

Teacher of Science

Closing date: Wednesday 22nd January 2020 at 12.00 noon

Interviews will take place w/c: 27th January 2020

Start date: September 2020 or earlier

Say yes to new adventures.



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving group of five schools, two secondary and three primary, inspiring over 3500 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. **Creativity** is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to **excellence** that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. We never stop learning, so we invest in both our teachers' and schools' development and by reaching out to leading educational research to keep ahead of our game. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together**.

What could we do, together?

David Lord, Chief Executive Headteacher

Everyone matters and every dream counts.

Welcome to Ryburn Valley High School. We're a thriving 11-18 comprehensive school, in a well-equipped, modern building with a truly stunning setting looking out across the Calderdale hills. As it says in our mission statement, our core purpose is to inspire students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

We do that through excellent teaching and learning, and by putting creativity at our heart. Our staff are amazing, in both the incredible range of opportunities they make possible, and in the relationships they build as a foundation. We get results, but we give so much more, shaping a generation with the kindness and character our future needs.

We're rightly proud of our strong exam results, each grade telling the story of a student's effort and dedication, the support of their family and school community, and the encouragement and skill of their teachers. Our teachers are our biggest asset. They bring passion and care, and back that up with highly effective teaching strategies. We cherish our staff to support their wellbeing and enable them to thrive. We never stop learning, and we continue to invest in our teachers' and the school's development both by reflecting deeply on our own practice and by reaching out to leading educational research to keep ahead of our game.

Join the Ryburn family, where everyone is supported and challenged to excel.

Kath Parker, Head of School

Science at Ryburn



Watch our department showreel:
<http://bit.ly/RyburnScience2018>



The excellent Science Department at Ryburn has 15 teaching staff and 3 full time technicians. We are a forward thinking team and we are always looking for creative approaches to teaching and ways to incorporate new technologies into our lessons.

We work in 12 specialised, modern and well equipped laboratories which are all along the same floor, along with our prep room, chemical store and Physics store.

Science is a popular subject with a good reputation and a large, fast growing 6th form. There's lots going on including a successful after school STEM Club for KS3, and an annual Science Week. We organise regular trips to places of interest and a variety of University based workshops and summer schools for Year 12 and 13. We collaborate with other departments on STEM projects which have included building a flight simulator and rocket cars.

Our team are friendly and supportive, and united by curiosity and an infectious enthusiasm for Science. If that sounds like you, come and join our team.

Paul Marshall
Subject Leader of Science

Key Stage 3

In Year 7, students are taught for 3 lessons a week in mixed ability form groups, by one or two members of staff. We have a two year Key Stage 3, with excellent schemes of work created in house, looking at a comprehensive programme of both Science content and skills. We have successfully embraced 'Life without Levels'.

Key Stage 4

At Key Stage 4 most students have 10 periods of Science over the fortnightly cycle. Lessons are divided between the three sciences and lead to two GCSE's in Combined Science. Groups are set according to ability. Triple Science is a popular choice for those students who have a keen interest in the Sciences and who are likely to choose A-levels in Biology, Chemistry or Physics. We have four Triple Science groups in Years 10 and Year 11.

Key Stage 5

A-levels are offered in Biology, Chemistry and Physics and in September 2018 we introduced BTEC Applied Science. All our Post-16 courses are popular and are taught by experienced, specialist staff in small teaching groups.

Discover a special place to work and study

For a really good sense of what our school and students are all about, explore our website at www.rvhs.co.uk, read our prospectus, and visit our busy Facebook page www.facebook.com/ryburnvalleyhighschool.

If you think you'd be a good fit for our ambitious, exciting and caring school, apply now. Please contact admin@rvhschool.co.uk if you have any questions.

Ryburn is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced.

Teacher of Science

Job Title: Teacher of Science

Line Manager: Subject Leader of Science

Start Date: September 2020 or earlier

Key Responsibilities:

- To deliver high quality curriculum provision through effective teaching and learning of Science
- To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards

Teaching & Learning

- Plan work in accordance with the curriculum area programmes of study and so that it ensures progress and the personalised learning needs of every student.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Work in collaboration with associate staff attached to any teaching group.
- Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.
- Maintain positive relationships with staff and students to enable effective teaching to take place.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy.
- Provide students with the opportunities to develop the skills required in order to learn.
- Listen to the views of students about their preferred methods and styles of learning.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.
- Work at all times within the Health & Safety regulations of our school and ensure a safe working environment.
- Maintain a high level of display within his/her teaching room.
- Adhere to all the guidance as set out in the staff handbook.

