ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

JOB INFORMATION PACK

SCIENCE TEACHER

Required for September 2019



/IsleworthSyon
isleworthsyon.org

THE SCHOOL

MESSAGE FROM THE HEAD



Dear Applicant,

I am delighted that you are taking an interest in working at Isleworth & Syon School, an 11-18 Boys' School (with a mixed Sixth Form) in Isleworth, West London. The school is a high-performing school, where boys consistently out-perform their peers nationally and locally.

My colleagues and I are all proud of working in an excellent school. In a recent school review the visiting team commented that:

"the school succeeds in dispelling the myths and stereotypes that are sometimes associated with boys' schools. This a caring environment in which the emphasis on, "learning, achieving and succeeding together," permeates school life." [Challenge Partners 2017]

I want the people that join the staff team to share in maintaining this emphasis and our excellent standards as we continue to provide the very best education for local boys.

The school's history can be traced back to around 1630 and we are very proud of our long well-established traditions. We are, however, a very forward-looking school always focused on continual school improvement as we endeavour to prepare our boys to be considerate, mature and ambitious young men. We have many mantras in school, the most visible one being for all members of the community to be "outstanding in every respect".

Of course we are always focused on academic performance and our current progress measures place us as one of the top performing schools in the country. We have recently joined the Leading Edge group of schools, the only national partnership for high-performing schools.

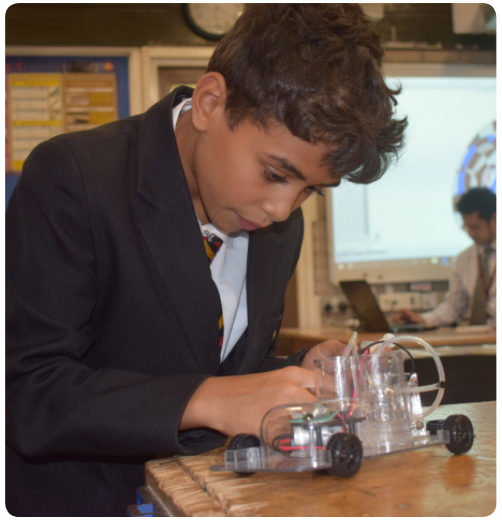
Alongside the academic side of the school, we maintain an exceptional extra-curricular offer. We consider that this is a key factor in the success of the school and in ensuring that our students achieve their academic potential.

I do hope that you will review this application pack and I will look forward to receiving your application.

Euan Ferguson
Headteacher

THE POST

The post will offer the successful candidate a fantastic opportunity to join our excellent, over-subscribed school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. The position is required for September 2019; NQTs can be employed in July.









THE ROLE

DEPARTMENT ETHOS

The science department has high expectations and offers a well-designed learning experience for all students. The key aim is to provide an excellent education in the sciences across the age and ability profile. The commitment to meet the abilities, skills and attributes of all allows our students to work towards, and achieve, their maximum potential.

Our department plan prioritises an agenda where every student matters, and as such we aim to provide enjoyment and intellectual stimulation through science, thus engendering success and achievement.

At present, there are nine full-time members of staff, and two trainees via the School Direct (salaried) and PGCE route. The Curriculum Leader is supported by one Deputy Curriculum Leader and two Assistant Curriculum Leaders, who share the responsibilities of leading the team. All teaching staff are supported by three experienced and dedicated technicians and an apprentice technician. Our current teaching team is a dedicated group of individuals committed to seeing all students achieve their potential. Colleagues collaborate closely and work exceptionally well together, with a clear philosophy of openness, sharing and mutual support. Collaboration across the school takes place, with science a key component of several cross-curricular projects.

