Colonel Frank Seely Academy

SCIENCE FACULTY

The successful applicant will join a team of seven highly motivated professionals in enabling students to maximise their potential by developing a deep understanding of Science through engaging, challenging and enjoyable Science lessons. The faculty has a friendly and supportive atmosphere with teaching and learning at the centre of everything we do and staff are supported in continually developing their practice as we all strive for excellence. Development work is routinely carried out as a team due to the positive working relationships within the faculty. We have formed good relationships with the Redhill Academy Trust Science network and take an active part in the further professional development this provides. Staff have the opportunity to take part in other external, subject specific professional development.

Key Stage 3 – 3 hours per week

Students in Year 7/8 enjoy a blended curriculum based on the SMART Science 2-year curriculum model. Each unit of work lasts around 10 lessons and includes summative and formative assessment. Science will be looking to develop this area in tandem with the Redhill Academy Trust next year.

Key Stage 4 – 5 hours per week (Trilogy) / 7.5 hours per week (Triple)

All students follow AQA Science Trilogy or Triple courses with either 1 or 2 Triple classes in Year 9, 10 and 11 usually taught by specialist teachers. Staff follow the Collins scheme of lessons which broadly follows the AQA standard units. The resources used to deliver lessons are largely those created and developed by staff themselves. Resources are shared on central drives. Where possible, teachers follow their groups throughout Key Stage 4 to provide consistency in these crucial years.

Key Stage 5 – 4 hours per week

The department currently offers L3 BTEC, Physics, Biology and Chemistry AQA specifications. Students are dedicated and due to small group sizes and excellent provision results have been historically strong with candidates attending Oxbridge and Russell group Universities. Teaching at Key Stage 5 involves engaging and challenging activities that are used to interest and enthuse students as well as developing understanding and practicing the skills that are required. This is in conjunction with promoting independence and the rigor needed to be successful in post16 mathematics. Results at A-level reflect ongoing success, with 75% of students achieving A* - C, of which 40% A*-B in Biology. Last year 88% of students achieved A*-C in Chemistry of which 50% were A*-B. In Physics 67% of grades were A*-B. Science BTEC results were 100% A-C and 83% A*-B.

The Science team at CFSA work hard to create activities and learning episodes that build confidence and encourage active engagement of students in learning.

In the next two years the department considers its main priorities to be:

- Continue to improve the progress for all students, with ongoing focus on Most Able
- Continue to improve the proportion of 5-9 grades at GCSE
- Continue to close the gap in attainment for disadvantaged students
- Increase the level of challenge and engagement at Key Stage 3
- Increase the proportion of Key Stage 5 students taking a Science course
- Teaching and learning development on assessment for learning, questioning, providing quality feedback and collaborative learning

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