to the wider community**

We see our school as being at the heart of the local, regional, national and global community for all our students. We have excellent links through the KPMW soft federation with other local secondary schools (Knutsford, Poynton and Middlewich). We also have strong and developing connections through the Wilmslow Education Partnership with our partner primaries. We are keen to work with our local community, and were proud to be highly commended in the TES Community and Collaboration Awards (2015) for our links to local businesses through our Achievement Partners Programme.

In Appendix 2 you will find our Pursuit of Excellence document that outlines our ambitions as we move forward.

**School performance**

Having been graded ‘outstanding’ by Ofsted in 2011, and ‘good’ in 2013 under a revised inspection framework, in 2016 we celebrated our strongest set of results in the last four years at both GCSE and A Level as a result of the excellent efforts of our staff and students. Nevertheless, we recognise that there is more to be done in both embedding the gains that we have made and raising attainment further. We look forward to working together to achieve this.

**About our school**

Wilmslow is a pleasant commuter town with a population of about 30,000. Our school is the only state secondary in the town, drawing from a catchment of Wilmslow, Handforth and Alderley Edge. We are heavily oversubscribed due to the excellent reputation that the school enjoys. We are a large school, with approximately 2000 students on roll, including a sixth form of almost 500 students; however, due to our strong sense of community, we are a school in which every child is known.

Our intake of high attaining students is significantly above national average, but our intake of top attaining students is average. We have a higher percentage of boys than average and, as part of our commitment to inclusion, we host two LA-funded resource provisions for Hearing Impairment and Autistic Spectrum Condition. The social composition of our catchment is extremely wide, ranging from students with the lowest IDACI score possible to students from areas within the top 20% of deprivation in the country. Approximately 16% of our students are disadvantaged, and narrowing the aspiration and attainment gap for these students remains a priority for us.

Professional Development

We are keen to develop our teachers and future leaders whatever their career stage. We run induction programmes for new staff and for newly qualified teachers, and are extensively involved in initial teacher training through PGCE and Teach First In addition, we have an internal programme for aspiring middle managers, ‘Developing Leadership.’ We have close links with ‘Whole Education’ development programmes. Targeted mentoring is also provided for those eligible to apply for pay progression. Our middle leadership meetings are open to all teachers and we are happy to provide coaching and leadership opportunities for teachers who are keen to progress their careers. Our local and national links mean that there are plenty of opportunities for those who wish to ‘make their mark’ in education.

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| **Section 2: The Post, Person Specification and Job Specification** |

**The Post**

Title: Teacher of science (biology)

Salary: Main or Upper Pay Ranges

Date of Appointment: 1st September 2017

This is a fixed-term post to cover the maternity leave of a colleague and will run until 31st August 2018.

Information relating to the school generally may be accessed through the school’s website at [www.wilmslowhigh.cheshire.sch.uk](http://www.wilmslowhigh.cheshire.sch.uk)

**Person Specification**

The post would suit either a newly trained teacher or an experienced teacher of science, with Qualified Teacher Status (QTS), seeking a stimulating working environment. The teacher appointed will be or have the capacity to become an excellent practitioner with flair and ambition, able to engage and challenge students to enable them to achieve their best and possess the following qualities:

* A high degree of subject competency and personal organization with a continuing   
  personal interest in, and commitment to science.
* An innovative and progressive approach to curriculum development, working   
  practice and teaching
* The flair and ambition to motivate students of all abilities and develop the profile of science within the school and wider community
* An ability to teach at all levels.
* Effective and appropriate student management with high expectations evident in all lessons.
* An ability to take responsibility and achieve success.
* The ability to work as a member of a team and to contribute to that team in a creative and purposeful manner.
* Rigorous professionalism in everything, accepting nothing but the best in a culture of excellence.
* A willingness to embrace new technology and techniques for promoting science, engaging students and encouraging an international perspective.
* An understanding of and willingness to take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
* An ability and suitability to safeguard and promote the welfare of children
* A good attendance record and the stamina required to cope with the demands of the post

Wilmslow 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. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service. A consideration of the person’s suitability to work alongside children is part of the selection process. Applicants will be required to undertake pre-employment checks which will include References, Health, Right to Work in UK, DBS and a Declaration that neither they nor anyone who lives in the same household is a disqualified person under the Childcare (Disqualification) Regulations 2009.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

* Disciplinary offences relating to children, including any which the penalty is ‘time expired’
* Whether the applicant has been the subject of any child protection concerns
* The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

**Context**

The science team has 23 members of teaching staff and 5 technical support staff.  The team prides itself on its excellent examination results:  in 2016 there were 72% A\* - C grades at GCSE Additional Science and at 'A' Level: Chemistry 88% (52% A\* - B grades), Physics 96% (65% A\* - B grades), Biology 98% (49% A\* - B grades) and Psychology 98% (63% A\* - B grades).

