GLADESMORE COMMUNITY SCHOOL

The Queen's Award

Teacher of Science

Crowland Road Tottenham London N15 6EB
admin@gladesmore.com
www.gladesmore.com
Telephone: 0208 8000884

Letter from the Headteacher

Dear Prospective Candidate

Many thanks for considering the post we have available at Gladesmore Community School. I hope that, having looked at the information available, if you think the post might be suitable you will decide to make an application.

We have tried to provide information so that, in a short time, you can gain a useful picture of the school and some idea of what it will mean to become a member of our staff. If you have enquiries regarding this post please contact Mrs Naidoo, Personnel Manager, and we will endeavour to answer your questions.

Gladesmore is an outstanding school with an excellent learning environment. We look to appoint staff who are ambitious for our children and are committed to promoting their life chances.

The staff are highly skilled and are also very positive and cheerful. We value these qualities highly.

If you would like to join our exciting enterprise you will need energy and a commitment to the principle of equality of opportunity.

I look forward to hearing from you.

Yours sincerely

Tony Hartney CBE
Headteacher



Advert



Teacher of Science

Inner London allowance

We are looking for a teacher to join our amazing Science team. This is a great opportunity for an enthusiastic teacher wanting to make a difference and grow professionally.

Gladesmore is a very friendly place to work with a rich ethnic and linguistically diverse staff and student community. The ethos is inspiring and positive. In three successive Ofsted inspections the school has been judged to be outstanding in every category and exemplary in these.

Please see the school website for the application pack or contact the school for further details

Closing Date: Wednesday, 18th April 2018

An Introduction to the Science Faculty

The Science Faculty at Gladesmore Community School is an enthusiastic and incredibly successful team. Staff work extremely well with each other, teaching is strong in the faculty and there is lively involvement of pupils. Pupils enjoy Science and achieve exceptionally well.

We are seeking a Science specialist to continue the trend of excellent development and impressive GCSE results seen over recent years. The post is ideally suited to a teacher wanting to work in harmony with the team and grow professionally with willingness to work hard and be fully committed to making a difference to children's futures.

Groups are taught in ability sets. At Key Stage 3 pupils have two hours in Year 7 and three hours of Science a week in Years 8 and 9. At Key Stage 4 pupils follow single, double or triple science courses. The progress made by pupils is impressive. Pupils taking double or triple science have six hours per week.

There is an excellent atmosphere in the Science Faculty. Sharing of good practice is seen as the norm and staff have excellent opportunities for sharing best practice. The accommodation and resources are outstanding and include interactive whiteboards in all classrooms.

The Science Faculty offers a skills driven curriculum that encourages independent learning and cooperative relationships. The team adopts new and innovative learning and teaching strategies, and as a result, schemes of work are updated and refined. The faculty has cohesive, well thought through systems in place to get the best out of the pupils.

We are looking to appoint a teacher eager to enthuse the children to learn and succeed science. The position presents a superb opportunity. Applicants will be given ample opportunity to see the school in action at interview and will have good opportunities to speak with staff and pupils and get a flavour of what the school and the Science Faculty is like.

Candidate Specification
Teacher of Science

Person Specification

Education and Training
- Knowledge of National Curriculum and assessment as it relates to subject.
- Relevant training and CPD
- Qualified teacher status (or overseas qualified teacher committed to gain QTS)

Experience
- Relevant successful teaching experience of subject or school-based beginner teacher experience.

Skills and Attributes
- Excellent empathy and rapport with pupils in an inner-city context
- Excellent verbal and written communication
- Able to promote high expectations
- Belief, commitment and ability to inspire and implement actions to foster the achievement of all pupils.
- Excellent pupil discipline skills
- Excellent organisation skills
- Ability to inspire pupils and staff
- Able to work well as part of a team.
- Ability to identify pupil needs, devise strategies and evaluate their effectiveness.
- Flexible, self-motivating and able to act on own initiative.
- Ability to contribute to the planning and evaluation of learning activities.
- Ability to plan and deliver teaching programmes.
- Good working knowledge of procedures for identifying and meeting the needs of pupils.

