



An outstanding school in the heart of west London

TEACHER OF SCIENCE

Candidate Information Pack

*'A model cosmopolitan inner
city comprehensive'*
The Good Schools Guide

Airlie Gardens | Campden Hill Road | London W8 7AF
www.hollandparkschool.co.uk

HOLLAND PARK

an Ofsted outstanding and DfE designated teaching school

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0207 908 1000 | www.hollandparkschool.co.uk

Dear Applicant,

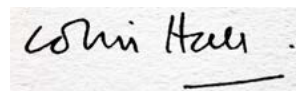
I write to welcome you to the application process for a post at Holland Park. It gives me significant pleasure to lead this outstanding school and I am exceptionally proud of, and moved by, the efforts and energy of my colleagues and students. The dedication, diligence and determination exhibited humbles me daily and our collaboration in pursuit of building on our outstanding work is exciting. As a long-established Head I continue to see some exceptional teachers and I also see how teachers can develop over time. I also persist in believing that I should enjoy making my personal contribution to teaching (and I do). If the success of a school lies (and it does) in the quality of teaching then as its leader, it is my view that I should be able to teach outstandingly well. Some might regard that as outmoded; for me, it is essential.

We seek to appoint teachers who are confident and warm, who possess charisma and who recognise that organisation, open-mindedness, structure, clarity, diligence and a sense of vision are vital ingredients in a successful life as a teacher. I encourage you to read our website, to interrogate our Ofsted report and to consider whether the school appeals. If invited to interview you will find us transparent and keen to open all doors in all senses, so that you have a thorough insight into what constitutes being a teacher at Holland Park. In reading all of our material you might like to reflect on the fact that it has all been created by someone who, possibly, like you, once wrote an application.

Holland Park is a busy, dynamic school where little happens by chance: it is a place for enthusiasts who believe that all things are possible. Holland Park is a place where people new to the profession thrive. With notable success the majority of the school's Leadership Team have scaffolded their career here having once been NQTs in our school. I am very proud of that. We seek, of course, to provide a 'job' but we are infinitely committed to building people's careers at Holland Park School and establishing sustainable opportunities for staff development. Many of our teachers proceed to be Leading Practitioners and all of our subjects perform exceptionally well as a result of outstanding teaching.

If any matters regarding the application are unclear please contact the school's Director of HR, Deborah Kind, via email recruitment@hollandparkschool.co.uk, or by telephone on 0207 908 1000. Please submit your application at the earliest convenient moment; we look at all applications as they arrive and reserve the right to progress them at any stage. I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our school with you.

Yours sincerely,



COLIN HALL
HEAD

Closing date: **Tuesday 26th October 2017 at 09.00**

* Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate.

Front cover image dissection of a fish (Malachi Saunders)

TEACHER OF SCIENCE

We are seeking an experienced and inspirational teacher to assist the delivery of Science in school. The successful applicant will join a highly successful team of teachers and have the benefit of their own teaching room. The successful candidate will secure the highest standards of teaching and learning through exceptional classroom practice and provide creative support to other colleagues to assist with their development.

Science is highly valued at the school and a highly popular subject with students. Each year, in excess of 60% of students study and are entered for the Triple Science qualification. Specialist teachers from the three sciences contribute to a lively and enthusiastic staff development time, in which best practice, ideas for lessons, tips and tricks for understanding the complex truth behind the subject matter are shared. The team is led by a highly talented and exceptional teacher. Daniel Seed, Deputy Head, has taught Physics, Chemistry and Mathematics up to A Level and has a history of the very best science results. The team frequently invites eminent speakers to the school to inspire students about careers in science. Results at GCSE in science have been in the highest quantile of results in the last few years of the school's history.

The school has a dedicated science laboratories that house specialist equipment for each of the three sciences. Alongside two full time technicians, and Daniel Seed's experience and skill, the team also benefits from having the expertise of one of the school's Leading Practitioners. Richard Ball's specialty lies in impeccable management of students in a laboratory / practical setting and in the creation of diverse and exciting moments in lessons which inspire and excite students. His work with students across the ability range reveals a number of techniques for how progress in scientific knowledge can be developed and tested effectively.



Image of Lord Robert Winston, who visited the school in 2017

We seek the following in our teachers and have identified for you from where we anticipate gaining the information.

