Our ref JPL/AHH

June 2017

Dear Applicant

**Re: Teacher of Science**

Thank you for showing an interest in the above post.

I enclose some information to help you if you decide to apply for the post: an application form including equal opportunities form; a ‘snapshot’ view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, [www.brigshaw.com](http://www.brigshaw.com). Our 2013 Ofsted Report is also available through [www.ofsted.gov.uk](http://www.ofsted.gov.uk). However, like all Ofsted reports, it should be handled with caution!

As well as completing the application form, your application should include a letter (no more than 2 sides of A4), outlining how your experience, skills and qualities will enable you to fulfil the role of Teacher of Science.

**I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.**

The closing date for applications is **Tuesday 20th June 2017** **at 12 noon** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that, on this occasion, your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully



Simon Riley

Associate Principal

***Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Job Description

**Job Title:** Teacher of Science

Job Description

**Contract: Permanent**

**Salary** MPS/UPS

**JOB DESCRIPTION**

We are looking for a colleague who can fulfil the following roles and responsibilities:

Teaching and Learning

* Teach Science at KS3 and KS4.
* Plan, teach and assess highly effective lessons to ensure all students make good progress.
* Use a range of engaging styles and resources to best meet the needs of students.
* Mark students’ work regularly and provide constructive feedback to students to help them improve.
* Monitor and be responsible for each students’ progress in your class.

Staff and Resources

* Implement school and departmental policies
* Willingness to contribute to the extra-curricular life of the department
* Become involved in aspects of departmental planning and development

Pupils

* To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Maintain high levels of behaviour in the classroom and around the school
* Be a Form Tutor and contribute to the Personal Health and Social Education teaching programme
* Assess, record and report pupils’ progress effectively.
* Engender a commitment to success in each of the pupils.
* Maintain high levels of discipline in your classroom and around the school

**Person Specification**

We are looking for a colleague who has the following experience, skills and qualities:

* A knowledge of Child Protection and Safeguarding procedures
* A good Honours Degree or equivalent in Science or a related discipline
* A sound understanding of recent curriculum developments in Science
* Excellent practical and classroom management skills
* Enthusiasm, energy and commitment
* Support Brigshaw’s Core Values and our Co-operative Values.
* Good inter-personal skills and the ability to work well as part of a team
* Good organisational and administrative skills
* Willingness to be a ‘creative risk-taker’
* Generosity of spirit

SCIENCE DEPARTMENT

The Science team at Brigshaw are committed to achieving the best possible outcomes for all of our pupils. We are a large team with a range of expertise, experience and interests which we look forward to sharing with the successful candidate. We are highly supportive both of each other and of the pupils we teach, and we work hard to ensure that pupils enjoy learning science and see it as a valuable and relevant subject. We have seen our GCSE results rise steadily over the last 3 years and we hope that with a continued focus on teaching and learning and by developing pupils ability to work more independently we can further improve attainment.

**Facilities**

The Science department is made up of 11 specialist teachers supported by two experienced technicians who are keen to support teaching and learning in the classroom. We are based in 9 laboratories in the Silkstone building of the school, each of which has an interactive whiteboard and is well equipped for practical work. Most teachers have their own classroom.

**Curriculum**

The team works to common schemes of work in Years 7 – 11, which teachers can adapt to suit the needs of their group and individual pupils within it. We work collaboratively to produce these, and always welcome new ideas and approaches.

An area of focus over the last 18 months has been the redevelopment of our year 7 and 8 curriculum. We have embedded assessment without levels throughout each unit of work, and have placed a strong emphasis on developing pupils ability to communicate their knowledge and understanding of key scientific concepts through extended written tasks.

In Key Stage 4, some students follow the Edexcel Triple Science course, though the majority follow the Core and Additional Science courses. We are currently beginning to redevelop our Key Stage 4 schemes of work as we begin the new 9-1 GCSE course.

At post 16 level, we offer A Levels in Biology, Chemistry, and Physics following AQA specifications. These subjects are popular choices with pupils, and we work closely with the Science department at our partner school, Temple Moor High School Science College with whom we regularly teach in partnership for some of our A Level courses.

We offer a range of extra curricular activities to pupils, including a weekly STEM club, an annual 3 day field trip to Robin Hoods Bay for A Level Biology students, trips to Chester Zoo, the Big Bang Fair, and several of the Leeds University Festival of Science activities.

Laura Draper

Director of Learning: Science and STEM

This is a 'snapshot' view of Brigshaw. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1275 pupils on roll, including 180 in the Sixth Form. Our planned admission limit is 240 per year. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of the Brigshaw Learning Partnership. Having worked together for five years as a very successful Trust, this conversion has been a natural progression. Our new status will help us attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to trying to maintain a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city, a reflection of the excellent work done by our transitions staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2016 one in three of our leavers is beginning a degree in a Russell group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference as they believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing ‘every child every chance of success, whatever it takes’. caring for our pupils as individuals, and providing a supportive learning environment which allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (May 2013) judged us as a good school. Ofsted noted that:

Students make good progress because of good and outstanding teaching they receive

Provision in English is outstanding

Students’ behaviour and attitudes to learning are good

Students are extremely proud of their school

Students feel safe and well cared for

Teaching in the sixth form is good and outstanding

Staff work relentlessly to ensure students flourish

Students’ spiritual, moral, social and cultural development is strongly promoted

The Governing Body are highly effective

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred around raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House system; developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parental engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. We repeated the event in 2013 as an Olympic legacy event and in 2014 we focused on Le Grand Depart, contributing to the success of Le Tour de France in Yorkshire. The last two years have built on this legacy in a variety of ways with a range of countries.

Much of Brigshaw’s success comes from the strong partnerships we are part of. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This Multi Academy Trust aims to support the whole community in achieving excellence for all of our young people. The work of the Trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School Science College, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, a colleague, a governor, or as a member of our community is a very great privilege indeed.

Added up between us, we have served Brigshaw for nearly forty years and fully share that commitment and pride in what we do. We have both enjoyed (almost!) every day since we started, despite the endless challenges facing us all in education. Brigshaw continues to be an exciting and immensely rewarding school to work in.

 

**C Lennon Simon Riley**

Principal Associate Principal

(and Executive Principal,

Chief Education Officer

For the Brigshaw Learning Partnership)

September 2016

**REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996**

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

* United Kingdom passport
* European Economic Area passport
* National Identity Card
* United Kingdom residence permit

**OR**

An official document with a National Insurance Number

**PLUS**

One of the following:

* A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
* A letter from the Home Office
* An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

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| --- | --- | --- |
| AustriaBelgiumCyprusCzech RepublicDenmark EstoniaFinlandFranceGermanyGreece | HungaryIcelandIrelandItalyLatviaLeichtensteinLithuaniaLuxembourgMaltaNetherlands | NorwayPolandPortugalSloveniaSlovakiaSpainSwedenThe UK |