



Uckfield Community College

Recruitment Information Booklet

**Teacher of Physics
with responsibility for STEM
MPS/UPS plus TLR2a**

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Dear Candidate

We are delighted you are interested in applying for a role at Uckfield Community College and thank you for taking the time discover more about life at our school.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special environment that is Uckfield Community College.

I feel sure that you will identify Uckfield Community College as an energetic and successful place in which to work. If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and I will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1101.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. UCTC is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Hugh Hennebry
Principal



About our College

In our most recent Ofsted report the Inspection team were full of praise for our great team of staff:

- "Teachers make better use of assessment information to plan work that meets the needs of all pupils."
- "Teachers make good use of technology available."
- "Teachers have worked collaboratively... to increase the level of challenge for pupils."
- "Teachers... ensure a consistent approach to feedback."
- "Pastoral leaders now have a more rigorous approach in place which ensures greater consistency across all year groups."
- "Pupils feel that their teachers listen to them in lessons and that they are well challenged."
- "Students said that the extra-curricular provision has expanded."



The Lead Inspector also wrote some wonderful comments about our students:

- "Pupils are typically very well behaved."
- "Pupils are friendly, polite and there is a harmonious atmosphere in the school."
- "Pupils say that homework tasks extend their current learning and provide additional challenge."
- "Pupils appreciate the guidance their teachers give them and they say that they know very specifically how to improve their skills and knowledge."

What runs through the letter are Ofsted's findings that our College is a Good school and is improving. What is also clear is that the positive relationships between teachers, parents and students, with students at the heart of everything we do, is such an important part of these improvements.



Our Vision and Ethos

In feedback to the Lead Inspector during our recent Ofsted Inspection, one parent summed up the ethos of the school as **"Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another."**



Our Staff

We are exceptionally proud of our staff here at UCTC, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



Teacher of Physics with responsibility for STEM (MPS/UPS plus TLR2a)

Hours	Full Time
Commencement	1 st September 2018
Contract	Permanent
TLR	TLR2A (currently £2,666)

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of Tuesday 22nd May at 10.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview on Friday 25th May.

If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our Personnel Assistant, Caroline Selden, on 01825 764844 extension 1232 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Meetings with key members of the team
- Lesson Observation
- Tour of the College
- Safeguarding Interview
- Panel Interview

East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance for this authority.

Job Description

Job Title: Teacher of Physics with responsibility for STEM

Responsible To: Curriculum Leader: Science

Main Purpose of the Job

- To be accountable for a discrete area and to support, hold accountable, develop and lead a team of people focusing on this area in order to raise standards of student attainment and achievement.
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: Accountable for the oversight of learning of all students.
- Staff: Where appropriate, accountable for the direct line management/co-ordinating the work of teaching staff and other relevant personnel within the department.
- Resources: Accountable for the teaching and learning budget allocated to this curriculum area; the physical learning environment.

Key Accountabilities

Strategic Direction and Development:

Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to whole College improvement.

- Develop and implement policies and practices which reflect the College's commitment to high achievement and effective teaching and learning.
- Develop and implement policies and practices which reflect the College's commitment to the five outcomes for children within the Every Child Matters framework.
- Lead developments across the subject area which identify clear targets, timescales and success criteria for the Subject Area Development Plan.
- To monitor and evaluate progress against the Subject Area Development Plan including the quality of teaching and learning.
- To lead, the development of syllabus choice and schemes of work taking account of College and National trends.
- Ensure the maintenance and availability of accurate and up to date information about the Subject area.
- to analyse departmental and college data to ensure that student performance targets are in line with whole College targets.
- Create a positive atmosphere for learning for all students across the Subject area including the management of behaviour.
- To contribute to the development of College policy.
- To act as a Champion for your Subject area and contribute to whole College issues.
- To implement College policies and procedures e.g. Equal Opportunities, Health and Safety, SEN, Literacy, Numeracy and ICT across the curriculum area.
- To ensure provision for safeguarding and promoting the welfare of students across the subject area in lessons and other activities.

Leading and Managing Staff:

Provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

- To develop and sustain a shared vision and common purpose in Subject area and to secure commitment from all staff in the department.
- To be a positive role model for your team/department.
- To develop team-working strategies.
- To oversee the co-ordination of INSET provision that meets the training needs of the team.
- To use coaching and mentoring strategies as appropriate to develop team members.
- Line management of colleagues to include Performance Management where appropriate.
- If relevant to provide advice on threshold, upper pay spine and other professional development opportunities.
- To be aware of the welfare and wellbeing of staff in the Subject area.

Teaching and Learning:

Secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Pedagogy and methodology - to draw upon best practice in teaching and learning and share across the team eg learning styles and thinking skills.
- To develop the use of lesson observations to improve practice ie part of College self-evaluation and review and internal procedures.
- To ensure marking and assessment across the Subject area is in line with College policies (including AFL policy) and meet exam board criteria.
- Reporting on student progress. To include working with pastoral teams and supporting RAFA initiatives and briefings.
- To implement where relevant, educational enhancements (booster classes, trips and visits).
- To establish and develop the process of target setting across the Curriculum/Subject area in line with curriculum practice and work towards their achievement.
- Co-ordinate praise, rewards and good news/publicity about student participation and achievement.
- Monitor student progress and implement intervention strategies.

Deployment of Resources:

Identify and monitor appropriate resources to ensure that they are used efficiently, effectively and safely.

