



Candidate Information



Light Hall School

The best from everyone, all of the time.

Teacher of Science

Introduction from the Headteacher



I am delighted that you are interested in this role of Teacher of Science at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive

and completely committed to ensuring that every child achieves their very best.

This is an exciting position which will focus on moving us from good to outstanding. You will therefore have the commitment, passion and skills to make this happen. We have a team of dedicated and hardworking teachers and experienced leadership team to support you.

The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

To arrange a visit to the school, please contact Anna Williams, Personnel Assistant on 0121 746 5060 or email s207awilliams@lighthall.solihull.sch.uk

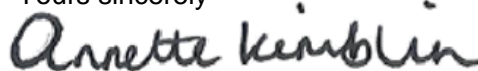
To apply please write a letter of application (2 sides maximum) and complete all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher.

Closing date: 9.00am Monday 25th September 2017

NQT'S are welcome to apply.

We look forward to hearing from you.

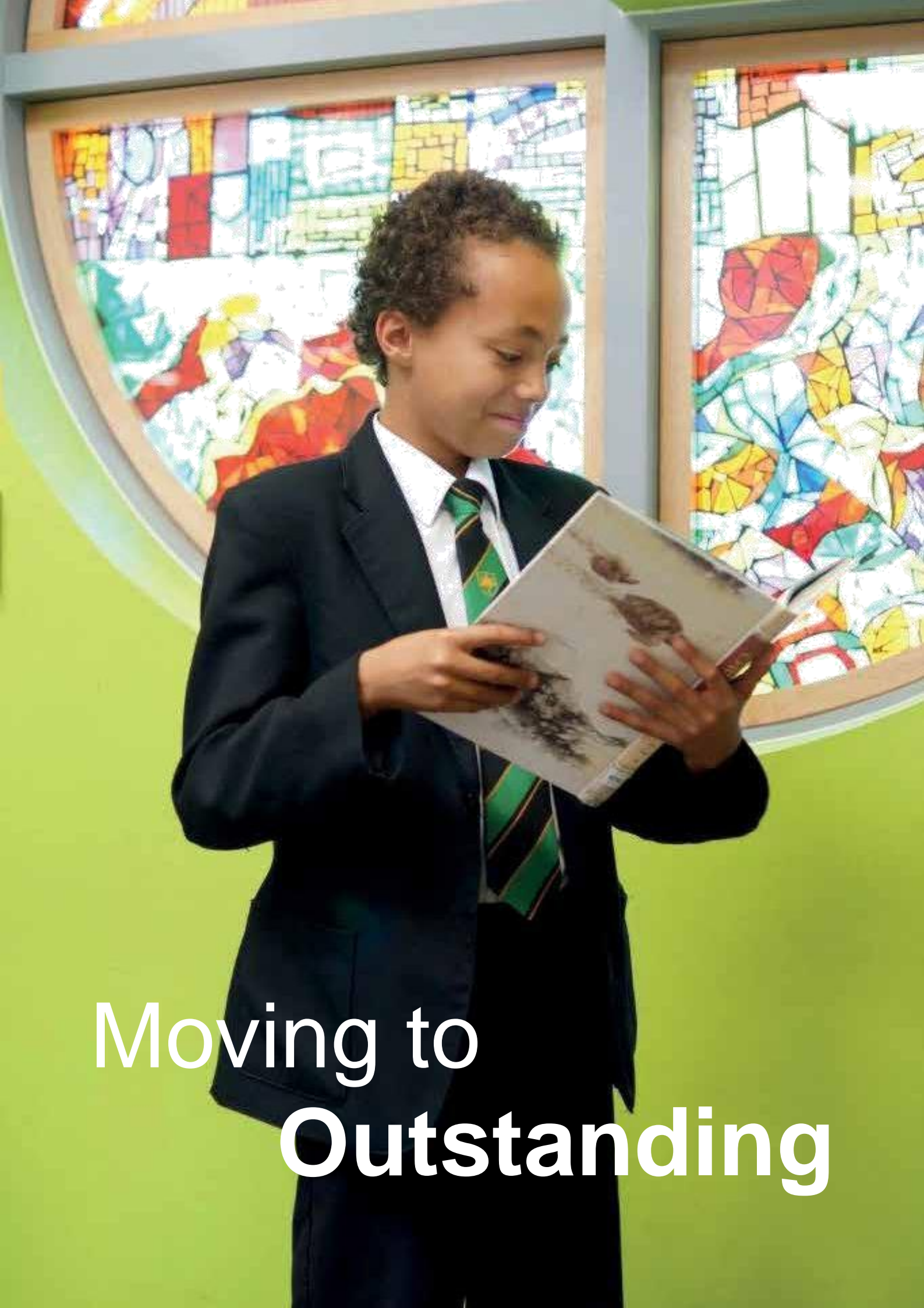
Yours sincerely



Annette Kimblin
Headteacher

Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

An enhanced DBS check is required for all successful applicants



Moving to
Outstanding



Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-16. In our latest Ofsted Inspection (June 2013) we were graded as 'good' in all categories. In August 2011 we converted to an Academy following an invitation as a high performing school. We currently have 70 teaching staff and 49 support staff.

We are located to the west of Solihull town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

Our staff are committed and hardworking and our students are enthusiastic and friendly. Ofsted (June 2013), said their behaviour was rated as 'good and often exemplary'. They were described as being 'polite and thoughtful of others'. In our annual surveys, both parents and students rate the school highly.

As an academy we have ambitious growth plans using additional freedoms and funding to further promote learning throughout the school.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good improving sporting facilities and has developed a community ethos within the area that it serves.

Exam Results 2017

% of students gaining grades 4-9 in English & Maths	66
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Exam Results 2013-2015

	2015	2014	2013	Nat Ave 2014
Value Added School Score	1030.00	1019.2	985.7	1000
% 5 A*-C inc EM	63	74	59	55

School organisation

On entry, students are placed in mixed ability form groups. Heads of Year co-ordinate a team of form tutors. Pastoral Managers are also in post and have responsibility for day-to-day pastoral care. Subjects are arranged in blocks on the timetable for most years thus allowing setting to occur where appropriate. As a newly-converted academy, our curriculum is being reviewed but at present is in line with the National Curriculum. A strong emphasis is placed on the role of individual in the wider community.