		Application	Interview/ Selection Process	Reference prior to interview	Post offer check
1.	Graduate (or equivalent).	✓			
2.	QTS.	✓			
3.	Experience of teaching Art at KS3, GCSE and A level.	✓	✓	✓	
4.	An extensive interest in Art beyond the classroom	✓	✓	✓	
5.	Evidence of being an outstanding teacher.	✓	✓	✓	
6.	Profile of outstanding results.	✓		✓	
7.	ICT competency.	✓		✓	
8.	Exemplary health and attendance.				✓
9.	Confident, sophisticated speaker and presenter.		✓	✓	
10.	Attention to detail, organisation, energy and drive.	✓	✓	✓	
11.	Exemplary professional dress and demeanour.		✓	✓	
12.	Highly developed classroom management skills.		✓	✓	
13.	Exemplary subject knowledge.	✓	✓	✓	
14.	The ability to inspire and lead others.	✓	✓	✓	
15.	The confidence to work independently and the capacity to be self-critical.	✓	✓	✓	
16.	Understanding of the place of the environment in learning.		✓	✓	
17.	Organisational skills.	✓	✓	✓	
18.	Sensitivity to situation/context.		✓	✓	
19.	Understanding of how to assess progress in students' work and in their books.		✓	✓	
20.	Understanding of the place of the environment in learning.		✓	✓	
21.	An understanding of the Ofsted framework in relation to quality of teaching.		✓	✓	
22.	Sophisticated written skills.	✓	✓	✓	
23.	Desire and potential for further professional development.		✓	✓	

Candidates applying for the Teacher of Science vacancy are required to evidence in their personal statements their experience in, and subject knowledge of, teaching across each of the sciences. Where there is a specific area of specialism, candidates are asked to acknowledge this and articulate how they have (or how they might) put this area of specialism into their own teaching practice to create outstanding and inspirational lessons. Any time that you have had working in an area of science, and any current areas of interest and texts that you have read and periodicals that you subscribe to are all of interest to us in this part of the application.

The Personal Statement is also a place for candidates to write about what they consider to be the essential hallmarks of outstanding teaching. Amongst other things, we are interested in hearing examples of lessons in which you have done any of the following:

1. planned for exciting and inspirational moments of learning, that are out of the ordinary;
2. been able to build relationships with students that support the learning process;
3. utilised independent study time to maximise student progress;
4. deployed a range of resources to enrich learning;
5. been able to respond to and amend students' misconceptions and use feedback to stimulate learning;
6. responded to the specific needs of students in your classes;
7. utilised contact with parents to support learning.

In addition to examples of lessons, we wish for candidates to comment on how they might best adopt the school's ethos. Holland Park prides itself on its professional values. We take formality very seriously and our staff dress code is intended to reflect a sincerely held view of the professionalism and seriousness of our work. School leaders have created an environment in which colleagues enjoy the fact that their lessons are rigorously and thoroughly analysed. We are dissatisfied with the mediocre, with the dull and with the pedestrian and we are consistently and unapologetically driven to ensure that all lesson experiences are innovative and imaginative. We value the self-critical professional who leaves the school day thinking of the ten things that could be improved, above the care-free practitioner who takes nourishment from their most successful moments. We are a driven place, living off the energy of self-improvement and whilst we understand that perfection is an unlikely destination, the prospect of the journey towards it is its own excitement. We understand the level of care, industry and talent required to make successful lessons and, rather than finding 'quick fixes', or short cuts, we take pleasure from the demands we are set.

Holland Park is a school like no other. The leadership team generally, and the Head in particular, are the very fingerprint of the school's identity, having a hand in all that happens at Holland Park. Candidates applying for the post at Holland Park should apply because they find are keen to join a driven, dedicated community of professionals, not afraid of the industry and hours required to make all students successful.

The Science department benefits from its central London location. Students regularly visit universities and museums that house some of the most exciting research carried out on the planet. Teachers take advantage of these opportunities, contributing to a wide range of extra-curricular activity and incorporating the most exciting and cutting edge ideas into lessons.

If invited to interview, we will ask candidates to teach a short 25 minute lesson. Whilst we will be pleased to provide the specific age and ability range of the students candidates will teach, we expect to see candidates who are dynamic and able to adapt their teaching to the needs of the students in the group. No class is defined by its class code and it is true to say that students as young as 11, and sometimes in the lowest of academic groups, reveal creative and inspired ways of thinking, that need nurturing and encouraging. Acknowledging this and making this a core feature of the lesson is essential.

We ask that candidates:

1. bring their own resources;
2. provide the facility to judge the timings of the lesson;
3. connect the lesson specifically to the lesson task provided;
4. do not rely on IT equipment (should that fail);

We shall be looking for:

1. creative and dynamic teaching;
2. an imaginative approach to conveying subject matter;
3. confidence, verve and charisma in the classroom;
4. relationships that are warm and founded on formality;
5. candidates' capacity to convey that which is central to the subject-matter;
6. warm challenge of all students, that ensures learning stretches the most able;
7. encouragement to less able students that facilitates confidence and success;
8. the highest of expectations;
9. accurate and detailed subject knowledge;
10. evidence of students' progress within the lesson.

Teaching is the most important part of the interview process and it is the part of the process to which we give most weight. Our interest fundamentally is in witnessing the quality of relationships that are developed. We acknowledge that lessons sometimes not go to plan, and we are not looking for teachers who stick slavishly to the order of activities that they have prepared. Instead we are pleased to see adaptability, spontaneity and creativity in the classroom.