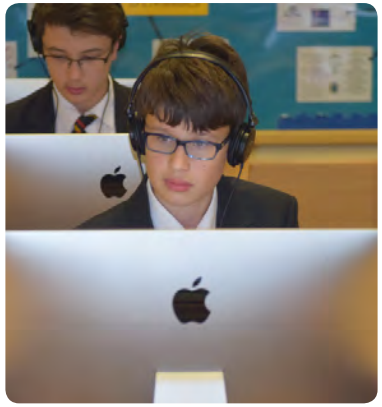
CURRICULUM

In support of a whole-school commitment to the development of thinking skills and Assessment for Learning, the science programme of study promotes learning skills of a more general application, such as analysis, experimentation and problem solving. It also aims to develop in our students the ability to plan and organise their work effectively; to self-assess; and to work independently and within groups.

Members of the department employ a flexible variety of teaching and learning strategies using a range of differentiated resources. Teaching methods involve individual, pair and group work, and within each Key Stage, students work either at or above their current level of attainment.

Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress. ICT is an integral part of the programme of study, and colleagues teach using a variety of ICT resources; notably using the Interactive Whiteboard with a variety of dedicated software packages.

Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and OneDrive.





SCHEMES OF WORK

All students at Key Stage 3 follow a modular scheme using the National Curriculum Programmes of Study as a framework. The science strategy has been incorporated into the schemes, and teachers are expected to utilise a range of teaching styles and resources. Each module is assessed by end-of-module tests and open-ended investigations.

At Key Stage 4, all students obtain two or more GCSEs in science subjects. The AQA Combined Science: Trilogy course is taught over Years 10 and 11, with the most able students offered the opportunity to study separate sciences (Biology, Chemistry and Physics) in Year 11. In the Sixth Form, students may study A levels in biology, chemistry, and physics, and all are extremely popular choices. We also offer the new level 3 applied science BTEC, delivered for the first time in September 2018. As we work in a Sixth Form Consortium with a number of other local schools (two of which are girls' schools), students from those schools will often be in the teaching groups. Many students continue their science studies at degree level.

TEACHING GROUPS

In Years 7 and 8, students are taught in form groups, while in Years 9 to 11, they are taught in ability groups. Our aim is to set challenges and provide support to enable students to make progress and achieve their full potential. We foster success through the use of half-termly assessment tests, with commendation related to improvement in performance.

Thus, movement between sets is encouraged and takes place regularly. Teaching groups across the school rarely exceed thirty, and lower-ability groups are smaller in number.

FACILITIES

The curriculum area is well-resourced, currently in a pleasant suite of eleven spacious, fully-

"Building on the long-standing traditions of the school, staff support the development of 'courteous, respectful and calm' young men, reflecting the school's well-established values."

- Ofsted 2017

equipped laboratories, including four new labs opened in the autumn of 2018. The faculty is well-resourced with textbooks, work cards and ICT teaching resources. Display boards are plentiful and students' work is displayed and updated regularly, to encourage motivation and continue to engage student interest.

EXTENDED SCHOOL

Our extra-curricular provision includes a popular Year 7 Science Club and a STEMNET group made up of students in Years 8 and 9, plus an outstanding medics club (pictured above right) for budding Sixth Form doctors which enhances the vast range of in-school and off-site opportunities. Booster classes and revision sessions are offered to students at Key Stage 4. Students enjoy their involvement in these additional opportunities. Parents/carers are supportive and are kept informed of all aspects of their child's life at school through various means, including the school website, social media accounts on Facebook and Twitter, monthly newsletters, and the Annual Review published in October. The Student Planner records all homework set and is also a means of communicating positive comments, commendations and important dates.







THE PERSON

Having the highest quality staff (teaching and support) is the key to being a successful school. It is our intention to only appoint staff who will enhance the school, thereby ensuring that our students have the best possible chance of achieving their potential. We will only appoint teachers who have the potential to secure consistently "good", or, preferably, "outstanding" outcomes for students.