Facilities

We have several generations of building, the most recent of which was opened in November 2008. It includes additional rooms, constituting about a third of the school in total. It contains state-of-the-art learning facilities for performing arts, mathematics and English. Development through the rest of the school has continued, particularly in relation to ICT, and all classrooms now have interactive white boards and Wi-Fi.

Senior Leadership Team

SLT currently consists of:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher – Student Progress & Attainment
- Assistant Headteacher – Student Well Being
- Assistant Headteacher –2 Coaching & Learning

In addition, the senior support staff team is headed by three key Directors – for finance, personnel and facilities.

School self-evaluation

Our key targeted areas for improvement:

1. Raising achievement even further or real focus on progress
2. Continuing a targeted programme on improving teaching and learning
3. Formative assessment
4. Attendance
5. Literacy and numeracy

Other key statistics

Pupil Premium Indicator	31%
Students with EHCP	0.7%
Students with EHCP / Additional needs	10.06%
Ethnic students	33%
EAL	11.42%
Attendance to date	95%

CPD Opportunities

Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do. Our Teaching & Learning CPD takes many forms such as faculty meetings, personalised coaching and teacher's research groups etc. In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our NQTs and have continuous opportunities for those wanting to develop their leadership potential.

Staff Benefits

- Free on-site staff gym
- Childcare voucher scheme
- Subsidised healthcare cash plan
- Cyclescheme (tax exempt loans for purchase of bicycles up to £1000)
- Pension
- Enhanced maternity scheme
- Occupational Health including a confidential counselling service
- Life insurance through the pension scheme

Purpose & Aims of Light Hall School

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm.

Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet school needs.

Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall School and there is an expectation that everyone will participate actively and positively in the life of our learning community.

The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

How we support core school values through our curriculum

As a teacher of science, you will be joining an experienced team of qualified science practitioners, who very much work as a team. Science is enjoyed by students across all year groups of the school, particularly when doing experiments!! All students study to a minimum of additional science, with our highest attaining studying for the separate sciences. Under the leadership of a new Head of Faculty, results in core and additional science last year improved, particularly with our pupil premium students in the separate sciences.

