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# The Oaks Academy

**Science Department**

The Science department is a becoming a well-established department at The Oaks Academy and has seen a number of changes over recent years. An enormous amount of work has been done overhauling schemes of work at Key Stage 3 and 4 to ensure that, all students, are enthused, engaged and challenged at all times. And, most importantly, that they are best prepared for the rigour of the new curriculum demands at Key Stage 4. The appointed Chemistry teacher would work within a team of friendly, professional, committed and skilled staff who have embraced numerous changes to their practice over the last few years.

There are four full time members of staff who are enthusiastic, motivated and work as a close team towards shared goals. All members of staff have their own lab fully equipped with all practical resources and interactive white boards. All practical work is supported by a full time lab technician.

Science, at Key Stage 4, is taught by subject specialists, as much as possible, with all groups rotating to ensure they are provided with specialist teachers for each aspect of the curriculum. Current Year 10 and 11 classes are following the new AQA combined science (trilogy) pathway.

As stated above, it is the departments’ philosophy to ensure that all pupils are challenged through an exciting and enriching curriculum to achieve their full potential. Staff in the department are encouraged to develop engaging and stimulating schemes of work that match the learners’ needs as well as being expected to keep updated with recent pedagogy around teaching and learning in the classroom.

It is vital that the successful applicant is willing to work closely, as part of the current team, to share in our vision and goals and to encourage the aspirations of all pupils through their commitment to Science.

We would be more than happy to accept applications from potential NQTs and have an extensive support programme in place within the school to ensure a successful transition from teacher training to first year of teaching.

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**Teacher of Chemistry: Person Specification**

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|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications** | * Qualified teacher status * Honours degree or equivalent | * Good Honours Degree : 1st or 2nd Class in the relevant subject | * Application |
| **Teaching Experience** | * Relevant successful experience of teaching Science in a comprehensive school at Key Stages 3 and 4. * Ability to teach Physics, Chemistry and Biology to GCSE. * Ability to motivate learners aged 11-16 * Ability to plan strategically to meet the needs of a range of learners * Understanding of use of assessment to promote individual learning * Understanding of the value of Science in raising achievement across the school * Proactive user of ICT to enhance learning and teaching | * Evidence of excellent examination results gained from own teaching. * Ability to teach Chemistry as a specialist subject. | * Application * Interview * Reference |
| **Personal and Classroom Management** | * Ability to communicate effectively with a range of stakeholders * Ability to work to agreed deadlines * Ability to prioritise * Ability to enthuse learners aged 11-16 * Ability to demonstrate a range of teaching styles and to plan for individual needs * Ability to use ICT to promote learning |  | * Reference * Interview |
| **Knowledge, Skills and Aptitudes** | * Working knowledge of relevant legislation in relation to working with and the protection of young people * Ability to work with fellow professionals in order to bring about student improvement * Understanding as to how hard and soft student data can be used to help young people to enjoy and succeed | * Ability to analyse data for comparative purposes | * Interview * Reference |
| **Personal Qualities** | * Outstanding teacher * Ability to work collaboratively with other departments. * Ability to see the whole school perspective * Willingness to take on new challenges and experiences * A good sense of humour, open-minded, well organised and innovative * Able to use initiative to solve problems * Able to lead and work confidently in a team and to respond constructively to change * Able to communicate clearly and effectively with colleagues * An infectious enthusiasm and passion for Science. * Ability to make learning enjoyable * Ability to inspire the trust of staff, students and parents * Desire to make a difference to the lives of young people * Ability to respond to a range of needs and expectations across a number of schools * Ability to use ICT to promote effective communications | * A willingness to encourage and participate in extra-curricular activities e.g. clubs and educational visits | * Interview * Reference |
| **Subject Knowledge** | * Illustrate personal expertise and in depth understanding of issues relating to the teaching of Science in a comprehensive secondary school * Involvement/commitment to the extended curriculum * Have a clear view of what excellent teaching looks like in a successful department and a personal commitment to high quality and excellence when teaching * Ability to and willingness to play an active role in supporting the whole school drive to improve literacy, reading and numeracy skills. | * Experience of developing teaching and learning resources used by others to support students in achieving their full potential * Have worked on cross-curricular teaching projects * Ability to engage pupils in Science and its importance in the world around us. | * Application * References * Interview |
| **Responsible to** | * The Curriculum Team Leader for Science * The Deputy Headteacher (as appropriate) |  |  |
| **Responsible for** | * The delivery of high quality lessons across all timetabled classes * The nurturing and support of a tutor group * Active support for the schools aim to raise attainment at all levels, including support for Intervention and Support Programmes as appropriate * Detailed levels of planning and preparation in order to achieve agreed outcomes for students * A positive and collegiate approach to maximise outcomes for students * The creation of a memorable learning experience for all students * A positive contribution to the creation of a positive ethos across all stakeholders within the school * The promotion of the school via Marketing and Intervention events, Open and Parent Consultation Evenings and via extra-curricular activities |  |  |
| **Duration of Post** | * Temporary (two terms in the first instance) |  |  |

**TEACHING STANDARDS**

**A teacher must:**

**1. Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2. Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. Plan and teach well structured lessons**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.