This means that the appointed person will:

- Have DfE qualified teacher status
- Possess a good degree or a relevant professional qualification, **and** have strong GCSE and A level qualifications or equivalent qualifications
- Have successful experience within the 11-18 sector, including during teacher training
- Have strong communication skills, including written and spoken fluency and accuracy in English, as well as having a good understanding and competence in ICT
- Be able to develop highly productive working relationships with students, parents and carers and colleagues, governors and other professionals
- Possess good organisational skills
- Have an energy and enthusiasm for the education of young people, and a commitment to achieving high standards
- Be committed to inclusive education, to student learning, and to raising achievement for each and every student
- Be willing to participate in extra-curricular and enrichment activities in the chosen subject area
- Have a high degree of professionalism, which is modelled on a daily basis in the workplace and when representing the school.



"The strong commitment of staff to meet the needs of pupils is evident."

- Ofsted 2017

THE ROLE

STAFF BENEFITS

All staff at Isleworth & Syon School benefit from:

- Dynamic, innovative and supportive colleagues with “outstanding” student behaviour.
- A school ethos which encourages and insists on students being polite and courteous.
- A supportive PTA and parent body, and a high quality body of governors, several of whom work in education.
- A full and bespoke induction programme.
- An on-going professional development programme with an individual CPD allowance.
- A highly-subsidised MA in Education delivered by St. Mary’s University, Twickenham
- Involvement in national staff development programmes.
- The opportunity to work with a range of leading external partnerships.
- Being part of a Leading Edge School
- Membership of the International Boys’ Schools Coalition.
- A founding and partner school in the Challenge Partnership.
- A supportive consortium of local secondary schools which facilitates co-educational teaching and learning.
- Working within a highly effective Education Improvement Partnership.
- State of the art touchscreen classroom technology and a laptop.
- Free annual flu-jab.
- A subsidised ‘Cycle to Work’ scheme.
- A chef-led canteen service.
- Staff sports sessions and a staff badminton club.
- The Isleworthians Association (the former students’ network).
- Excellent transport links to the West End and Heathrow.
- Working in a conservation area in Osterley, West London with both Osterley Park and Syon Park within walking distance.







APPLYING





HOW TO APPLY

You must submit either the 'Quick Apply' form from the TES site or our 'Teaching Staff' application form, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

> *"[Pupils] say that school staff encourage them to be friendly and to show respect towards each other."*
>
> - Ofsted 2017

SENDING YOUR APPLICATION

Please address your application to the Headteacher, Mr Euan Ferguson. You may submit applications by e-mail to school@isleworthsyon.org (with a subject line of **'Job Application: Maths Teacher'**), via the 'Quick Apply' progress through TES, or by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ. Applications must be received by **09:00 on Monday 19 November**. Early application is encouraged, as we will undertake selection processes on receipt of completed forms. A selection process will be held shortly after the vacancy has closed.

Rehabilitation of Offenders Act 1974 (Exceptions)
Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities
The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

THE SCHOOL

LOCATION AND POPULATION



The school is situated in Isleworth, just off the Great West Road. Excellent transport links and the proximity to Osterley, Brentford, Chiswick and Hounslow result in a truly comprehensive and richly diverse intake of students. The school buildings date from the 1930s and are built in an Art Deco style. Isleworth Grammar School and Syon Secondary Modern School amalgamated to form the current school in 1979.

We are over-subscribed with first-choice applications for the 180 Year 7 places. This has been the case for many years. However, in the past few years this level of oversubscription has increased, much of which arises from neighbouring authorities. Our reputation for providing high-quality education for boys is becoming known well beyond our usual boundaries.

We are proud of the achievements of our students. Whilst league tables do not allow our boys to be fairly compared with boys in mixed settings, we know that our students continually out-perform their counterparts in mixed schools. Our most able students achieve as well as or better than students in any educational setting, and sixth formers regularly gain places at Oxbridge, and other top educational institutions around the world.

Our GCSE results this summer improved to record levels, with a 100% pass rate and a Progress 8 score of +0.30, 0.53 above boys' national results. At Advanced level, our results had 35% of all grades at A*/A or equivalent. Whatever one's views about single-sex education, we know that our school allows our boys to flourish and develop in an environment that supports them. Girls are welcome in our sixth form, and they too perform extremely well, and enjoy their time with us.