Other Requirements
- A commitment to equal opportunities and an understanding of this
- A willingness to participate in extra-curricular activities.
- Excellent attendance and punctuality
- Ability to represent the school well to parents and the community
- The ability to earn credibility through the discharge of role.
- Willingness to be a co- form tutor and participate in the pastoral life of the school.
- Ability to effectively support staff well-being and promote high morale.

Teacher of Science

SUBJECT TEACHER

The appointment 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 will be reviewed periodically.

Responsibilities of all teachers

General outline of duties	Specific requirements
PLANNING, TEACHING AND PUPIL MANAGEMENT	
• Teach subject across the age and ability range;	• Teach lessons and provide additional support as may be needed to enable pupils' to make sustained progress in line with national expectations (two sub-levels each year)
• Identify clear teaching objectives, plan delivery, progression and assessments;	• Take account of pupils' needs by providing structured learning opportunities • Deliver schemes of work and examination syllabuses • Prepare pupils for internal assessments and examination course requirements
• Set tasks which challenge pupils and ensure high levels of interest;	• Prepare and use appropriate teaching methods to ensure that all pupils are enabled to learn and make good progress according to their aptitude and ability. • Identify and provide for the needs of pupils with SEN and able, gifted and talented;
• Maintain high academic expectations of pupils;	• Set clear targets, building on prior attainment; • Make effective use of assessment for learning;
• Ensure effective teaching and best use of available time;	• Provide clear structures for lessons, maintaining pace, motivation and challenge • Evaluate own teaching critically to improve impact and effectiveness
• Ensure excellent discipline in maintained;	• Establish excellent lesson routines and promote self discipline; • Implement strategies to promote good behaviour including effective use of praise, issue of rewards and sanctions as appropriate
• Effectively use a variety of teaching methods to enable pupils to acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;	• Encourage pupils to think and talk about their learning, to listen attentively, develop self-control and independence, concentration and perseverance; • Using ICT to advance learning • Develop pupils skills in literacy and numeracy; • Promote enjoyment in learning
• Develop teaching and learning materials;	• Participate in the development of schemes of work; • Develop and share curriculum resources.

• Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;	• Evaluate learning materials and methods to improve impact
• Assess and record pupils' progress systematically; keeping records to check that work is understood and completed; monitoring strengths and weaknesses to inform planning and recognising the level at which a pupil is achieving;	• Mark and monitor pupils' work and the acquisition of skills • set learning targets to foster pupils' progress; • Maintain adequate records • Prepare and present informative Progress Reports to parents/carers
• Manage other adults in the classroom.	• Plan for, and make best use of, teaching assistants and success ambassadors to support learning
• Maintain a well organised, orderly and stimulating learning environment.	• Report any repairs to equipment or health & safety concerns • Safeguard equipment and facilities
• Contribute to, and promote, extra-curricular activities.	
• Participate in cross-curricular developments relevant to the curriculum area.	
• Act as form tutor and participate actively in year group activities	
OTHER PROFESSIONAL REQUIREMENTS	
• Maintain a working knowledge of teachers' professional duties and legal liabilities e.g. child protection, equal opportunities, professional conduct	• Carry out the duties of a teacher as outlined in the most recent National Standards for teachers
• Operate at all times within the stated policies and practices of the school;	• Ensure work is planned to take full account of school and departmental policies and programmes of study.
• Establish effective working relationships with colleagues and set a good example in the fulfilment of the role;	• Support colleagues and promote positive professional relationships to foster a helpful, collegial, happy, working environment • Represent the school in a professional manner in all dealings with parents/carers, pupils and other agencies as may be required.
• To actively promote the Gladesmore Ethos and the REACH values (Respect, Enthusiasm, Attitude, Cooperation & Hardwork)	• Endeavour to give every child the opportunity to reach their potential, to help them meet high expectations and positively support all round development • Promote the five outcomes of The Children Act: staying safe; being healthy; enjoying and achieving; making a positive contribution; able to attain economic well being
• Actively assist with the general smooth running of the school,	• Participate in meetings and management systems necessary for the operation and management of the school; • Actively assist with the conduct of meetings, preparation of materials, presentations or note taking, • Undertake an active role in general areas of the school to support the promotion of a calm, purposeful school climate

	• Undertake supervision duties at break, before and after school
• Take responsibility for own professional development in relation to subject area, school policies and practices;	• Participate in appropriate CPD/Professional Development.
• To represent the school in a positive manner and liaise effectively with parents/carers, governors and others as relevant;	
• To undertake any duties as may be reasonably expected. • Postholders may deal with sensitive material and should maintain confidentiality in all school-related matters. • The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. • This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment. • The duties may be varied to meet the changing demands of the school at the reasonable discretion of line manager/headteacher.	