- If applicable manage the teaching and learning budget of the Subject area to ensure Best Value for Money;
- To ensure that the Subject area's teaching commitments are effectively and efficiently timetabled and roomed.
- To deploy resources to maximise student learning.
- To oversee the use of accommodation and resources to create a positive learning environment.
- To co-ordinate the organisation and maintenance of equipment and stock.
- To implement College policies, procedures and risk assessments with regard to Health and Safety e.g. COSHH.
- To oversee the effective, efficient deployment of student teachers to ensure curriculum and pastoral continuity.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Subject area with the cover supervisor/relevant staff.
- To be responsible for the efficient and effective deployment of the Subject area's technician/support staff.
- To participate in the selection of staff new to the College and/or to teaching and to ensure effective induction.
- To set up review procedures to support staff promoted to new posts within the Subject area.

Communication

- Communicate and consult with parents and Governors where appropriate.
- to contribute to the corporate life of the college and represent the Subject area through effective participation in meetings eg Curriculum Leaders; Leadership Team and Key Stage discussions;
- to liaise with external agencies as appropriate
- to chair meetings as appropriate
- to take responsibility for Subject area in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with other schools.
- to represent the wider Subject area as and when required.

Curriculum Development

- To lead on and evaluate Subject development and provision (syllabuses/schemes of work) across the subject area in order to ensure appropriate challenge and success for every student.
- To keep up to date with National developments in the curriculum area and teaching practice and methodology.
- To actively monitor and respond to Subject development and initiatives at National, Regional and local levels.

Quality Assurance

- To ensure the effective implementation of High Reliability protocols across the Subject area.
- To evaluate the practice within the department and reporting and evaluate on examination performance in line with the College self-evaluation process.
- Developing the use of Student Voice across the Subject area.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.

Person Specification

Teacher of Physics with responsibility for STEM

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Graduate 	<ul style="list-style-type: none"> • Evidence of relevant further professional development
Subject	<ul style="list-style-type: none"> • Able to teach subject to A Level 	
Experience	<ul style="list-style-type: none"> • Use of strategies to have successfully raised student achievement 	<ul style="list-style-type: none"> • Leadership experience
Personal	<ul style="list-style-type: none"> • Outstanding classroom teacher • High quality interpersonal skills • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the College • Positive 'can do' attitude • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing 	<ul style="list-style-type: none"> • Aware of strategies to raise student achievement

Role of Form Tutor

Line Manager: Director of Year

Professional Duties

- To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
- To get to know the students in the tutor group and strive to be aware of backgrounds as these will affect the student's performance in college.
- To establish a positive relationship between tutor and the student so that the tutor is aware of both danger signs and indications that the group and individuals are functioning well.
- To encourage each student to take a full part in college activities.
- To be a source of information about the college and to interpret college policy to the students as it affects them.
- To maintain high standards of college uniform with all students in the group.
- To liaise with senior pastoral staff about students in difficulty or trouble.
- To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
- To check (using Google Classroom) and encourage students to:
 - complete homework that is set; and
 - hand homework in on time.
- To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Tutor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
- To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
- To co-ordinate appropriate intervention strategies to support students' academic and social progress.
- To deliver the set tutor programme during Personal Development Time and PSHE.

Departmental Structure and Organisation 2017/2018

Science Department

Mike Ball	Curriculum Leader of Science
Andy Ball	Subject Leader of Chemistry
Jamie Medley	Subject Leader of Biology
Chris Brooks	Subject Leader of Physics
Peter Munroe	Science KS3 Leader
Bea Messenger	Science KS4 Leader
Lucy Griffin	Teacher of Science (Maternity Leave)
Marica Dowell	Teacher of Science
Nell Travers	Teacher of Science
Ruby King	Teacher of Science
Tascia Ingino	Teacher of Science
Katie Smith	Teacher of Science
David Barham	Teacher of Science
Eoin Mitchell	Teacher of Science and Teacher of Health Studies
Dani French	Teacher of Science (Maternity Cover)
Sam Crisp	Senior Science Technician
Sara Hawes	Senior Science Technician
Jayne Williams	Science Technician
Shalmarane King	Science Technician

Accommodation

The Department is well appointed and benefits from 12 Laboratories. The Department has several prep rooms located throughout the building. All teaching rooms have a networked desktop computer connected to a projector.

Public Examinations

▪ Key Stage 3

The Science Department follows an internally written scheme of work for Years 7-9, although delivery of KS4 material starts in Year 9. The units at Key Stage 3 are designed to promote excitement and enthusiasm for science. Assessment is both summative and formative with APP throughout all schemes.

▪ Key Stage 4

KS4 Science delivers the AQA GCSE to Year 10 and Year 11. Trilogy Science is taught to all students starting in Year 9. Students can follow several pathways which they opt for: Single (triple) science or Trilogy Combined Science.

▪ Key Stage 5

The department offers sciences at A Level as below.

AS / A2 Biology – AQA

AS / A2 Chemistry – AQA

AS / A2 Physics – AQA

The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to Caroline Selden, Personnel Assistant at UCTC, hr@uckfield.college. Your application should comprise:

- A letter of application, which includes reference to those aspects of your experience, personality, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is Tuesday 22nd May 2018 at 10.00 a.m. Short-listing will take place shortly afterwards and interviews will be held on Friday 25th May 2018. The selection process will include meetings with key members of the team, a lesson observation, a tour of the College and formal interviews.

If you require any further information please contact Caroline Selden at UCTC on 01825 764844, extension 1232 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1101, or email t.fletcher@uckfield.college.

Uckfield Community College

Love Learning for Life



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