The curriculum area is well equipped with 14 laboratories served by our highly regarded technicians, who are an important part of our science team.  The team has links with all of its partner primary schools and every year holds a science event which involves primary pupils visiting the school.  Links with industry are regarded as important with industrial visits featuring, particularly for 'A' Level students.  At Key Stage 3, the team has adopted the Longman, “Exploring Science” programme of study (POS) in line with the Curriculum 2014 changes.  This is used extensively throughout Years 7 and 8 with the occasional use in Year 9

The team currently offers a variety of packages in order to meet the needs of individual learners.  These include Separate Sciences, Core Science, Entry Level Science (where appropriate), and Additional Science, taught through AQA syllabus. All groups have three subject specialists and are taught two periods per week, per subject for Core and Additional Science in Year 11 and two periods per subject, per week of Trilogy in Year 10.  Students who follow the Separate Science course are taught 3 periods per week, per subject.  Each member of the team contributes to the schemes of work by taking responsibility for some of the content of the modules taught.

The successful candidate will be an enthusiastic team member who has the knowledge and skills required to support and develop the team’s performance, teaching science at KS3 and biology KS4. In addition, they will actively involve themselves in the 'team' approach that is a feature of Science Education at Wilmslow High School.

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| **Section 3: Job Description** |

Post: Teacher of science (biology)

Salary Scale Main or Upper Pay Range

Purpose of Post

To teach within the science team, to carry out such associated duties as are reasonably assigned by the Head teacher and to contribute to the promotion of a culture which celebrates both learning and achievement.

To whom responsible

Team Leader – Biology

Principal Duties

You are required to carry out the duties of a school teacher as set out in paragraph 51-53 and to meet the Teachers’ Standards as set out in Annex 1 of the School Teachers' Pay and Conditions Document 2016

With particular reference to the role of Form Tutor and Classroom Teacher, you are required to carry out those duties outlined in the Staff Handbook (see following page).

Notes

**Health and Safety**

To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment

To promote and safeguard the welfare of students in accordance with the school’s child protection policy

**County Flexibility Policy**

Notwithstanding the detail in this job description, in accordance with the   
 Policy the jobholder will undertake such work as may be determined by the   
 Headteacher from time to time, up to or on a level consistent with the   
 Principal Responsibilities of the job.

**‘No Smoking’ Policy**

The school is an entirely ‘no smoking’ environment.

**Review**

This will be reviewed annually at the end of the academic year or earlier if   
necessary. In addition, it may be amended at any time after consultation with   
you.

**Expectations of Form Tutors and Subject Teachers**

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| (a) Form Tutor - somebody who will: | (b) Subject Teacher - somebody who will: |
| Relationships and Ethos  establish effective and positive relationships to help all students be happy and on course.  lead by example.  encourage and show interest and involvement in students’ development, both in and out of school.  have an approachable, friendly and firm demeanour.  effectively promote moral values such as tolerance, trustworthiness and courtesy.  encourage the development of the personality of the individual. | Relationships and Ethos  encourage students to experience success in, and enjoyment of the subject and have high expectations.  be imaginative and passionate so as to challenge and inspire.  consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform, punctuality, attendance, behaviour and learning.  create a positive, safe and disciplined learning environment where respect and understanding are valued.  act as an enthusiastic and positive role model who treats students as individuals.  be resilient with difficult groups and consistent with discipline. |
| Organisation  establish the correct tone and ethos for the day ahead, via a daily tutorial activity and an annual form assembly.  consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform punctuality, attendance behaviour, and learning.  as and when appropriate, provide support, advice and guidance on issues such as revision, options, examination technique, and higher education.  be involved in Tutorial day and target setting.  participate in and deliver the PHSCE curriculum  check and comment on students’ end of year reports.  monitor student planners on a weekly basis.  be an effective administrator - register, notes, reply slips, certificates, free lunch tokens, etc. | Teaching and Learning Issues  encourage students to achieve their full potential in lessons and public examinations.  consistently mark and assess work with positive and constructive feedback, on a regular basis.  be a good team member who contributes to the department.  maintain and keep up to date their own subject knowledge and professional development.  have clear aims and objectives.  plan and be well prepared and organised for every lesson.  create differentiated, stimulating and accessible lessons which employ a range of teaching styles, and cater for the needs of all students.  foster student learning and communication skills |
| Support and Monitoring  be the first point of contact for liaison with, and support for, parents and staff.  be the focal point of all channels of communication which effectively include all concerned parties, regarding all relevant issues.  be a recipient of transfer information from the primary school.  be the first to flag up, deal with, and follow up, all pastoral issues such as bullying and teasing.  reward, praise and communicate all achievements to all relevant parties. | **Staff Generally - people who will**:  be supportive of all the school’s structures once established  encourage sensible behaviour around the school  encourage students to be sensitive as they move around the school - e.g. by holding doors open  encourage respect for the environment  safeguard and promote the welfare of students |