HISTORY AND TRADITION



The school's history can be traced back to 1630 and it has experienced many stages of development in that time. We take pride in our history and continue with many of the established traditions.

School uniform is a strong feature, with hairstyles conventional, school rules well-known and implemented, and poor behaviour not tolerated. Staff are also expected to dress in a manner that befits their professional status. Courtesy and respect are attributes that are encouraged and valued.

The awards that students can access include 'colours flashes' and 'colours ties', which are awarded for academic, artistic and sporting achievement, as well as for progress and contributions to the school or community. It is our view that the insistence on traditional values and the blending with innovative practice are the key reasons for our popularity. Our drive is to be 'outstanding in every respect', and this mantra is used on a daily basis in school.

Currently we are planning to expand the school to take an additional two forms of entry from September 2019 due to the fact that, since 1979, the school has never been stronger than it is today.

THE SCHOOL

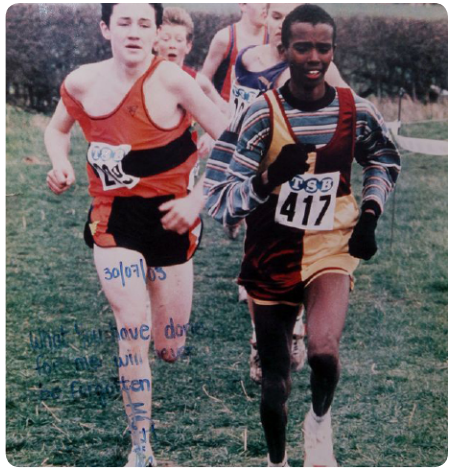


ACADEMY

In March 2012, we successfully converted to being an Academy, and we have ensured that we maintain our foundation of governors and our philosophy of working in partnership with others.

Ofsted and the Youth Sport Trust know of no other state school in the south of England that maintains a full Saturday morning programme of sport. We continue to run the School Sport Co-ordinator Programme, under the 'Sport Impact' banner, the most successful partnership in the country. Double Olympic Champion Mo Farah (pictured right) attended our Sixth Form prior to taking up a place at St. Mary's University College, and he maintains a close link with the school as patron of 'Sport Impact' In December 2005, we were the inaugural winners of the 'Sports College of the Year' Award.

We match our sporting success with outstanding provision throughout many other areas of the school. The arts are extremely important to us, and we maintain exceptional provision in art, drama and music. Many of our students have gone on to have successful careers in the arts.



THE STAFF

The teaching staff and support staff at Isleworth & Syon are thoroughly professional, with their hard work and expertise ensuring the success of our students. An enormous amount of work has gone into developing a comprehensive induction process for new staff, as well as professional development opportunities for all staff. We are committed to an extensive CPD programme through our involvement in national programmes, our own inset programme, and through our links with Initial Teacher Training establishments (Brunel, Middlesex, Roehampton and St Mary's universities, along with the Institute of Education and King's College London) We also work with trainee teachers who join us from Teach First, School Direct and the new Researchers in Schools programme. We have a partnership with St Mary's University College to offer a very heavily subsidised MA in Education. Leadership is strong throughout the school, and staff are positively encouraged to develop further their own expertise.

Our expectation is that teaching across the school is outstanding. This results from all staff working hard at their own teaching and striving for excellent outcomes for every student. It is also important that our teaching staff commit to being self-reflective, to the sharing of good practice, and to working well in a subject or faculty team.





THE SCHOOL







CURRICULUM

We offer a Key Stage 3 curriculum that places an emphasis on ensuring that students make rapid progress, especially if extra literacy and numeracy is required. The curriculum is traditional with an accelerated Key Stage 3 curriculum which has been in place since September 2015, to ensure the best possible progress at Key Stage 4.

At Key Stage 4, we work hard to provide breadth and balance for all students. The large majority follow a highly traditional academic pathway but we continue to deliver and evaluate vocational options to ensure we meet the personalised learning requirements of our students.