Assessment & Reporting

- Maintain notes and plans of lessons undertaken and records of students' work in line with the School's Teaching and Learning policy.
- Mark, monitor and return work as directed in the school marking policy.
- Complete formal assessment through the MIS system in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning.

Care & Guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews, coaching, and mentoring.
- Be the first point of contact for parents.
- Monitor (and set targets for) for students to improve motivation, behaviour or achievement as and when required.
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time.
- Promote good attendance and monitor in accordance with the School's attendance.

Professional Standards

- Support the ethos, vision, principles and values of the School.
- Treat colleagues, students and all members of the community, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities).
- Support the ethos of the School by upholding the code of conduct, uniform rules, etc.
- Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers.
- Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence.
- Read and adhere to the various policies of the School and implement School improvement plans.
- Participate in the development and management of the School by attending various team and staff meetings.
- Undertake duties as prescribed within the School's policies.
- Ensure that all deadlines are met as published in the school calendar or deadlines set by the Subject Leader of Science.
- Undertake professional duties that may be reasonably assigned to them by the Headteacher.
- Be proactive and take responsibility for matters relating to health and safety.

Knowledge & Understanding

- A clear understanding of current educational issues, theory and practice.
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
- Have a secure and detailed knowledge of the specialised subject.
- Have an understanding of effective strategies to deliver their specialised subject.

Planning & Setting Expectations

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment. Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.

Assessment & Evaluation

- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
- Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress.
- When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.
- Help standardise all department assessments to help to ensure all predictive data is accurate and sets high expectations.

Pastoral System

- To monitor and support the overall progress and development of students within the subject.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour Policy is implemented in the subject area so that effective learning can take place.

Professional Development

- Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
- Understand the professional responsibilities in relation to the School policies and practices.
- Set a good example to the students in their presentation and in their personal conduct.

Quality Assurance

- Promote excellence at all points of delivery.
- Actively participate in school monitoring and evaluation procedures and help update department SEF.

Management of Resources

- To manage resources efficiently.
- Participate in the annual set up of the school calendar to ensure information on staffing needs is provided.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students to follow this example.
- Any other duties as required by the Chief Executive Teacher or the Head of School commensurate with the grade.

Other Specific Duties

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

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chief Executive Headteacher / Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Pay Portability

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check

Teacher of Science

Qualifications/Training:

- Educated to degree level or equivalent in (or closely relating to) the identified subject
- QTS
- An excellent track record of recent, relevant professional development

Experience:

- Evidence of raising standards and performance of a cohort of young people
- Experience of effective teaching and performance within the curriculum area
- Innovative use of resources
- Working with young people through an extra-curricular

Practical Skills:

- Excellent written and communication skills, including appropriate ICT skills
- A secure knowledge of the importance of data as a means both to measure and to extend progress
- A high level of organisational skills
- The ability to create a stimulating visual environment in the classroom
- Awareness of current issues in teaching Science
- Skill to motivate and lead other members of the team
- Have the vision to plan the way ahead and to get things done
- A commitment to inclusive education
- Awareness of current educational areas of interest and research in a wider school context
- Ability to build positive working relationships with students, colleagues and parents
- Ability to communicate to a range of audiences including parents and the wider school community
- Demonstrate a high level of skills in written formal communication

Personal Qualities and Attributes:

- Self-driven, results-orientated with a positive outlook
- A natural forward planner who critically assesses their own performance
- Mature, credible with excellent interpersonal skills
- Reliable, tolerant and determined
- Empathetic - able to see things from another person's point of view
- Able to motivate and persuade, negotiate and influence others
- Well-presented and professional
- Keen for new experiences, responsibility and accountability
- Able to get on with others and be a team player
- Ability to evaluate own learning needs and actively seek learning opportunities
- Integrity and exercises confidentiality
- Good sense of humour