

SUBJECT LEADER SCIENCE

MPS OR UPS + TLR 1B

Required September 2018

BOURNE END ACADEMY

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Bourne End Academy

Bourne End Academy, an Upper School, combines high academic aspirations with a focus on warmth and inclusivity for all our students. We have a track record of a rapidly improving profile for our students to achieve good academic outcomes. We have a strong Talent Management Policy, going out of our way to attract and retain excellent staff. We are part of the Wycombe High School Academies Trust and a strategic partner in the Cygnus Teaching School Alliance. The Academy is well situated, with excellent road and rail links to London and the Home Counties.

We currently have 600 boys and girls in Years 7 to 13, reflecting a mixed ability intake, with the majority of our students living local to Bourne End. Additionally, we have an Alternative Resource Provision that supports students with autism. With Buckinghamshire being a wholly selective authority, the top 30% of Year 6 pupils are selected for grammar school education.

Bourne End Academy opened in September 2014, replacing the predecessor school which had been placed in Special Measures in 2013. The pace of change is exciting and impact is discernible. There has been a tide change in terms of student expectation, academic challenge and intervention. Indeed, there has never been a better time to join our school.

The Academy had its first Ofsted inspection in November 2016 and the report confirms that the school has made significant progress towards its mid-term aims to be rated (at least) a 'Good' school:

- strong, ambitious and effective work of school leaders at all levels
- high staff morale; the vast majority said they are proud to work in our school
- students demonstrate good levels of confidence and want to do well; they are polite, helpful and courteous
- the majority of parents would recommend our school

As part of the Wycombe High School Academies Trust, the school benefits from the leadership of a National Leader of Education, who is the Executive Headteacher of both Bourne End Academy and Wycombe High School (Outstanding). This approach has supported rapid and positive change, significantly improved outcomes and increased investment in the school site and facilities. IT is embedded in teaching and learning, with laptops provided for all teachers.

Our staff strive to extend the horizons of our students, encouraging them to aim high and become independent learners. With a robust, ambitious development plan, teachers can focus on improving the quality of learning and outcomes. Students need little encouragement to take part in a very wide range of extra-curricular activities, including a range of sports, dance, community service and enterprise. To support this, colleagues are encouraged to contribute their skills and enthusiasm to the wider curriculum, with its opportunities for adventurous learning and active citizenship.

In return, staff benefit from a comprehensive induction programme. Ongoing career development is an expectation for all, with opportunities provided for staff to advance within the school, as well as offering support for those who may wish to find promotion elsewhere. In fact, we have excellent links with other schools in the area, which ensure robust networking and CPD opportunities.

The School Local Governing Body comprises professional people from business, finance and education. Our governors have both general and specialist roles in supporting the school, and are very active backers of the leadership, staff and students. Additionally, the school has well-established and very close community links, with strong parental support throughout our journey.

You can find further information about the school on our website at www.bea.bucks.sch.uk and you are welcome to visit us.

The Vacancy

Science Department

The Science Department currently has 6 teachers who have a breadth of experience and subject specialism. The Department is supported by science technicians. We are an able and enthusiastic team who are always looking to ensure that the teaching and learning within the department has pace, challenge and caters for all needs, allowing students to progress to their full potential. The department has 6 fully equipped science laboratories and 1 ICT suite. Each laboratory is installed with a projector and an interactive whiteboard. We have wireless internet access throughout the department and many software packages installed on the school network. All teaching staff are issued a school laptop.

Curriculum

At Key Stage 3 we teach Exploring Science as a two-year programme of study. We have fully written schemes of work and a large bank of resources to support teaching and learning. Students are given target levels at the start of each year and tested each half term to assess progress against their target grades. We also use APP assessments and practical investigations to assess progress.

At Key Stage 4 we teach the AQA combined trilogy and separate science, Teaching of GCSE Science for most students begins in Year 9. We actively support the uptake, where appropriate, for students taking separate sciences Biology, Chemistry and Physics. We have fully written schemes of work at Key Stage 4 and have a wealth of resources to support the course. This is supplemented by resources from Oxford University Press.

At Key 5 stage we currently offer Chemistry and Biology at Bourne End Academy and Physics within the Trust. We have offered BTEC Level 3 Applied Science for September 2017. We can cater for General Science practitioners, or Chemistry, Biology and Physics specialists with a passion for A Level teaching.