Details of selection process

Application deadline

Completed application form and DBS declaration must be received by deadline in the advert.

Applications may be submitted to:

Email documents to: admin@gladesmore.com

Post or hand deliver documents to:
Gladesmore Community School, Crowland Road, Tottenham, London, N15 6EB

Fax documents to: 0208 809 8500

Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a supporting statement addressing the job requirements.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

The posts will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection this will include an enhanced DBS check.

Feedback

Please note that we do not confirm receipt of applications.

Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

Our School

Our Motto

Dream it, REACH for it, Achieve it!

Our Vision

To provide an outstanding all round education where our students make impressive progress in a positive, friendly, family community atmosphere.

Our REACH values

Respect, Enthusiasm, Attitude, Cooperation and Hardwork

School Website

Gladesmore Community School website can be found at www.gladesmore.com

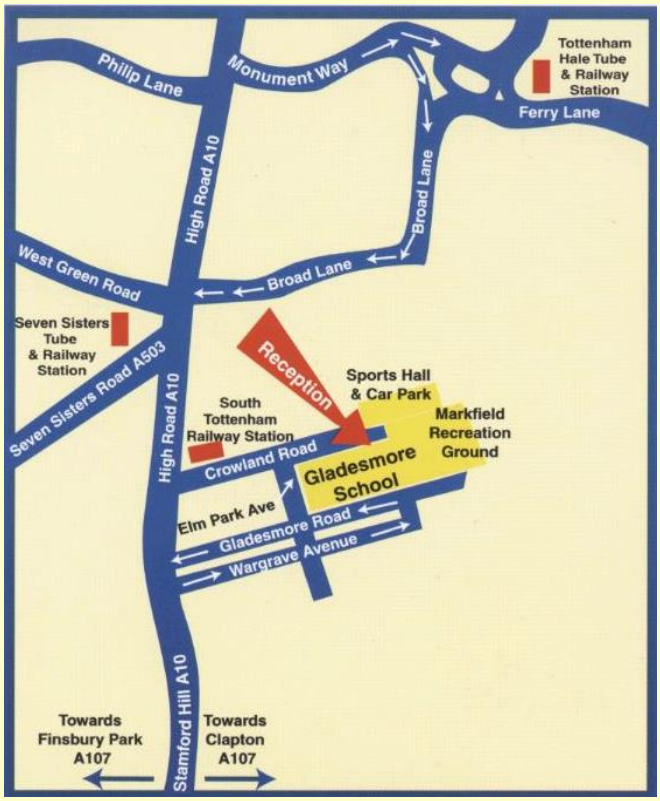
Ofsted Report

For the latest reports on Gladesmore Community School, please click here.

Haringey

Further Information about Haringey borough is available at www.haringey.gov.uk

School Location Map



Information about the School

See school website for further information: www.gladesmore.com

Gladesmore Community School is a mixed 11-16 comprehensive school situated in the urban area of South Tottenham, London, bordering the edge of Stamford Hill and adjacent to Markfield Park which backs onto the River Lea. Seven Sisters Tube Station, Tottenham Hale tube, bus and train terminus and South Tottenham Railway Station are all within a short walking distance.

School Population

The school has nine forms of entry. It has an impressive reputation locally and has the highest number of first choices of all the Haringey schools. It is oversubscribed in every year group with a roll over 1250. Numerous staff chose to send their children to Gladesmore.

We have a wide diversity of ethnic, linguistic and religious backgrounds in the school and this provides a tremendously rich culture. We delight in the fact that there are over 55 languages spoken by pupils. Our largest ethnic groups are of African, Caribbean or Turkish heritage.

