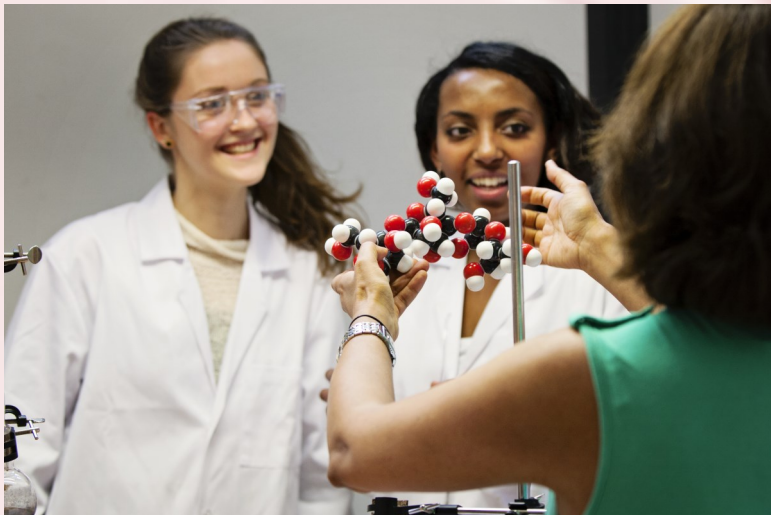




Lady Margaret School

Teacher of Science Application Pack





Letter from Headteacher

Dear Candidate,

Thank you for showing interest in the post of Teacher of Science at Lady Margaret School.

Founded nearly 100 years ago, the school has a proud and successful heritage in educating girls. As we approach our centenary, we are also looking to the future with the expansion of the Sixth Form and a move to a permanent four forms of entry.

We wish to appoint a new member of the Science Department to be part of shaping that future, to build on the great strengths of the school, maintaining the highest academic and behavioural standards, whilst adapting to the fast changing educational landscape.

Lady Margaret School has always been a high performing school, as testified by its most recent 'Outstanding' Ofsted rating. Recent results at GCSE have continued these high standards whilst reminding us of the challenge of building 'added value' for girls of all abilities. At A level, we enjoyed excellent results in 2017 and we continue to offer a rich curriculum for our students.

This post offers the chance to work with a committed and experienced staff as part of a learning community supporting each other to develop an innovative and exciting curriculum. This is a unique opportunity: to work in a school with a strong and proud heritage and to help lead it into the next exciting chapter in its history.

Thank you again for your interest in joining us.

Yours sincerely

Elisabeth Stevenson
Headteacher



Teacher of Science

Inner London Teachers' Pay Scale

September 2018 Start, Fixed-term for 1 Year

Lady Margaret School is a comprehensive Church of England school for girls aged 11-18. It is situated on Parsons Green in West London, and serves a diverse local community. It was founded in 1917 and became an Academy in September 2012. The school is extremely successful and over-subscribed. Staff, students and parents work together to develop each individual student within a culture of high expectations and respect. We aim to empower students to achieve high aspirations for themselves within a culture of hard work and respect for everybody.

Our exam results reflect the hard work of our staff and students. In 2017, 89% of girls attained GCSE English and Mathematics at grades 9-4 plus 3 or more other grades A*-C.

At A Level, our results are consistently outstanding, with high numbers of girls progressing to a wide range of Higher Education courses. In 2017 70% of grades were A*-B. Students at LMS have a very good record of securing offers from top universities.

Now in our centenary year, we look forward to building on this success. We are looking for a talented and enthusiastic professional to join our Science Department in September 2018. Your specialism will preferably be Biology although other disciplines will be considered and you will be required to teach your specialist subject across the full age and ability range. This position is suitable for either an NQT or someone with more experience. As a member of our staff community you will have the chance to work with a strong staff team to build on the current successes of the school as we move forward into the next stage of our development.

Closing date for applications: Tuesday, 20 February 2018, noon
Interviews will be held on: Friday, 23 February 2018

For further information about this position, and an application form, please refer to our website (www.ladymargaret.lbhf.sch.uk), contact Mrs Wendy Gainham by email (recruitment@ladymargaret.lbhf.sch.uk) or telephone 020 7736 7138 (8.30 am till 4.30 pm).

Lady Margaret School is committed to safeguarding children. The successful candidate will be subject to an enhanced DBS check.



Lady Margaret School Science Department

The Science Department at Lady Margaret School is an innovative and high performing department. We aim to stimulate students' natural curiosity and interest in science, to inspire them with a desire to learn and discover more about the world in which they live and to ask scientific questions about it. We plan exciting lessons and provide extensive opportunities for all of our students to learn beyond the classroom by offering enrichment activities such as outside speakers, visits and a range of activities to celebrate Science Week.

The Science Department numbers eight teaching staff working in a supportive environment, focussed on best practice for all. It comprises four laboratories and two A – level laboratories, all of which have Interactive Whiteboards, and are served by two prep rooms and two full time laboratory technicians. The department is well resourced in terms of practical equipment, with a strong emphasis on developing scientific enquiry and practical skills at all key stages.

At Key Stage 3 pupils follow a two year course of study. In Years 7 and 8 we have developed an 'in-house' Scheme of Work which is loosely based on the Exploring Science series. Pupils are taught in mixed ability groups and assessed through regularly testing. Teachers are responsible for teaching all three sciences.

In Year 9, pupils study the AQA Science Specification and in Year 10 they are placed into sets. Approximately half of the pupils will study Triple Science (Biology, Chemistry and Physics), with the other half studying Trilogy Combined Science. Where possible, teachers teach within their specialism at Key Stage 4.

