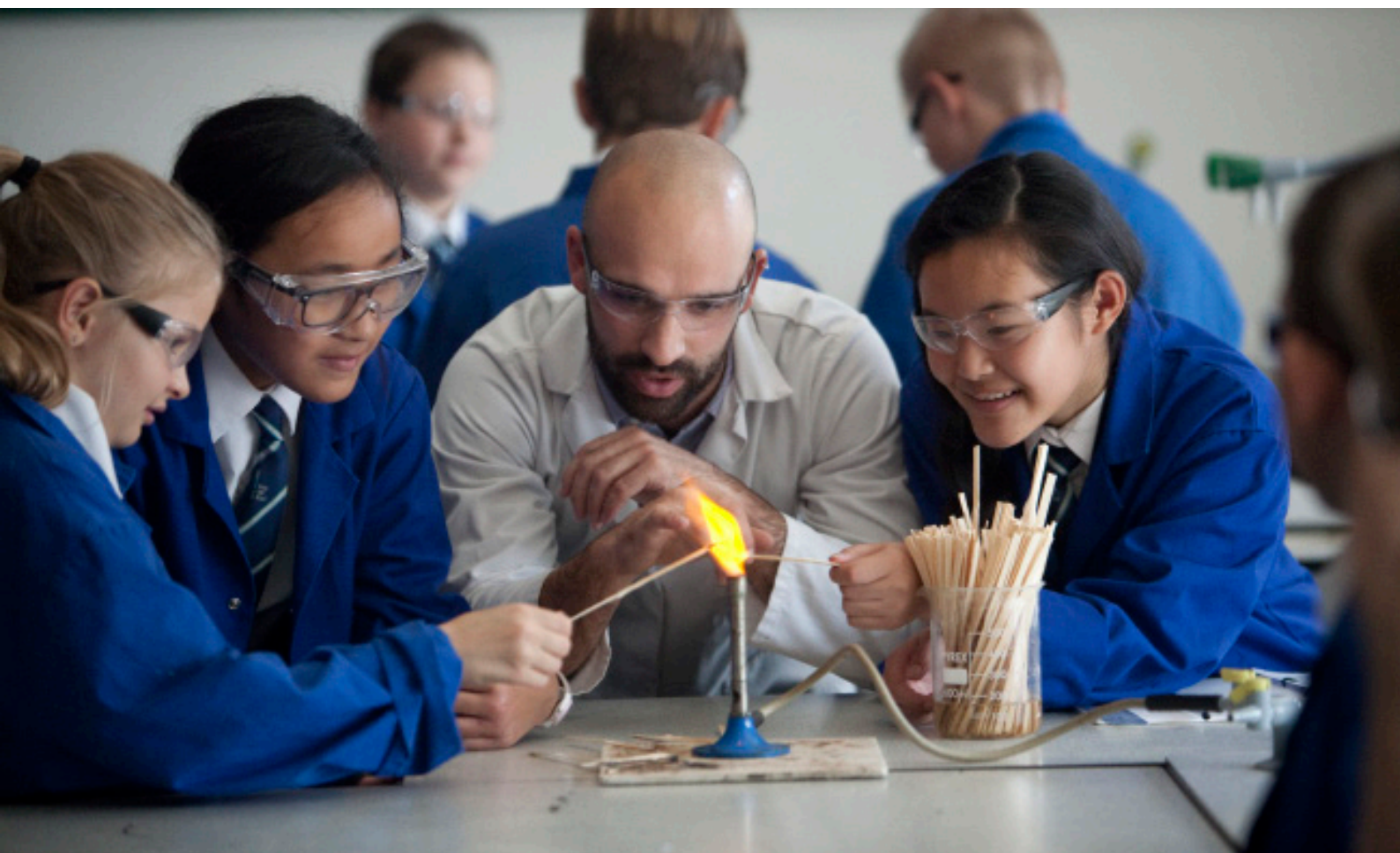


Information for Candidates



Curriculum Leader of Science

From grass roots, to reaching for the sky

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Headteacher and Head of School's Welcome

Ruislip High School opened its doors to its first cohort of Year 7 students in September, 2006. In its short history, the school is proud to have been graded Outstanding by Ofsted in November, 2007 and June, 2011. The school's logo reflects the students' journey from grass roots to reaching for the sky. We therefore aim to recruit staff who have high expectations for students to ensure that they fulfil their potential.