The Science Faculty staffing structure

The staffing structure in Science is as follows:

Head of Faculty Science

Science Co-ordinator KS4 Physics/Biology & Chemistry

Science Teachers x 6 (including vacancy)

Science Technicians x 3

School Day Times

School Commences	8.45 am
Registration & Assembly	8.45 am - 9.05 am
Period 1	9.05 am -10.05 am
Period 2	10.05 am -11.05 am
BREAK	11.05 am -11.25 am
Period 3	11.25 am -12.25 pm
Period 4	12.25 pm -1.25 pm
LUNCH	1.25 pm - 2.00 pm
Period 5	2.00 pm - 3.00 pm

School Facilities & Environment

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have exceptional sporting facilities, including tennis courts, sports hall, fitness room and astro-turf.

We aim to engender a genuine love of reading and excitement about learning in every child at Light Hall.

Job Description

Job Title: Teacher of Science

Year: 2017/18

Responsible to: Head of Faculty Science

Responsible for: Teaching Science

Job Purpose: To deliver outstanding teaching and learning in Science and therefore help students achieve excellent results. To teach an engaging and challenging curriculum that inspires children to learn about Science.

Light Hall School Purpose:

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet the Teachers Standards.

Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

Specific Responsibilities

- Manage the classroom environment to ensure effective learning takes place.
- Follow and contribute to the faculty scheme of work.
- Contribute to the development and writing of teaching and assessment materials for all years.
- Attend meetings as required
- Contribute to the faculty improvement plan and support the implementation of whole school policies.
- Monitor the progress of pupils in teaching and form group, ensure that appropriate assessment, recording and reporting of pupil achievement occurs, and supply the head of subject/head of year with relevant information.
- Use tracking data to identify and challenge student underachievement and to inform teaching and learning.
- Contribute and implement IEPs as appropriate.
- Ensure the effective deployment of classroom assistants when allocated to a teaching group/ individual.
- Give active support and promote high standards of teamwork within the subject faculty and pastoral group.
- Communicate within school and to parents as appropriate.
- Take an equitable share of statutory duties.
- Ensure work is set in the event of known absence and in cases of unplanned absence where appropriate.
- Take part in the school's programme for CPD.
- To assist in the identification of own CPD needs and professional development.
- Undertake the duties of a form tutor and to promote the safety and welfare of students in the group.
- Help identify personal training needs required to help implement school priorities and enhance own job performance.
- Promoting the enhancement of the subject and learning, such as booster clubs, revision classes and trips/visits.
- Undertake 1 to 1 student intervention and support at key stage 4.
- Plan, resource and deliver lessons to a high standard to ensure real learning takes place and students' progress.
- Provide a nurturing classroom and school environment that helps students develop as learners.
- Help maintain high standards across the school.
- Lead and contribute to extra-curricular activities for Science.
- With direction from the Head of Faculty and within the context of the curriculum and schemes of work, plan and prepare effective teaching modules and lessons.
- Undertake the duties of a form tutor.

Person Specification

Teacher of Science

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (secondary age range) • Degree in Science 	<ul style="list-style-type: none"> • Evidence of further study beyond degree 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Teaching Science at KS3 and KS4 • Ability to undertake KS4 GCSE course delivery and assessment • Science assessment at KS3 • Experience of raising attainment in a classroom environment • Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour 	<ul style="list-style-type: none"> • Evidence of improving the teaching and learning of Science through schemes of work and extra-curricular activities 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Professional Development	<ul style="list-style-type: none"> • Evidence of recent relevant professional development 	<ul style="list-style-type: none"> • Performance management experience 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Skills & Abilities	<ul style="list-style-type: none"> • Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best: <ul style="list-style-type: none"> • Excellent classroom teacher • Excellent behaviour management skills • Ability to tailor lessons to student needs • Ability to use assessment data to generate appropriate and effective intervention work • Demonstrate a strategic and creative approach to problem solving • Ability to build and maintain effective relationships through excellent interpersonal skills • Demonstrate excellent communication skills (verbally and written) • Ability to develop effective teamwork • Demonstrate inclusive approach to education • Ability to work under pressure, maintaining a high sense of perspective • Ability to manage own time effectively • Commitment to regular and on-going professional development 		<ul style="list-style-type: none"> • Letter • Interview • Interview Tasks • References
Personal Qualities	<ul style="list-style-type: none"> • Professional, enterprising • Outgoing, approachable, inclusive • Positive, adaptable • Energetic and enthusiastic • Self motivated, self confident, reliable • Generosity of spirit, sense of humour • Committed to improving outcomes for all students • Team player 		<ul style="list-style-type: none"> • Interview • References

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