Science subjects are extremely popular in the Sixth Form with a strong uptake in each of the three main disciplines. Students benefit from lectures provided by visiting speakers and the opportunity to go on educational trips. Highlights include Year 12 and 13 students participating in the RSC Chemistry Olympiad and Cambridge Chemistry Challenge, and Physics students visiting CERN. Many of our students achieve top grades and go on to study Sciences, Medicine, Veterinary Science, Engineering or Dentistry at university. This success is hard won and is due in most part to the culture of academic rigour that the department strives to cultivate and to the dedication and commitment of all stakeholders.

The department has a strong focus on developing AfL and embedding best practice. Departmental meeting time is used for continuing professional development, linked to the needs of the department and the School Development Plan.

The successful candidate will have an obvious enthusiasm and passion for their subject, as well as a relentless focus on teaching and learning. They will be committed to their own professional development and be willing to participate in sharing best practice for the benefit of all.



Job Description — Teacher of Science

Job Title: Teacher of Science

Reports to: Head of Science

Responsible for: Delivering the highest quality learning experiences to pupils learning Science

Date: 1st September 2018—31 August 2019

Salary: Main Scale—Upper Scale, dependent on experience (Inner London)

Disclosure level: Enhanced

Roles included: Classroom Teacher, Form Tutor

Job purpose:

To support the outstanding outcomes of the Science Department by teaching an exciting and challenging Science curriculum, teaching consistently high-quality lessons, and promoting exceptional levels of academic development, attainment and wellbeing for LMS girls.

Overview:

1. To deliver consistently high quality lessons to pupils to enable them to make outstanding progress.
2. To support the development of an engaging, challenging and accessible Science curriculum for each year group that supports pupils to make outstanding progress.
3. To make a valued contribution to the school's pastoral and extra curricular programmes, including trips and school visits.
4. To be a committed Form Tutor, supporting the personal development and well-being of the girls in your tutor group.

Classroom Teacher:

1. Plan and deliver high-quality, challenging lessons
2. Prepare pupils for any internal or public examinations, to enable each pupil to achieve her potential.
3. Maintain high expectations of pupils and set them challenging but achievable targets.
4. Understand your responsibilities for pupils with particular educational needs. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from colleagues including the SENCO when appropriate.
5. Follow all relevant school and departmental policies in the planning and delivery of lessons.
6. Where a member of staff is under allocation to do cover lessons where necessary.



Job Description—Teacher of Science cont'd

Assessment, reporting and communication

1. Implement the school approach to assessment and feedback to inform planning, develop learning and evaluate pupils' progress.
2. Provide formative oral and written feedback to help pupils reflect upon and improve their work.
3. Make effective and regular use of the school's assessment criteria and reporting procedure to inform learning.
4. Maintain regular records of pupils' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.

Professional development

1. Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, relevant aspects of the National Curriculum and exam board requirements.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your professional development.

Form Tutor Responsibilities

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, and academic progress.
2. Develop strong relationships with tutees based on trust and respect.
3. Deliver the PSHE curriculum to tutees in the weekly PSHE lesson.
4. Implement attendance, rewards, sanctions, behaviour and monitoring policies, including maintaining a weekly check of girls' day books.
5. Work with the Head of Key Stage or Head of Year to identify the need for Intervention planning where necessary.
6. Monitor the safeguarding and welfare of girls in your tutor group
7. Make Heads of Year, SENCO and senior staff aware of any issues with girls as necessary.
8. Proactively engage parents to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
9. Model the ethos of the school.
10. Keep the form register and monitor patterns of pupil attendance / absence.



Job Description—Teacher of Science cont'd

Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the schools published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.



Person Specification—Teacher of Science

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified to at least degree level• Qualified to teach in the UK• Qualified to work in the UK• QTS or equivalent	<ul style="list-style-type: none">• Further professional qualifications• Experience of teaching A Level in this subject
Experience	<ul style="list-style-type: none">• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities.• Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes.• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.• Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work.	<ul style="list-style-type: none">• Experience of having worked successfully in at least one school in an urban, multicultural setting, teaching pupils from backgrounds of socio-economic disadvantage.• Experience of having led and managed a high-performing team, ideally, but not necessarily, in an educational context.• Successful experience of working particularly with high ability of SEN pupils.
Knowledge	<ul style="list-style-type: none">• Thorough knowledge of the requirements of the subject.• An understanding of the ways children learn and how individual needs may be assessed and met.• Good knowledge of current educational developments and initiatives relating to the subject and their implications.• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies.	<ul style="list-style-type: none">• Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.



Person Specification— Teacher of Science cont'd

	Essential	Desirable
Skills	<ul style="list-style-type: none">• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.• The ability to develop positive relationships with all young people• Well-developed planning & organising skills including time management, prioritisation, delegation and administration.• Ability to plan, monitor, evaluate, review and lead by example.• Sound judgement and problem solving skills.	<ul style="list-style-type: none">• An ability to use data confidently to inform planning.• Competent user of ICT
Motivation	<ul style="list-style-type: none">• Willing to support LMS school ethos as a Church of England school• Willing to be fully engaged in the whole life of the school including extra-curricular activities.• Willing to be a form tutor.• Committed to working collaboratively with colleagues.• A commitment to the safeguarding and welfare of all pupils.	<ul style="list-style-type: none">• Experience of leading successful extra-curricular activities which inspire and motivate learners.