In September 2018, Ruislip High School joined the Vanguard Learning Trust, a local multi-academy with two other schools, Ryefield Primary School and Vyners School. The Trust will provide students and staff with additional opportunities both in and out of the classroom. Central to Ruislip High School's vision is to ensure that all students fulfil their full potential; we believe this is achieved by high expectations being realised each and every day.

We believe that students need to take responsibility for their learning and their actions. Students are encouraged to be challenged in lessons and to understand that learning is not always about getting the right answer! We seek to appoint outstanding teachers who possess the knowledge and skills to enhance students' learning and development.

We offer students a diverse range of opportunities both in and out of the classroom. For example, we are one of a few schools to offer the Duke of Edinburgh Award at all levels - Bronze, Silver and Gold. We believe that students continue to develop their self-esteem and pride through their achievement in lessons and their commitment to enrichment activities, especially when they have to face new challenges. This relies on staff having a 'can-do' attitude and a willingness to contribute to our 'Above and Beyond' provision.

Ruislip High School is both in, and for, the community. We rely heavily on staff's commitment to establish positive relationships with local schools, businesses and higher education institutions. We trust that interested applicants will be keen to apply for a position at Ruislip High School and we look forward to meeting shortlisted candidates in due course.

Dr Martina Lecky
Headteacher

Mr Gareth Davies
Head of School



About Ruislip High School

Ruislip High School opened its doors to its first Year 7 cohort in September 2006; it is a mixed comprehensive secondary school situated in Ruislip, within the London Borough of Hillingdon. The school converted to academy status in 2014 and has been graded outstanding in both its Ofsted inspections. Unique features, such as the pastoral system, were acknowledged in helping to create a strong community ethos. Central to Ruislip High School's vision is to ensure that all students fulfil their full potential; we believe this is achieved by high expectations being realised each and every day. In September 2018, Ruislip High School joined the Vanguard Learning Trust, a local multi-academy with two other schools, Ryefield Primary School and Vyners School. The Trust will provide students and staff with additional opportunities both in and out of the classroom.

Exam Results

In June 2018, Ruislip High School continued to achieve GCSE results in line with the excellent results achieved over the last three years.

For the key national accountability measure, 50% of students attained 9-5 grades in both English and Mathematics, with 74% of students attaining at least a grade 4 in both English and Mathematics.

In English, 66% of students attained grade 5 or above, with 84% attaining at least a grade 4.

In Maths, 57% of students attained at least a grade 5, with 79% attaining grade 4 or above.

Performance at the top end continued to be strong with 17 students, equating to 10% of the cohort, attaining seven or more 7-9/ A*-A grades.

At A Level, staff are delighted that the majority of students attained the grades necessary to gain places at their chosen university. Over the last three years, students have been offered places on courses at a number of prestigious Russell Group universities, including Oxford and Cambridge.

Department Information

The Science Faculty

The science department embodies the school's ambitions for students that they can fulfil their potential each and every day.

The science department aims to introduce students to the activities and methods of science building a deep, long lasting passion for science through:

- practical work;
- problem solving;
- scientific communication;
- critical analysis;
- appreciation of social and industrial context;
- an ethical understanding of the environment.

The goal of the science department is for all students to:

- experience a range of different teaching and appropriate learning strategies;
- have the opportunity to develop through working individually or in groups;
- experience experimental work to develop their own practical skills;
- have the opportunity to realise their full potential in science;

- to progress at a level which is appropriate to their development;
- be exposed to learning activities which are stimulating, challenging and enjoyable;
- develop due regard for the safety of themselves and others.

Organisation of the department

The science department has seven multi-discipline science laboratories. There is one multi-discipline preparation room to service the laboratories. The planned expansion programme for the school should be completed by September 2020. Once the new building is opened, the science department will benefit from two new physics laboratories, an extra preparation room and also a dark room.

CASE

The school has been involved with the CASE (cognitive acceleration through science education) project since 2011. The headteacher is an expert tutor and the approach is embedded in the Year 7 and 8 curriculum.

