GREENWICH FREE SCHOOL

Teacher of Science

Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Teacher of Science, together with details of the school's vision and ethos and our aspirations.

GFS is a new, ambitious school model based on what we know excellent schools do. Joining the school team is a superb opportunity for an ambitious and motivated teacher who wants to make a lasting difference to the communities they serve.

At GFS we believe in the centrality of subject disciplines to school life. We do not blend or merge subjects and we invest a lot in staff training and development. We invest heavily in the Sciences; dedicating 4 hours a week to Science for every student from Year 7 and 6 hours minimum from Year 10. We expect at least 50% of our GCSE cohort each year to elect to study Triple Science and don't dumb down the subject.

Alongside working in a school that values the importance of Science as an academic discipline you will also receive high-quality weekly training and have access to world-class development opportunities through our partnerships with a wide range of schools and universities. You will work with a strong Head of Department who will provide you with guidance and advice and you will receive weekly coaching and feedback to help progress your career.

What makes us unique:

- We put high-quality teaching at the heart of what we do.
- We don't grade individual lessons or ask for lesson plans.
- We are developing a sophisticated model of Multiple Choice Questions and low-stakes tests to enable us to move away from written comments in books.
- We run a reduced loading for teaching staff, giving them the space they need to plan, mark, assess and learn.
- We have 60mins of staff training every week and run weekly coaching for every member of staff
- We have a very clear staff progression model, ensuring you receive the support and experiences you need to achieve your ambitions
- We have highly structured intervention processes ensuring no child is left behind yet ensuring they receive a broad and balanced curriculum offer
- We do not remove students from one subject to get extra tuition in another subject - all subjects are equally valuable at GFS.

- We have relationships with some of the best schools in the country, ensuring staff can develop strong external links with expert practitioners
- We have a very strong behaviour code ensuring no lesson time is wasted.

This role represents a unique opportunity to join a still newly formed school with the highest expectations for pupils and staff, and to help shape the school's continued growth as we move towards our first GCSE results in 2017.

If after reading the enclosed information you would like to apply, please complete the application form and enclose a supporting statement no longer than **two sides of A4 paper**, setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job.

The application form can be found online at http://www.greenwichfreeschool.co.uk/Current-Vacancies and return both the form and the personal statement via e-mail to Victoria Hemmings at vhemmings@greenwichfreeschool.co.uk by **Monday 20th March 2017.**

Interviews and assessment will take place during w/c Monday 20th March 2017. If you have any queries please contact Victoria Hemmings on 020 8319 3692. If you would like to speak with me directly, please call on the number above. Visits to the school are welcome and please contact Victoria to arrange.

I look forward to receiving your application.



Oli Knight

Headteacher

GREENWICH FREE SCHOOL

Teacher of Science - Job description.

Job Title: Teacher of Science
Reports to: Head of Science
Responsible for: Delivering the highest quality learning experiences to pupils in the Science Department
Start date: April 2017
Salary: Main Scale (Inner London) + potential TLR + Performance Bonus
Disclosure level: Enhanced
Roles included: Classroom teacher, Form tutor.

Job purpose:
To take a lead role in building the Greenwich Free School into a great school by believing in the centrality of subject disciplines to school life, committing to professional development and acting on feedback, and promoting a love of Science to every pupil at GFS.

Objectives:

1. To deliver clearly sequenced lessons to pupils to enable them to develop their knowledge and understanding of Science as a disciplinary subject.
2. To support the development of an exciting, engaging, challenging and accessible Science curriculum for each year group that supports pupils to develop a clear understanding of the subject at a conceptual level.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
5. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each pupil in the tutor group and strive to become a true mentor to every pupil.
6. To epitomise the vision and values of the Greenwich Free School and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality, stimulating, engaging and challenging sequences of lessons enable effective learning, whilst covering an appropriate range and depth of subject knowledge and taking into account the level of challenge and support required by each individual pupil. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
2. Facilitate a learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to work.
3. Prepare and present pupils for any internal or public examinations, as directed, in a manner that enables each pupil to achieve his or her potential.
4. Maintain high expectations of your pupils and set them challenging but achievable targets.
5. Understand your responsibilities for pupils with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
6. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
2. Provide developmental oral and written feedback to help pupils reflect upon and improve their work.
3. Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
4. Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
5. Maintain regular records of pupils' attainment and progress.
6. Prepare and present informative written and verbal reports on pupils' progress to parents in line with GFS policies.
7. Attend parents' evenings and Open Evenings as required.
8. Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
9. Liaise with external agencies about individual pupils as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.

3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school's behaviour policy.
4. Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the School's Health and Safety policies
11. Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
12. To be accountable, along with *every* other member of staff, for ensuring that your actions contribute to the following:
    1. **Aspiration:** GFS will support and challenge pupils to aim high and fulfil those ambitions because we believe every pupil can succeed.
    2. **Excitement:** GFS will create an exciting school environment that will engage pupils with learning.
    3. **Challenge:** GFS will provide a stretching and challenging curriculum that will interest pupils and provide them with the skills and knowledge needed to make a valuable contribution to society.
    4. **Expertise:** GFS will provide excellent teaching that will help pupils learn in a way that helps each one of them progress.
    5. **Enrichment:** GFS will provide a rich and varied enrichment programme to help each pupil develop as a rounded, skilled individual and give him or her opportunities to develop passions.
    6. **Community:** GFS will create a community of which its pupils feel a part – that they care about, and that cares about them.
    7. **Discipline:** GFS will provide a calm, secure and stimulating environment of which pupils can be proud.
    8. **Leadership:** GFS will provide opportunities for pupils to lead and work as part of a team.

13. Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the

final page of this document.

14. Any other duties as required by the Headteacher commensurate with the post.

H FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement GFS's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
8. Make specialist staff (SENCO, SDO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the school.
11. Keep the form register and monitor patterns of pupil attendance/ absence.

I NOTES

1. All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Working at a middle leadership level or supporting a Middle Leader implement change.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.

- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
    - the ability to delegate
    - the use of effective time management
    - the ability to prioritise
- Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking
- An educational vision aligned with the school's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skilful management and maintenance of working relationships with parents and other stakeholders.
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.

- **This post is subject to an enhanced DBS disclosure.**
- **The post holder must be committed to safeguarding the welfare of children.**