



# Brinsworth Academy Teacher of Science

Part of

**LEAP**

Multi Academy Trust



A young boy with short brown hair and glasses is smiling slightly, looking off-camera to the left. He is wearing a grey school blazer over a white shirt, a blue and white striped tie, and a grey V-neck sweater. On the left breast pocket of his blazer is a circular crest with the text 'ACHIEVING' at the top, 'BRINSWORTH' in the middle, 'ACADEMY' at the bottom, and 'EXCELLENCE' at the very bottom. The background is a blurred blue and white pattern. A large yellow diagonal shape is in the top-left corner.

*Creating a  
culture of  
success and a  
love of learning  
to achieve  
excellence.*

## Post Title: Teacher of Science (MPS)

This is an exciting opportunity for an enthusiastic, driven and well-qualified teacher of Science to join this successful department. The post would be suitable for NQTs, whilst applications from experienced colleagues are also welcome.

For the right candidate we would be willing to consider a TLR role within the department.

The post is a full time permanent post with a start date of September 2018.

The closing date for applications is Wednesday 23rd May, 3pm.

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### The Science Department

The Science department is an extremely welcoming and highly successful faculty, being consistently amongst the highest achieving areas of the school at both KS4 and KS5. We pride ourselves on the high quality of our teaching on a lesson by lesson basis and the individualised provision each student receives in order to give them every opportunity to reach their full potential. Within the department we have created a supportive environment in which all staff are encouraged to develop professionally, with many staff in recent years moving into leadership roles as their careers have progressed. The team currently consists of 16 teaching staff and is supported by a team of 3 full time laboratory technicians and an HLTA. The department is led jointly by Chris Naylor and Pete Sturdey, who work alongside 3 additional TLR holders and a lead practitioner to provide a clear structure upon which the successful achievement of students and development of staff is based.

At KS3 we follow an internally developed program of study, which focusses on the acquisition of scientific skills and provides the foundations in the subject that students require to achieve later examination success. At KS4 students are given the option to take Triple Science, with nearly half of our students in our current GCSE cohorts deciding to take the AQA Biology, Chemistry and Physics courses. We are extremely proud of this level of uptake, which reflects both the quality of our provision and ethos we have to open up Science qualifications to students of all abilities. The remainder of our GCSE cohorts take the AQA Trilogy course.

Within the school sixth form a large percentage of the students take at least one Science at 'A' level. We offer four A level courses (Biology, Chemistry, Physics and Applied Science) and have seen levels of uptake for each course continue to rise in recent years whilst the levels of attainment continue to be amongst the highest in the school. Outside our timetabled lessons we continue to offer opportunities to our students, and those from our feeder primary schools, which enrich their experience of the field of Science. Alongside a variety STEM based activities from external providers within school we take students to events at local universities and workplaces, as well as facilitating enrichment days for KS2 students at Brinsworth Academy.

The school teacher's pay and conditions document sets out the statutory responsibilities of all staff. This job description complements that document and provides the specific context for the post. The post-holder will be expected to undertake duties in line with the teachers' standards.

# Job Description

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

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## Planning, Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;
  - setting tasks which challenge students and ensure high levels of engagement;
  - setting appropriate and demanding expectations; ;
  - setting clear learning goals, building on prior attainment;
  - be aware of and make provision for students' differing needs;
  - providing clear structures for lessons maintaining pace, motivation and challenge;
  - making effective use of assessment and ensure coverage of long term plans;
  - maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
  - using a variety of teaching methods to:
    - *match approach to content, structure information, present a set of key ideas and use appropriate vocabulary*
    - *use effective questioning, listen carefully to students, give attention to errors and misconceptions*
  - ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
  - ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered and disciplined environment;
  - evaluating own teaching critically to improve effectiveness;
  - ensuring the effective and efficient deployment of classroom support;
  - contributing to the development of schemes of learning in the subject;
  - liaise with the Subject Leader to ensure the implementation of department policy and best practice.
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## Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- undertake assessment of students and participate in the academy's system for reporting to parents.





### Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Head of Year to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students.

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### Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;
- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;
- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;
- liaise effectively with parents.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

## Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R
Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

\* A – Application form; R – Reference; I – Interview; C – Certificates

# Teacher of Science

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**Salary: MPS/UPS**

**Start: September 2018**

This is an exciting opportunity for an enthusiastic, well-qualified Teacher of Science to join this successful department.

The post would be suitable for NQTs whilst applications from experienced colleagues are also welcome. For the right candidate we would be willing to consider a TLR role within the department.

At LEAP Multi Academy Trust, "Achieving Excellence" is our overriding priority. We place students at the centre of everything we do, creating a culture of success and a love of learning which enhances students' achievements and their personal, social and emotional development.

Our ambitious and emerging Multi Academy Trust currently comprises of three secondary academies serving nearly 4000 young people. Two academies are situated in Rotherham and one in Derbyshire

Application forms and all supporting information can be downloaded from the School website:  
[www.brinsworthacademy.org.uk](http://www.brinsworthacademy.org.uk)

Closing date: Applications are to be received no later than 3.00 p.m. on Wednesday 23<sup>rd</sup> May 2018.  
Interviews will be held on Friday 25<sup>th</sup> May 2018.

Completed applications should be returned either by post to Caroline Fullelove, HR at Brinsworth Academy, Brinsworth Road, Brinsworth, Rotherham, S60 5EJ or by email to  
[hr@brinsworth.rotherham.sch.uk](mailto:hr@brinsworth.rotherham.sch.uk)

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

*We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.*