Personnel

There is a School Director of Science, Curriculum Leader and TLR positions for subject leads and/or key stages. The department has one full-time and two part-time laboratory technicians.

Teaching

Key Stage 3

Full-time science teachers, when appointed, are expected to teach KS3 science, which develop abstract thinking. The department is heavily involved in the development of CASE across the KS3 science curriculum, which includes:

- An introduction which sets the scene (concrete preparation);
- A puzzle or challenge which needs to be solved (cognitive conflict);
- Group-work and discussion where pupils share ideas for solutions (social construction);
- Learners consciously explain the thinking which gave the answer (metacognition);
- Learners making links to everyday applications of the ideas discussed (bridging).

To ensure students are fully prepared for GCSE, the KS3 schemes of work are currently being written to adapt to the new GCSE specification. The progress of students is recorded on a flight-path model and targeted intervention is carried out to enable students to stay on track to meet their end of KS4 targets.

KS3 science also runs an array of clubs and projects to engender a life-long passion in science.

Key Stage 4

Teachers will teach their subject specialism plus their second subject specialism from Year 10 to Year 11. There are six combined science groups and one triple science group in each year. The department follows AQA Trilogy as its combined course.

The department has been at the forefront of IOP's Girls in Physics project for the past three years. Students have conducted their own original research and presented their findings at the National School's CERN Symposium. Addressing the gender imbalance in science is an area the whole department is passionate about.

KS4 is very much the stepping stone for students to continue their scientific studies in KS5. A great deal of work has been done by the department to ensure the model of formative and summative assessment in KS4 is robust and meaningful and, most importantly, enables all students to maximise their potential.

Key Stage 5

Teachers will teach their subject specialism in Year 12 to Year 13.

Science in KS5 is a very popular choice with students. There are normally two biology, two chemistry and one physics group in Years 12 and 13; all follow the respective AQA specifications.

Students studying A-level science at Ruislip High have enjoyed great success in continuing their science education at university. The department runs residential A-level trips in biology and physics on a yearly basis. This year the CERN trip involved 25 students and three members of staff. In 2019 the biology department will be looking at turtle conservation in Cape Verde and, in 2020, the physics department is planning a trip to NASA.

Job Description

Job Title: Curriculum Leader of Science (with a specialism in Chemistry or Physics)

Reports To: Director of Science

Salary: MPS/UPS plus Outer London Allowance plus TLR 2C (or 1a depending on experience)

Date: December 2018

Purpose of the job

- To support the Director of Science (Head of Faculty) by assisting with effective management and leadership of the department
- To assist and support the Director of Science
- To ensure that the teaching of science is of the highest quality
- To lead one key stage in terms of curriculum and assessment arrangements
- To lead a specialist subject

Duties

In accordance with the Education (School Teacher's Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3.

Curriculum leaders are also responsible for carrying out the duties in relation to their own classes outlined in the job description for a classroom teacher.

Key responsibilities

All of the key responsibilities outlined in the job description apply to all post-holders within the faculty, including the director of faculty. The director of faculty takes the leading role and ensures post-holders fulfil their leadership responsibilities.

Operational/Strategic Planning

1. To be responsible for the delivery of the science curriculum throughout the school and the management of a team of teachers and support staff
2. To organise student grouping within the subject area
3. To contribute significantly to the school's planning (both short and long term) and provide leadership for whole-school developments by taking responsibility for whole-school initiative(s)
4. To provide leadership and create enthusiasm for teaching among members of the department, to develop team work and balance the strengths of individuals, allocating responsibilities as appropriate
5. To make arrangements for departmental consultation and communication
6. To provide a copy of the notes of departmental meetings
7. To define and develop science curriculum policy, priorities and schemes of work regularly and to monitor their implementation, setting department targets as necessary, working within the aims of the school and in line with educational developments nationally
8. To produce and revise the department handbook
9. To keep abreast of examination specification changes and to attend appropriate examination board courses and moderation meetings
10. To liaise with the examinations officer as necessary over external examination entries

Leading and managing staff

1. To ensure that appropriate performance management arrangements are in place and maintained in the subject area and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers)