Our Sixth Form has grown over the last few years and is strengthened by the close links with local schools, with whom we work in a very productive and supportive partnership. We are able to offer a very broad range of subjects in the Sixth Form and have also developed outstanding vocational options to meet the demands of our students. Girls join us in the Sixth Form, either from consortium schools or as new students to the school. The Sixth Form is an excellent area of the school and many students continue their education at university, college, apprenticeships or for some straight to employment.

"Pupils, parents and staff are supportive of the school's mission in the community. The school is a popular choice for families."

- Ofsted 2017

THE SCHOOL

EXTRA-CURRICULAR ACTIVITIES

Opportunities for students, both within the curriculum and as extra-curricular activities, are a major feature of life at school and intrinsic to our values.

Ofsted have consistently noted how the extensive range of additional opportunities afforded to the students has a significant impact on the school's ethos, the learning of our students, and relationships throughout the school. Staff take the initiative with such activities, to the benefit of many students.

We enjoy a strong and growing tradition of music and drama in the school. The annual school production has included performances as diverse as 'Fantastic Mr Fox', 'Romeo and Juliet', 'The Government Inspector', 'Great Expectations', 'It's a Wonderful Life!', 'Macbeth' and 'Private Peaceful' (pictured left below).

The quality of artwork around the school is outstanding, and some of our students' work has appeared on permanent display in Kew Gardens.

The school is a Centre of Excellence for Badminton and we run the Duke of Edinburgh's Award Scheme at all three levels, including being the only local school running our own Gold expeditions.

The House System is a source of great strength and provides a range of competitive and charitable activities.







PASTORAL CARE

The pastoral system is a strength of the school and is led by the Senior Deputy Headteacher and supported by two Assistant Headteachers. Systems are designed to ensure that students are fully aware of the expectations on them, of the support available to them, and of the range of sanctions and rewards used, as we endeavour to ensure that all our students become mature, considerate and confident young men (and young women in the Sixth Form).

Three Pastoral Leaders take responsibility for Years 7 & 8, Years 9 & 10 and Year 11, and each is supported by year teams of tutors. In addition, there is a House System, with four House Leaders working vertically across the school to provide pastoral support and a wide range of additional opportunities for students.

Behaviour management systems are supportive of students and have a strong emphasis on ensuring that our students become 'the best that they can be'.

Relationships within the school are excellent and this ensures that the school is a very pleasant place in which to work.

> *"The school is a safe and ordered environment. Pupils continue to behave very well in lessons and during unstructured times."*
>
> - Ofsted 2017

THE FUTURE

We are committed to an ongoing and intensive programme of school improvement in order to ensure that our students, and those in our partner schools, have access to outstanding educational provision, from our Gifted and Talented students, who have their own enrichment and mentoring programmes, to the students who require additional support at school.

We are one of the original members of the 'Challenge Partnership', a group of schools working nationally to improve education across the country. We are also a Leading Edge school and a member of the International Boys Schools' Coalition, both groups of high-performing boys' schools nationally and around the world. This affiliation allows us to share experiences and learn from UK and international colleagues to improve the educational successes of boys.

> *"Pupils enjoy learning and feel suitably challenged by their teachers; staff are proud of the work they do."*
>
> - Ofsted 2017

Our improvements are focused on ambitious outcomes for students, a rigorous focus on high-quality teaching, ensuring leadership and management throughout the school is outstanding, and underpinning this with a 'no excuses' culture when it comes to student behaviour.

We are a technology-rich environment, within which all members of the community have the opportunity to develop high levels of capability, confidence and competence in the integrated use and application of ICT. Every classroom is networked and all have interactive facilities in place. Self-evaluation is the key to fulfilling our improvement agenda.

School reviews consistently note how well we were aware of our own strengths and weaknesses. At our most recent visit (February 2017), Ofsted reported that "leaders are ambitious and have set robust targets to drive improvements."

Over the next five years, we intend to maintain and build on our existing strengths, setting ever more aspirational targets to ensure that our staff enjoy their work and our students achieve academic excellence, whilst developing into mature, considerate and confident young men.





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