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| **Section 4: Arrangements for the Application** |

Application details

Please apply by uploading a completed application form through [www.wilmslowhigh.com](http://www.wilmslowhigh.com), which will link you to the ‘Tes.com’ system (please note that the application form must be completed in full before it can be considered). If you experience any problems with this or require further information please contact Debra Acton, Personnel Administrator [dacton@wilmslowhigh.cheshire.sch.uk](mailto:dacton@wilmslowhigh.cheshire.sch.uk) or 01625 441085

Closing Date: Wednesday 22nd March 2017 at 12 noon

Formal Interview Date: Monday 27th March 2017

Applicants invited for interview will be contacted by telephone. If you have not heard from the school by Wednesday 29th March 2017please assume that on this occasion your application has been unsuccessful.

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

Asylum and Immigration Act

If successful with this application you will be asked to confirm, in advance of taking up the appointment, that you are eligible to work in the United Kingdom. In order to establish this you will be asked to provide us with documentation showing your National Insurance Number of provide copies of Tax Forms P45 or P60, or if this is not possible, other evidence of your entitlement to work.

**The Rehabilitation of Offenders Act**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than two years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence has never occurred. This is known as a spent conviction.

The holder of this post will be required to work with children under the age of 18 in a position of trust and is, therefore, exempt from the Rehabilitation of Offenders Act. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

**Disclosure and Barring Service Check (DBS, formerly CRB)**

Successful applicants will be subject to a Disclosure and Barring Service Check (Disclosure) from the Disclosure and Barring Service. These were previously known as CRB checks. There are three levels of Disclosure: Basic, Standard and Enhanced. This job is subject to an Enhanced Disclosure**.**

*Standard disclosures* provide details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. *Enhanced disclosures* involve an additional level of check to those above and also include a check on local police records. This post is subject to an Enhanced disclosure. Further information about the Disclosures scheme can be found at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

**If called for interview, please bring with you as much of the following as possible so that we can complete the necessary identity check and, if your application is successful, a DBS check:**

**If you have a passport and/or a driving licence you MUST provide both (if it is a photographic driving licence the paper counterpart must also be provided), your original birth certificate or marriage certificate and one piece of recent documentation (e.g. utilities bill) which show your current address.**  **If you have changed your name, you will need to provide evidence of this**. **One document should contain photographic evidence of your identity.**

If you are appointed, you will be required to complete part of your DBS disclosure application online at home.  Please keep the identity documents you have supplied at interview handy, as you will need to input information from these as part of the process.

If the outcome of the process for the successful candidate is that the DBS certificate contains information, the school will need to see the original DBS certificate in order to decide whether the appointment can proceed.

**Qualifications**

Please also bring, if called for interview, original copies of the certificates which awarded your degree(s) and QTS status.

**Occupational Health**

The appointment is subject to satisfying the County’s appointed Occupational Health Physician of your medical suitability for appointment to this post.

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| Section 5: Statistical Profile |

# Details of the most recent GCSE and A level performance data are available through the following link:

<http://www.wilmslowhigh.com/about-us/school-performance/>

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| Appendix |

**Wilmslow High School**

**Rationale, Aims, Statement of Entitlement**

**Rationale**

Education at Wilmslow High School is based upon the premise that all children are of equal value, the belief that education has intrinsic worth and the determination to meet individuals' educational needs by presenting challenging and engaging opportunities to learn. These basic beliefs will be promoted within a school culture which fosters a sense of community, which is caring and supportive, which is intellectually and socially demanding and which, by promoting mutual respect and dignity, enhances the self-respect and confidence of our students and encourages them to take responsibility for themselves and their activities.