2. To assist in the recruitment of new staff and to be responsible for the induction of new staff
3. To ensure all new teachers are appropriately trained, monitored, supported and assessed
4. To be responsible for the day-to-day management of all members of the department
5. To monitor regularly the work of department members, ensuring that they are following the correct specifications and adhering to policies, including marking, and schemes of work and observing their teaching
6. To establish common standards of practice and to encourage the sharing of good practice within the department and develop the effectiveness of teaching and learning styles

Information and Data Management

1. To produce an annual department review
2. To ensure that the members of the department fulfil the school's requirements for reporting to parents and that the school database is kept up to date
3. To use data effectively to identify students who are underachieving in the subject and create plans of action with target setting

Teaching and Learning

1. To develop innovative, traditional and non-traditional approaches to the subjects in the science curriculum area in order to ensure appropriate access and achievement for all students
2. To ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the subject areas
3. To ensure cover work is set for absent staff
4. To teach, where necessary and subject to negotiation, outside of individual subject specialism
5. To ensure that the department is up to date with the implementation of school policies
6. To ensure the development of students' literacy, numeracy and oral communication through the subject where relevant
7. To promote a high standard of teaching within the department, monitoring academic standards and ensuring with others that the students' learning is effective and continuous, enabling them to achieve the best results of which they are capable. This will include appropriate differentiation of the curriculum to meet the needs of all students and monitoring assessment, recording the reporting at all levels
8. To promote teaching and learning styles which stimulate students' interest and involvement in learning

Communication and Liaison

1. To attend parental consultation sessions and keep parents informed about their child's progress
2. To promote extra-curricular science throughout the school
3. To represent the department at curriculum leaders' meetings and to contribute to curriculum development and other relevant whole-school development (planning and implementation)
4. To disseminate relevant information to members of the department
5. To encourage appropriate links across the curriculum, between departments and with other schools, and to promote relevant activities outside school. This will include developing aspects of cross-curricular themes such as citizenship and contributing to enrichment as appropriate within the department. It will also include liaison between Key Stage Two
6. To organise and manage the department budget and resources to ensure the efficient and effective use of all resources to maintain a stimulating environment within the department
7. To be responsible for department administration
8. To contribute to the termly school newsletter in terms of the subject and/or extra-curricular activities

General Responsibilities

1. To participate in the school's staff development (CPD) programme
2. To continue personal development in relevant areas especially subject knowledge and teaching methods
3. To engage actively with the school's performance management and CPD programme
4. To ensure, where appropriate, the effective deployment of classroom support including assuming responsibility for liaising with and organising the work of teaching assistants linked to the faculty
5. To work as a member of a team, positively contributing to effective working relations within the school
6. To communicate, where necessary with parents and external agencies, following the school's staff communication policy, including promptly responding to communication as outlined in the school's directed time policy
7. To attend open evenings, parents' evenings and other whole-school events
8. To attend Monday afternoon staff briefings
9. To take part in the arrangements for appraisals and observations

10. To undertake duties as detailed in the rotas, timetables and key dates publication
11. To undertake any other duties as the headteacher or senior leadership team may reasonably require
12. To adhere to the expectations laid out in the teacher standards, in terms of teaching and professional conduct

Health and Safety

1. To be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department
2. To ensure that health and safety policies and practices, including risk assessments, throughout the department area are in-line with national requirements and updated where necessary
3. To undertake an annual review of risk assessments across science, with active participation from all members of the team
4. To have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments
5. To be a member of the health and safety working party
6. To pro-actively lead, monitor and report any health and safety related issues across the faculty

Other duties and responsibilities

Any other duties commensurate with the general level of responsibility of the post that the headteacher may from time to time ask the post-holder to perform.

These duties may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job.