Extra-curricular

We run a number of after school clubs including a KS3 and KS4 Stem Club.

Job Description

Subject Leader Science

Responsible to: Member of the Senior Leadership Team

This position is recognised as carrying Teaching and Learning responsibility points equivalent to TLR1B on the School's published pay policy.

Purpose of the Post

- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress
- To be accountable for student progress and development within the subject area
- To develop and enhance the teaching practice of others
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying within the department, in accordance with the aims of the school and the curricular policies determined by the Interim Executive Board and Headteacher of the School

Leadership and Management

- To be responsible for personnel within the department
- To support Line Manager, Headteacher and Governing Body concerning the structure of the department and the selection and appointment of staff
- To ensure meaningful and effective delegation of teaching and learning responsibilities
- To implement school policies for APP and for using this information to help students to improve
- To ensure that the department implements other school policies which include: setting, target setting, classroom management, homework, rewards, equal opportunities and health and safety
- To ensure the efficient input to a central records system
- To use relevant research, internal and inspection evidence to inform department practice
- To coordinate a programme of after school activities
- To development and ensure delivery of the department's intervention

Development of the subject

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department
- To ensure curriculum coverage, continuity and progression for all students
- To provide guidance on appropriate teaching and learning methods and styles to meet the needs of different students
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To ensure the effective development of students' literacy, numeracy and IT skills

Monitoring

- To monitor and evaluate the teaching and learning of the subject in order to identify good practice and areas for improvement
- To use data effectively to ensure that all students make appropriate progress and that underachievement can be identified. In particular, to use analyses of examination results to inform department development
- To devise and implement monitoring of teaching and learning activities including:
Exercise books

Lesson observations
Reports to parents
Learning environment
Homework
Assessments

- Monitoring is to take place using the guidelines provided by the Leadership Team and is to be used to inform departmental improvement

Teaching and Learning

- To plan their teaching to achieve progression in students' learning with reference to any special needs which individual students may have
- Lessons should be clearly structured, related to Schemes of Work and managed to maintain pace, motivation and challenge for all students. A variety of delivery methods should be used to stimulate learning
- Establish and maintain a purposeful working atmosphere:
 - create a stimulating, pleasant classroom environment
 - implement the school's reward systems
 - regular setting of meaningful homework
 - maintain good class discipline using department sanctions where appropriate.
 - be familiar with, and implement, the Code of Practice in relation to students with Special Educational Needs

Evaluate critically their own teaching, where appropriate sharing this with colleagues.

1. Assess and monitor students' work to provide constructive oral and written feedback and to set targets for students' progress. Assessment should be conducted in accordance with departmental and school policy
2. Record each student's progress systematically; assess how well learning objectives have been achieved, using this to improve teaching strategies
3. Undertake assessment of students as requested by external examination bodies
4. Be familiar with statutory assessment and reporting requirements and know how to prepare and present informative reports to parents in line with school policy
5. Understand how national, local comparative and school data including National Curriculum test data can be used to set clear targets for students' achievement

Deployment of Staff and Resources

- To create a climate that motivates students and staff
- To use accommodation to create an effective, safe and stimulating environment for the teaching and learning of the subject
- To ensure implementation of the school and department reward policies
- To be a principal point of referral for student misbehaviour during departmental lessons. To organise a system of sanctions within school guidelines so as to maximise proper behaviour and performance

Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this booklet and the school prospectus give you a flavour of Bourne End Academy. To help you in your application we show below the essential and desirable characteristics that we are looking for when reading the applications and at the interview. However, we are always willing to consider anyone with alternative qualifications or experience – and we don't expect anyone to be perfect.

Person specification	Essential	Desirable
Good honours degree in Science or relevant subject	✓	
Qualified Teacher Status or graduate interested in gaining QTS	✓	
Evidence of good classroom practice as a teacher	✓	
Excellent subject knowledge	✓	
Familiar with current subject developments	✓	
Keen to be involved in curriculum development	✓	
Committed to the ethos of Bourne End Academy	✓	
Keen to develop own career	✓	
Confident user of ICT to enhance teaching and learning	✓	
Recent relevant professional development		✓
Evidence of good relationships with young people and adults	✓	
Good communication skills	✓	
Able to work calmly and effectively under pressure	✓	
A shared approach to problem-solving and achieving goals	✓	
Strong organisational, time-management and planning skills	✓	
Good health and attendance record	✓	
Wide outside interests		✓
Substantial Science teaching experience with a track record of high achievement	✓	
An ability to enthuse colleagues and students	✓	
An efficient administrator	✓	

How to apply

To apply for this post, please complete the application form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post
2. Outline the experiences that you believe have prepared you for this post.
3. Describe the skills and strengths that you will bring to the school.