The promotion of learning will be at the heart of the school's ethos with learning being promoted as a continuum across all of the Key Stages and as a lifelong activity. The school's ethos will recognise the importance of possessing an international perspective and recognise also that communities are increasingly interdependent.

The school's curriculum will be based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school. The curriculum will seek to challenge and engage students' intellect across all areas of experience, will employ a wide range of approaches to learning, will encourage critical thought and will seek to develop independence of learning.

An integral part of the operation of the school will be the fostering of an active link with the community. It is intended that the link will be of mutual benefit, with the community contributing, both to the promotion of values and the education of young people and with the school providing opportunities for lifelong learning. In linking the school and the community it is intended to encourage young people to recognise their responsibilities as members of a community and the part that individuals can play in enhancing the community in which they live.

Wilmslow High School will seek to generate a love of learning, a pride in achievement and a commitment to quality.

**Aims**

To foster learning within an environment which is disciplined, calm, stimulating, enjoyable and within which there is mutual respect.

To establish a culture that values achievement, encourages students to develop their full potential and recognises individual success.

To encourage a commitment, amongst all individuals, to the achievement of the highest standards in all aspects of school and personal life.

To encourage the development of broadly educated, happy, confident, self-disciplined, self-motivated individuals equipped for adult life. To promote a partnership between the school and the community, encouraging students to be responsible, caring members of society.

To ensure equal provision for all and supplementary provision for those with special needs.

**Student Entitlement**

Every student at Wilmslow High school is entitled:

* To a broad and balanced curriculum which provides equality of access for all and which provides challenging tasks to meet individual needs.
* To be valued, to be treated fairly and with respect.
* To be able to learn in a safe and supportive environment.
* To have his/her individual achievements recognised.
* To operate in a culture which nurtures self respect, self confidence and the ability to respect other people's point of view.
* To experience a range of learning styles.
* To access an extended range of educational opportunities.

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| Appendix 2 |

**Our journey to 2019: Wilmslow High School**

**Our Improvement Vision**

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

* through our dedication to learning,
* by being guided by values and
* in striving to serve.

We are committed to:

* maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
* challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

The pursuit of excellence will see each and every one of our students **participating fully and**

**performing highly throughout a rich and deep curriculum.**

**High performance by all groups of students will be seen in the following three dimensions**

* academic attainment and progress that are significantly above average.
* interpersonal skills and qualities that are widely recognised as exemplary.
* an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through:

1. **A powerful curriculum**
2. **Strong leadership and systems**
3. **A professional learning school**
4. **Young people of character**
5. **A school at the heart of its community**

**1. A powerful curriculum**

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move towards 2019, we are committed to:

* using our time and resources optimally to build further a deep, broad and balanced ‘whole’ curriculum;
* providing across the formal and wider curriculum a rich diet of
  1. scholastic,
  2. creative,
  3. practical,
  4. sporting and
  5. character-building experiences;
* ensuring our students develop as
  1. effective communicators
  2. safe and healthy decision makers
  3. ambitious and independent learners,
  4. confident leaders
  5. empathetic thinkers
  6. knowledgeable and responsible citizens
  7. active participants
  8. resilient and courageous team players

**2. Strong leadership and systems**

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move towards 2019, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

* well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
* the further implementation of efficient and effective systems and structures that optimise performance
* using our contribution to a school-led education system.

**3. A professional learning school**

Our students need us to work smarter not harder, developing our pedagogical expertise and knowledge of ‘what works and why’.

As we move towards 2019, we are committed to:

* developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners.
* seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people.
* engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students.

**4. Young people of character**

Our students should be young people of character who:

* have a ‘do more and be more’ approach.
* are guided by moral purpose, intellectual engagement and a spirit of enquiry.
* are determined to succeed through hard work and effort.

As we move towards 2019, we will:

* continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
* develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.
* ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

**5. An school at the heart of its community**

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move towards 2019, we will continue to

* develop knowledge and understanding of these communities through our powerful curriculum
* build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
* shape our school so it responds to the evolving needs of our growing community.