Ruislip High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Person Specification for Curriculum Leader of Science

Qualifications	Essential	Desirable	A	I	R
1. Qualified teacher status			✓		
2. At least three years teaching experience	✓		✓		
3. At least two years of successful A level and GCSE teaching	✓		✓	✓	
4. Degree or equivalent	✓		✓		
5. A higher Degree		✓			
6. Experience in more than one school		✓			
7. Experience of middle management responsibility in a science department	✓				
8. Evidence of further professional development in subject area including specific training to be an effective teacher	✓		✓		

Professional knowledge and understanding, skills and attributes:	Essential	Desirable	A	I	R
9. An understanding of the characteristics of an effective school		✓	✓	✓	
10. Specific evidence of successful classroom teaching including specific positive outcomes for students	✓		✓	✓	✓
11. A commitment and thorough understanding of how his/her subject specialism should be taught & an understanding of the National Curriculum - content and assessment	✓			✓	
12. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school's commitment to high achievement	✓		✓	✓	✓
13. An understanding of effective leadership styles, and the ability to motivate, inspire, develop and hold team members to account	✓		✓	✓	
14. The ability to analyse, understand and interpret data and information	✓			✓	
15. The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff	✓			✓	✓
16. The ability to contribute effectively to the development of whole school policies. Evidence of involvement in whole-school development/activities, eg. working parties	✓		✓	✓	✓
17. The ability to set standards and provide a role model for students and other staff in teaching and learning in the subject specialism and across the school	✓		✓	✓	✓
18. The ability to promote the ethos, aims and objectives of the school to the wider community	✓			✓	✓
19. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective	✓			✓	✓
20. The ability to use ICT to enhance and support teaching, learning and management	✓			✓	
21. Evidence of involvement and understanding of pastoral needs of students	✓		✓	✓	
22. Evidence of working in a range of different school contexts.		✓	✓	✓	

Personal skills and attributes:	Essential	Desirable			
23. Leadership skills – the ability to lead and manage people to work towards common goals and to use appropriate leadership styles in different situations	✓		✓	✓	✓
24. Decision-making skills - the ability to investigate, solve problems and make decisions	✓			✓	
25. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others	✓		✓	✓	
26. Ability to develop new ideas	✓			✓	
27. Personal impact and presence	✓			✓	✓
28. Energy, determination and perseverance	✓				✓
29. Self-confidence, enthusiasm and commitment	✓			✓	
30. Reliability and integrity	✓			✓	✓

Note - The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold statements are the main criteria used for shortlisting. Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application

I = Interview

R = Reference

Shortlisted candidates will have to bring evidence on interview day regarding student outcome data.

Core Values at Ruislip High School

Respect

Different views and beliefs: be kind and show good manners to all.
Value the school community and environment in thought and action.

Unity

Volunteer to help others; contribute to school life.
Show loyalty to friends, staff, school and community.

Integrity

Set high personal and academic standards.
Uphold the school values.

Self-discipline

Demonstrate self-control, willpower and strength of mind.
Remember: 'You Own Your Own Behaviour'. Take responsibility.

Learning

Be independent and self-motivated.
Always give 100% effort and check work through: if it's not perfect, it's not finished.

Inspiration

Show curiosity, imagination and independence.
Lead by example: take pride in being an individual.

Perseverance

Be resilient: ask for feedback to improve rather than giving up. Always correct and improve work (D.I.R.T.).





How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the school website.

Applications should be returned to **Justine O'Driscoll**, HR Manager, Ruislip High School, Sidmouth Drive, Ruislip, Middlesex, HA4 0BY or via email to jodriscoll@ruisliphigh.org.uk

Ruislip High School reserve the right to bring forward the closing date of any vacancy when a suitable number of applications have been received. Candidates are therefore recommended to submit their application as soon as possible.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.



Safeguarding and Child Protection Policy Statement

- Ruislip High School is committed to safeguarding students and expect everyone who works at the school to share this commitment.
- Staff take all welfare concerns seriously and encourage students and young adults to talk about anything that worries them. Staff must always act in the best interest of the student. The school recognises that it has a moral and statutory responsibility to safeguard and promote the welfare of its students. Staff endeavour to provide a safe and welcoming environment where students are respected and valued. Staff are alert to the signs of abuse and neglect and follow the school's procedures to ensure that students receive effective support, protection and justice.
- Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Principles

- The school will ensure that the welfare of students is given paramount consideration when developing and delivering all school activity
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm in accordance with this guidance
- All students and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance

Aims

- Provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students
- Ensure consistent good practice across the school
- Demonstrate the school's commitment to safeguarding students
- Contribute to the five Every Child Matters outcomes:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being

The full Safeguarding and Child Protection Policy Statement can be found on the school's website.