Please note that the application form must be completed in full. It is not sufficient to substitute a cv for all or any part of the form.

You are welcome to telephone or e-mail the school to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form. We will be pleased to show prospective applicants around school during the week before the deadline for applications. If you are interested in a preliminary visit of this kind you should ring the school for details.

Completed applications should be sent to:-

Mrs Andrea Jacobson, Headteacher, Bourne End Academy, New Road, Bourne End, Bucks, SL8 5BW or Lucy Gibbons (Headteacher PA) at lgibbons@bea.bucks.sch.uk

Deadline for Applications: Noon, Friday 9 February 2018

References

Current and previous employers will be contacted as part of the verification process pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Child Protection

Bourne End Academy is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

Our Staff

We have 98 staff – 48 teachers, of whom 41 are full time, and 50 support staff. There are 17 Subject Leaders and 4 Heads of Year who are responsible for the smooth and effective running of their respective teams. We have a team of excellent Learning Support Assistants who work extremely well with teachers to ensure positive outcomes.

Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All colleagues have an opportunity to contribute to whole school improvement planning.

All our staff are entitled to an annual Professional Review and to a high quality programme of induction and on-going professional development. We run a comprehensive programme of in-service training designed to develop teaching and leadership skills, to support the aims of the school improvement plan and to encourage colleagues to develop their careers.

We are fortunate in the high quality and commitment of our support staff, who are vital to the success of the school and to the excellence of education that we can provide. Offering an attractive career structure for non-teaching colleagues, supported by training and professional development opportunities, is a school priority. BEA has a Talent Management Policy and goes out of its way to attract and retain excellent staff.

Support staff play a key role in the success of the school fulfilling a variety of functions including exams, administrative, financial, technical, clerical, learning support and site specialists.

Staff testimonials on why they choose to work at Bourne End Academy:

Teacher

“I enjoy teaching at BEA and have found it both challenging and rewarding. The challenges have helped me to develop my own professional practice and I have felt very supported in this by talented colleagues. The rewards have been in the sense of accomplishment in making a difference in the lives of young people and seeing them grow both academically and in maturity. I believe that the relatively small size of the school contributes to a sense of community and a spirit of collaboration.”

Subject Leader

“I joined Bourne End Academy in 2014 after a move from a very large secondary school in Birmingham, and I think that it is the relatively small size of the school that gives it its charm and character. Staff give excellent pastoral care and there is a real feel of community as you walk around the site. Pupils are welcoming and supportive, and we quickly form positive relationships with both them and their parents. At the same time, the school sets challenging expectations and is rigorous in monitoring the attainment of these, and staff work incredibly hard to inspire our youngsters to achieve their full potential.”

Member of the Senior Leadership Team

“I am in my third year at the school and feel it is a privilege to be part of the journey of BEA. I have seen immense growth in all aspects: from teaching & learning, behaviour and leadership as we have a relentless focus to succeed. This school is going places and with the support of all stakeholders will get there, this will be at a place that will be remarkable for all to see in the very near future.”

Pay and Conditions

Payscale

MPS/UPS + TLR 1B

Equal Opportunities

Bourne End Academy is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school and county policies on admission and recruitment and with regard to British and European legislation.

Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Headteacher is responsible to the Governors for monitoring this policy. The school subscribes to the Buckinghamshire policy statement on Equality Inclusion.

Smoking and alcohol

The school operates a no-smoking policy. Smoking is not permitted at any time on the school site.

The consumption of alcohol on the school site is not permitted during the hours of the timetabled school day and thereafter only at the Headteacher's discretion during authorised school events.

Dress Code

The school has a dress code for staff: staff should dress in a business-like and professional manner, similar to the dress styles which are the norm among service industry professionals who regularly meet the public, such as bank staff. Discreet piercings in the lower ear only are allowed and no visible tattoos, in line with expectations for students.