

# Deputy subject leader

## Application Pack

## February 2018

Lavington School

Learning for Life

Dear Applicant

**Deputy subject leader - Physics. TLR 2A**

Thank you for expressing an interest in the post of science teacher at Lavington School. This is a full time permanent post, for the right candidate, from September 2018. This is a high achieving school that is imaginative and creative in its approach to teaching and learning and is keen to look for continued and sustained improvement. We benefit from a wonderful rural setting, surrounded by beautiful and historic countryside. The majority of our students live in nearby villages, and thrive in our supportive, positive, nurturing environment, achieving academic excellence for all.

We are fully committed to providing high quality education for children whatever their age. We are at an exciting phase in our development where we are forming the Sarsen multi academy trust with local rural primary schools to provide an all through education system. Plans for the sixth form are progressing well, with the aim to open in September 2018.

We are seeking to appoint an enthusiastic and committed teacher to join our dedicated and mutually supportive team of science teachers. This is an ideal opportunity for an experience science teacher, the ability to teach physics preferably to A level, is essential.

The closing date for applications is **Wednesday 21 February 2018** and interviews will be held week beginning **26 February.**

Further information about the school can be found on the school website.

I look forward to receiving your application

Sarah Lowkis

Sarah Lowkis

**Headteacher**



Please apply by completing the application form on our website and return, together with a letter outlining why you are interested in, and particularly suited to, the post.

**Please note we do not accept CVs.**

You can send your application to: enquiries@lavington.wilts.sch.uk

If you would like to visit the school or if you have any other queries, please email Mandy Coleman, m.coleman@lavington.wilts.sch.uk

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.***



Lavington School
Learning for Life

Lavington School is situated on the western edge of the village of Market Lavington about six miles south of Devizes, in the heart of rural Wiltshire. It is a mixed comprehensive school and currently has just over 700 students on roll, aged 11 to 16 years. Numbers have grown over the years, and we are likely to remain over-subscribed. We are currently establishing a collaborative sixth form, with our first cohort starting in September 2018.



**Commutable from:**
**Devizes - 5.8 miles**
**Salisbury - 19 miles**
**Chippenham - 16.8 miles**
**Swindon - 25 miles**
**Bristol - 45 miles**
**Bath - 24 miles**

The school enjoys a very good reputation within the community and throughout the county and continues to demonstrate the highest standards of achievement. Much of this success is due to the active partnership of home, school and community, which allows a happy working atmosphere to prevail, where hard work is the expectation. Students are expected to give and receive recognition and respect whatever their individual skills and talents. Our students are recognised as happy and well-motivated, benefiting from excellent care, guidance and support which helps them to thrive. Students embrace opportunities to contribute to the school and develop leadership skills. Our successes in inter-school sport, music and drama and other activities also serve to demonstrate the enthusiasm and commitment of both staff and students at Lavington.



Typically, over 75% of students gain standard passes or above in English and maths at GCSE. In 2017 the P8 score of 0.19, placing us in the top 20% of schools nationally. We provide appropriate challenge and support for all abilities and so we are often recommended for those with Special Educational Needs. Many of our high achieving students are very much sought by sixth forms in the area. In 2017 31% of the cohort achieved 5 A*/ A/7-9 grades. We were inspected in November 2018 and judged as outstanding for behaviour and for leadership, and good for achievement and teaching. Our disadvantaged learners perform the highest of all schools in county.

We have high commitment to professional development and training. Our staff benefit from high quality CPD, both within Lavington and across the West Wilts Alliance, of which we are one of eight schools, with a comprehensive package of training opportunities. Our staff are encouraged and supported to develop their own knowledge and skills to ensure all students, in all classes and in all subjects make the best possible progress.

Lavington School

# Our Vision and Our Values

**Our vision is for students to be happy, healthy and safe and achieve more than they thought possible, at school and beyond.**

At Lavington School we pride ourselves on providing a secure, stable and well-ordered environment based on high educational standards and genuine care and concern for individuals. We work with all students, whatever their ability, to help them achieve their potential. We aim for students to leave Lavington School as aspirational, confident young people, ready to take on new challenges and have a lifelong love of learning. Our students will have resilience and resourcefulness and the wisdom to treat others with respect and courtesy, and this forms the foundation of our ethos.

We are proud of our achievements at Lavington School, but there is always more we can do. By working together, we can shape a positive and successful future for our young people.

## Well-being

We ensure our students have the knowledge and confidence to make positive, safe and aspirational decisions about their lives whilst at school and for their futures.

## Learning

We ensure that our students are active and independent learners, who strive to achieve their best in every learning situation, and will continue to do so throughout their lives.

## Skills

We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

## Progress

We ensure that students fulfil their potential, and are fully prepared and qualified to leave school and move onto the next stage of their lives.