As a comprehensive school our intake consists of a broad ability range including children with special educational needs and very able, gifted and talented pupils.

The school serves an economically disadvantaged community. Over 60% of our pupils are eligible for free school meals. There is a vibrant, positive family atmosphere in the school, pupils make remarkable all round progress and there is a culture of each year group out performing all previous records.

The pupils are a delight to work with and are highly appreciative of the efforts made on their behalf by the staff. Our children really enjoy school and are proud to be part of the Gladesmore family; attendance for instance, is the best in the region and has risen well above the national average to over 96%.

Staffing

Although the school has some excellent facilities its greatest asset are the staff. We have a superb staff team that create a warm, cheerful atmosphere and forge an effective climate for learning. Colleagues express that working at Gladesmore is stimulating and inspiring. Morale is excellent and we actively promote the strong ethos of mutual support. Visitors invariably comment favourably about this. We go out of our way to ensure that staff are happy in their work.

Our recruitment programme targets teachers and support staff not just for their subject knowledge, we particularly seek out people who really care about the progress of children and are deeply committed to making a difference to our community. Gladesmore staff are characterised by their friendly, cheerful and positive outlook. We value these characteristics highly.

Once appointed, we expect that all staff will continue with an appropriate programme of professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, morale is high and there is strong recognition that all play an important role to enable our school to succeed and operate harmoniously.

The staff is highly diverse and this reflects the pupil population. We are proud that our rich diversity of staffing is well balanced throughout the organisation at all levels of seniority. Applicants from black and ethnic minorities are encouraged. Staff work hard both in the classroom and in developing activities outside the curriculum. Because people enjoy working at the school the turnover of staff is very low. Opportunities for professional development and growth is impressive; subsequently numerous staff have gained a series of promotions within the school. Those who leave tend to do so for promotion or retirement.

The exceptional care for the individual, together with the high quality of teaching means that, although Gladesmore is a large school, it is also very friendly and supportive. Colleagues particularly appreciate this. We are highly committed to staff well-being and run numerous activities and have very well established support structures in place to ensure that staff feel supported and as individuals. Staff turn-over is exceptionally low and morale is unusually high. Staff work hard and enjoy a positive climate at work that is extremely rare.

We also have a nursery provision for the children of staff. Located in the outstanding rated Crowland Primary School on the same site, accommodates children from 6months of age.

Achievement

Our aim is to continue to raise all round achievement and expectations through effective learning and teaching.

KS4 Results Historic	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
5+A*C Eng & Maths	4	6	14	21	29	28	34	39	38	42	46	41	54	54	63	65	47	63	66
EBACC													3	7	19	24	28	33	36
9-4 Eng & Maths																		63	68
Progress 8																		+0.3	+0.5

We offer an innovative range of programmes and strategies to provide pathways enabling children to reach their potential. As a result rates of progress are astonishing. Our progress scores place us in the top band of schools nationally. All subject areas are very strong. Comparative statistics also show that the achievement of SEND, EAL, black and minority ethnic groups are all outstanding. But we intend to improve further.

Curriculum and Assessment

We have taken bold decisions when planning the curriculum and as a result, the offer caters appropriately for the needs of our pupils. They have clear pathways which can lead to their success. Much smaller group work takes place to support children who need extra help with their learning.

We have a very simple but rigorous system of monitoring pupil progress which enables us to issue reports to parents/carers and pupils every half-term.

In recent years we have obtained numerous awards, examples include, the ICT Mark; Investor In People, Gifted & Talented School, Peace Prize, ArtsMark Gold; SportsMark Award; International Schools Award; Healthy Schools accreditation; CISCO award; and, Mathematics and Computing specialist status. We also have strong international links and frequently work with schools overseas. Our success has given Gladesmore a strong profile.

Leadership
New staff are surprised by many things at Gladesmore but particularly noteworthy are the high profile presence of senior staff around school, the positive ethos plus the care and top quality support we have for children.

There is a very clear and simple vision for the school and the Gladesmore Ethos Statement is articulated through the simple term REACH, which promotes our key values and stands for: **R**espect; **E**nthusiasm; **A**ttitude; **C**ooperation; and, **H**ardwork. REACH to be a Star!
Our school motto was written and selected by pupils: **Dream it, REACH for it, Achieve it.**

We have simple but ambitious Goals for the school. All subject, intervention and year teams draw up their own development plans to focus on continued improvement. All staff are encouraged to help shape our development and pupils make a significant contribution to this as well.

