**Information for: Teacher of Science**

Dear Potential Applicant

Thank you for your interest in the advertised post of Teacher of Science at Sturminster Newton High School. Applications are welcome from individuals who can demonstrate good interpersonal skills, the willingness to work in a team, and who are supportive of the school’s ethos.

I hope that the information provided is sufficient for you to decide whether to apply. If, however, you require further information please do not hesitate to contact us.

I look forward to receiving your completed application in due course.

Yours faithfully

Jason Davis

Headteacher

|  |  |
| --- | --- |
| **Title** | **Teacher of Science** |
| **Salary** | MPS/UPS |
| **Employment** | Permanent April 2018 (or January if in agreement)  |
| **Purpose of Post** | To be able to teach across the age and ability range. |

**The Post**

This is an exciting opportunity for an energetic, conscientious and well organised teacher of Science to have a significant impact on the school’s provision in this area. The successful candidate needs to be able to teach across the age and ability range. All teachers are also tutors undertaking pastoral responsibilities for a tutor group.

**The Appointee**

* Is an outstanding practitioner
* Has high expectations of themselves and their students
* Is successful in raising standards of attainment and accelerating progress
* Is able to inspire, engage and enthuse students, staff and parents

Has a commitment to working collaboratively as part of a team and working strategically with the Head of Faculty and other post-holders.

**The Department - Science**

Sturminster Newton High School Science Department is successful and well resourced; it has improved its GCSE results recently and this promises to continue.

**Results: Subject Grade Analysis**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject Name | Entries | % A\* to C | A\* | A |   | B |   | C | D | E | F | G | U | X |
| Additional Science | 92 | 52.17% | 0.0% | 4.3% | 20.7% | 27.2% | 26.1% | 16.3% | 4.3% | 1.1% | 0.0% | 0.0% |
| Biology | 7 | 100% | 42.9% | 57.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Chemistry | 7 | 100% | 14.3% | 85.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Physics | 7 | 100% | 14.3% | 71.4% | 14.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Science (Core) | 92 | 58.70% | 0.0% | 8.7% | 14.1% | 35.9% | 25.0% | 12.0% | 4.3% | 0.0% | 0.0% | 0.0% |

**A Level Chemistry 66.7% A\*-C**

The Science Department is committed to ensuring that all students not only reach their full academic potential in Science but also recognise the importance and intrinsic fascination of Science. The courses we offer have been chosen specifically to meet the needs of all the students in our school.

Classroom learning is supplemented by additional activities outside the classroom: the Science Department in partnership with DT run a STEM club on a weekly basis; each year this group takes part in challenges including First Lego League which is an international robotic competition and Goodwood Festival of Speed – which was linked to the Bloodhound SSC. The Science Department take part in other activities and field trips outside the classroom to enhance students’ learning, for example each year the whole of Year 7 go to Bristol zoo (in conjunction with the HOY) and in the Sixth Form students go to Studland to study sand dune Ecology.

**The Science Curriculum**

Students in all Key Stages are currently taught in ability classes.

**Key Stage 3**

Includes Years 7 & 8

Year 7 & 8 have 6 x 60 minute lessons per fortnight cycle, they are following the AQA 5 year programme of study to complement KS4

**Key Stage 4**

Includes Year 9-11

Year 9 have 6 x 60 minute lessons per fortnight cycle

Years 10 & 11 have 9 x 60 lessons per fortnight cycle

Year 9

Sets 1-4 will be commencing the new AQA 9-1 Trilogy science course.

Years 10/11

In addition to the AQA Trilogy course emabarked upon by all students in Year 9, some students will take the separate sciences route in Year 10 to continue into Year 11 as one of their option choices.

**Key Stage 5 - (joint sixth form with Shaftesbury)**

Biology – we study OCR Biology alongside Shaftesbury School. The numbers of students has remained high over the years and retention on to A2 has been good, with students achieving results in line with expectations.

Chemistry – we study OCR Chemistry with a growing number of students. Student’s achievements at A2 have been particularly encouraging. Physics – currently offered through Shaftesbury School.

**Staffing and Facilities**

The Science Department currently has four full time teachers and one part time teacher (0.8). They are supported by one full time Science trained Laboratory Technician and one part time Laboratory Technician.

**Facilities:**

5 x dedicated Science Laboratories. All are fully equipped with all facilities as required/expected.

Our resources are constantly improving and developing as the courses have evolved over the years. All standard equipment is available with the required textbooks. We use the Oxford Activate 1 & 2 at KS3 and the Oxford Biology, Chemistry, Physics at KS4.

There is ‘bookable’ access to full IT suites with subject specific software installed on the network.

If you have any other questions about the post please contact Joanne Bruton (Head’s PA) on 01258 474245 or email her at office@mysnhs.net

**Within your letter of application please ensure that you:**

* **Describe how your experience to date has prepared you for this post**
* **Evidence how you meet the essential requirements of the person specification**
* **Explain how you would further raise standards of student achievement**

|  |
| --- |
| **PERSON SPECIFICATION Teacher of Science** |
|  | Essential | Desirable |
| Qualifications  | * Qualified Teacher Status
* Degree in relevant subject
 | * Evidence of recent relevant professional development
 |
| Experience | * Teaching KS3/4 in Science
* Evidence of having kept abreast with developments in teaching and learning in the subject
* Knowledge and understanding of new curriculum development
 | * Supporting colleagues as and when appropriate.
 |
| Knowledge & understanding | * Knowledge of National Curriculum at KS3, 4 and 5 including recent developments
* Committed to continued professional development
* Awareness of child protection agenda
 | * Child protection training
* Understanding of cross-curricular activities
* Knowledge of how children learn
* A general aptitude for the practical processes with overall willingness to learn and expand knowledge in order to meet the needs of the students
 |
| Skills | * Good communication skills
* A successful track record in the classroom, with clear evidence of demonstrable impact on student outcomes
* Ability to work on own initiative or as part of a team
* Ability to enthuse and work with children of all ages, abilities and aptitudes
* Ability to work effectively as a tutor and involvement in the delivery of PSHE
* ICT skills that reflect the impact of technology on today’s classrooms
 | * Able to offer contributions to whole school/extra-curricular activities
* Ability to experiment with new technologies that can enhance the learning.
 |
| Teaching and learning | * Excellent classroom teacher
* Knowledge and experience of using wide variety of teaching and learning strategies across the Key Stages
* Able to assess pupil performance and set targets for future attainment
 | * Keen to develop and employ more effective teaching and learning strategies to maximise pupil performance
* An ability teach at ‘A’ level would be an advantage
 |
| Personal attributes | * Likes working with children
* Demonstrates enthusiasm and sensitivity whilst working with others
* Excellent attendance and punctuality record
* Always meets deadlines
* Able to work on own initiative as well as part of a team
* “Professional” role model
* High personal standards
* Innovative and able to stimulate initiative in others
* Forms and maintains appropriate relationships and personal boundaries with students
 | * Ambition to progress further in the profession.
* Commitment to the wider life of the school.
* High expectations
 |
| Other | * Has an understanding and knowledge of the needs of students and their families
* Well written application
* Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.
* Emotional resilience in working with challenging behaviours
 | * Well written application
* Excellent references
 |