## Our Values

At the heart of this success are the core values that I and the whole school community believe are important:

- excellent teaching by experienced, specialist teachers
- individual care through an excellent pastoral system







# Job Description

**Line Manager:**

Subject Leader science

Pastoral Leader

**Teacher responsibilities**

- plan for the learning needs of all students in assigned groups
- create a positive learning environment
- use a wide repertoire of teaching and learning strategies that will stimulate learning
- prepare lessons which meet the learning needs of students
- assess formatively and summatively, recording and reporting on progress, monitoring progress against targets, giving advice for improvement.
- to contribute towards preparation of schemes of learning
- actively contribute to liaison events
- follow guidance on implementation of other strategies eg. Literacy, ICT, Citizenship
- contribute and respond to departmental plans
- continue with professional learning, formalised through performance management

**Team membership:**

Science Faculty

Tutor team

**Tutor responsibilities:**

- oversee general welfare and social behaviour of students, liaising with Pastoral Leaders and other appropriate staff over individual students
- promote positive attitudes and behaviour within the school and wider community to support students in contributing to the school and wider community e.g. tutor group representatives and charity work
- monitor academic progress of students within tutor group, identifying underachievement and supporting students to address this
- contact parents when necessary and attend tutor evenings
- record any relevant information for student files
- deliver the PSHE and Citizenship Schemes of Learning
- ensure registers are completed in the morning and afternoon sessions
- check lateness, absences and notes, passing information to Student Receptionist
- check students' uniform, equipment and planners, supporting whole school expectations



This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are expected to follow the code of conduct and to adhere to whole school policies

*"This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced DBS check before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post."*

**Note**: Lavington School is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

# Science Department

The science department is made up of five full time teachers and two part time teacher. A dedicated teaching assistant and two laboratory technicians support teaching staff. The teaching and support staff form a friendly, supportive and collaborative team.

Science is taught in six purpose built and modern labs. The labs are equipped with networked PCs, data projectors and Wi-Fi access. A communal department workroom adjoining a well-equipped prep room allows staff to spend time as a department.

Students and staff have access to wide range of electronic resources and also two departmental sets of iPads.

At Key Stage 3 students are taught in six sets and the department moved to a two year KS3 from September 2013. Students are taught science through a departmental scheme of learning with each student being issued with a Smart Science text book to support home learning.

At Key stage 4 the department offers 2 distinct pathways for students to follow:
• biology, chemistry and physics GCSEs (AQA) • Trilogy science (AQA)

In the current Year 11 cohort, 86 students will complete the separate science pathway and 54 students the double science pathway. The number of groups completing each pathway varies between year groups depending on the cohort.

Individual progress is rigorously tracked against target grades by both staff and students to identify underachievement and ensure thorough learning of scientific skills and subject knowledge.

The successful candidate will be given every opportunity to develop good practice, share teaching and learning ideas and collaborate with individuals and the department as a whole.





# Person Specification

| Competency | Expectations | Behaviours & Abilities |
|---|---|---|
| **Teaching & Learning** | • good knowledge and understanding of a range of teaching and learning strategies and a thirst to become an outstanding teacher<br>• adaptation of skills to personalise learning<br>• knowledge of contemporary pedagogy<br>• a good subject knowledge | • actively uses a wide range of strategies in their teaching and passes and shares best practice with others<br>• lesson plans show clear differentiation, taking in to consideration the varying needs of students<br>• works collaboratively towards the school's priorities and those of partner schools<br>• a willingness to develop a good working knowledge of all areas of the curriculum through a wide range of CPD activities |
| **Professional Skills and Judgement** | • teaching skills which result in learners achieving well compared to prior attainment<br>• creativity and adeptness at designing lesson sequences<br>• a reflective practitioner who is willing and open to trying new teaching and learning strategies | • considered a good classroom practitioner<br>• utilises ICT appropriately and encourages other staff to apply varying ICT resources in to their teaching<br>• carries out evidence based research and feeds back to colleagues |
| **Student Progress** | • excellent ability to assess and evaluate student progress<br>• the ability to analyse student progress and to accurately report this following school procedures<br>• understands principles and practices of monitoring and evaluation | • seeks ways in which to raise student progress in their subject areas<br>• provides feedback to students, parents and colleagues on progress which is accurate, constructive and aimed at challenging students to achieve more than they thought possible<br>• consistently reviews and evaluates progress, monitoring progress in a timely manner to allow appropriate intervention where necessary |
| **Working With Others** | • understanding of how to contribute to departmental and whole school initiatives<br>• engaging proactively with CPD , including collaborative working | • engages in coaching activities to share best practice and striving for self-improvement<br>• shows clear leadership skills when delivering activities<br>• works effectively with colleagues at all levels of the School and colleagues in partnership schools |
| **Enrichment** | • to contribute toward faculty enrichment activities | • follow health and safety procedures<br>• to contribute to a positive culture |

# Commitment to Safeguarding

Lavington School fully recognises its responsibility to safeguard and promote the welfare of student and young people and is committed to ensuring that its students have the opportunity to thrive within a safe learning and working environment. The school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, governors and volunteers working in the school, has five main elements:

1. ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with students
2. raising awareness of child protection issues and equipping students with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting students who have been abused in accordance with his/her agreed child protection plan
5. establishing a safe environment in which students can learn and develop

Staff at Lavington School are aware of how they share in the school's responsibility to safeguard and promote the welfare of student and young people. The school's adopted 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with strict guidelines on what are considered to be safer working practices which must be observed at all times. Were any member of staff to have a concern that the school's code of conduct or expected safer working practices were not being followed and a student or students were as a result at risk, then they would be expected, and supported, to raise the concern under the school's adopted "whistleblowing policy and procedure".

The school also operates within other policies relating to safeguarding, child protection and the welfare of students. The following policies are available upon request:

- safeguarding policy
- whistleblowing policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours
- attitudes to use of authority and maintaining discipline.