Consecutive OFSTED inspections in 2008/9, 200910 and 2013/14 inspection teams have judged Gladesmore to be an 'outstanding school'. The school gained outstanding grades in every aspect and within these deemed to be exemplary. It is very rare that a school gains such an accolade. HMI's explained that they had never been more impressed by what they had seen. Gladesmore has been recognised by the DFE as a Flagship School.

Nevertheless, we believe there is still much we can improve; we are fully committed to self-evaluation and continuously look at what we can do to improve. We want to be exceptional. There are numerous opportunities and procedures designed for us all to share good practice and learn from each other. Whilst the school is doing very well there is more for us to learn and aspire to. For instance, we have a strong need to accelerate children's improvement in reading.

Premises
The buildings are substantially built and house classrooms and corridors of good size. We have gradually been able to improve the buildings and facilities to an outstanding standard. Each subject area has specialist accommodation. Classrooms are spacious being well above standard size and all have interactive whiteboards. Faculty areas have a dedicated ICT suite plus an office base with a sink and adjacent toilet.

The pupils, staff and parents are proud of the school. We enjoy a happy, cheerful atmosphere and we have positive links with the community. We are frequently congratulated by visitors on the friendliness of the children and staff, the quality of display, the calm atmosphere and the absence of vandalism and graffiti.

Extra Curricular and Community Activities
We have an impressive Saturday and Summer School called Shine@Gladesmore. Year 7 pupils together with Year 4, 5 and 6 pupils from Crowland Primary School participate in a comprehensive programme. Older pupils attend Mathematics, English, French, Spanish, Mandarin, Computing and/or Music sessions.

Pupils have access to a wide range of activities at lunchtime and after school. We have a strong sporting tradition and large numbers of pupils are involved in the many clubs and teams which operate. We enrich children's experience through lively school assemblies and productions. All subject areas are outstanding and run well attended after school clubs and revision classes. We have a wide array of mentoring and guidance schemes and run a programme for gifted and talented pupils.

We have strong partnership with our feeder schools and are neighbours with Crowland Primary School. A number of our staff have children there including in the nursery.

We are genuinely a community school and find our parents/carers are supportive and appreciative.

In Conclusion

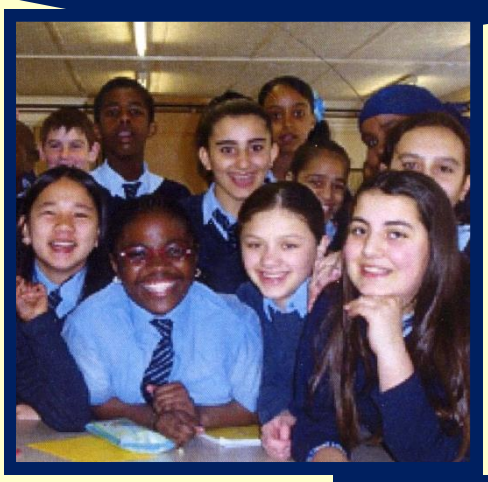
Gladesmore is a welcoming, warm and friendly school. Staff are highly committed and work together to meet the needs of pupils. Essentially, we shape Gladesmore into be the kind of school we'd be thrilled to send our own children to. The school is optimistic and forward looking. We enjoy a happy working atmosphere and consider the all round development of children to be as important as examination results. We are proud of our achievements but not complacent.

In 2011, HM Queen Elizabeth II awarded Gladesmore with the ***Royal Crest.*** It is the top national award for organisations and very rare for a school to gain this accolade. Although we are proud of our achievements, we believe there are many more rungs to climb up the ladder. We have goals for the school that defy usual expectations and we have a staff team who are determined to help our children to excel.

Working in a school is hard work, but at Gladesmore it is also rewarding and provides a range of exciting opportunities. If you feel that you have the necessary skills and commitment to work at Gladesmore and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Tony Hartney CBE
Headteacher









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