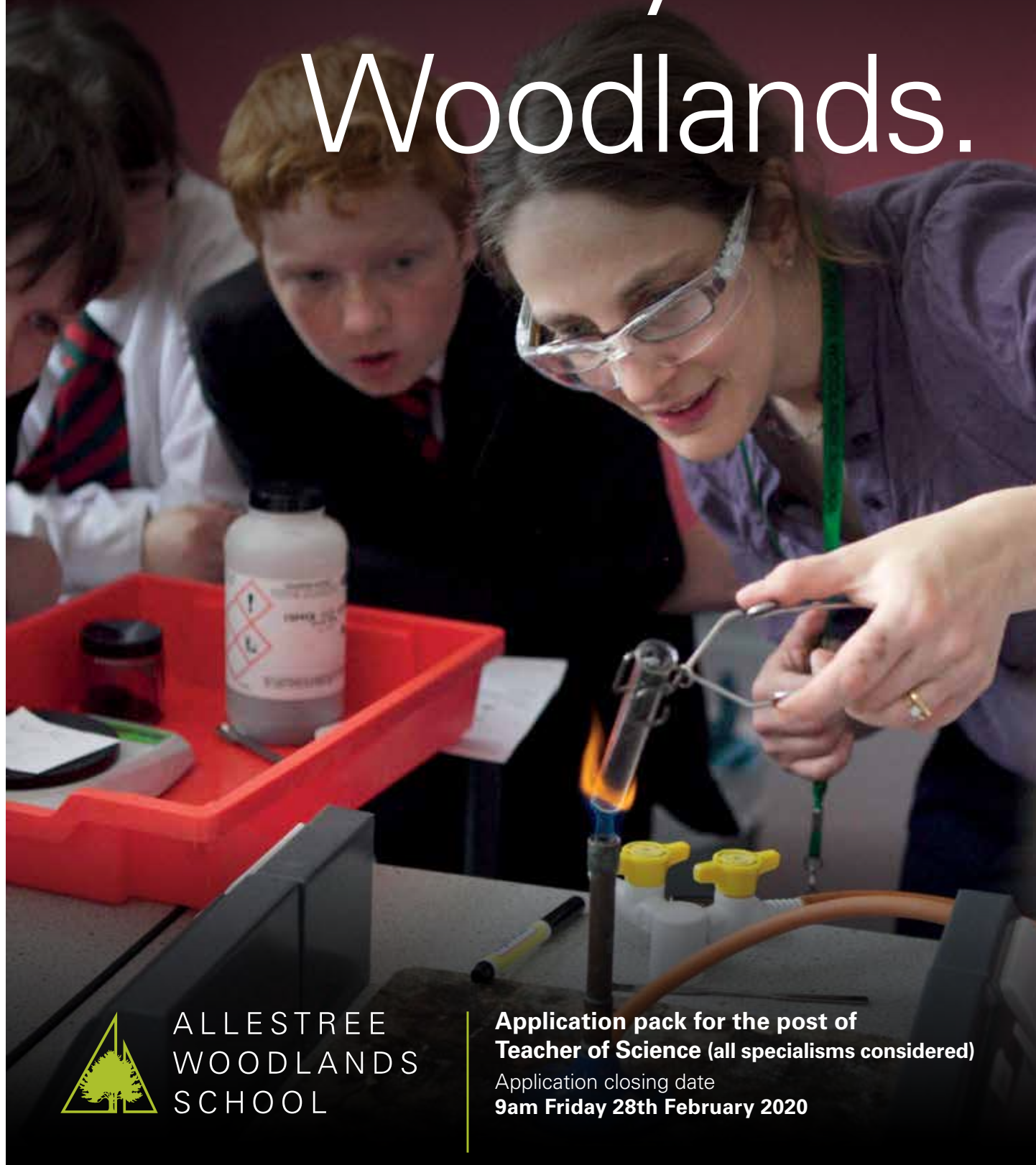


# We would love to see you at Woodlands.



ALLESTREE  
WOODLANDS  
SCHOOL

**Application pack for the post of  
Teacher of Science (all specialisms considered)**

Application closing date  
**9am Friday 28th February 2020**

“Woodlands has a friendly, safe and welcoming feel about it. The school is ambitious and wants the best for its students.”

Ofsted Report 2012

February 2020

**RE: Appointment of: Teacher of Science (required for September 2020)**

Dear Applicant,

Thank you for your interest in the position of Teacher of Science at Allestree Woodlands School. Please find attached a detailed information pack, person specification and job description. We also warmly welcome visits from prospective applicants. If you would like to visit, please contact Kate Challands to arrange a suitable time.

The successful candidate will join us at a very exciting time. As the new head in September, I have been deepening my understanding of Woodlands and we are now embarking on a highly developmental phase as we strive to raise standards and ensure that we provide an excellent curriculum and learning experience for all of our students. Science is a vital part of our provision in all key stages.

We are an oversubscribed school with an increasing PAN, a very broad curriculum offer at all key stages and a thriving 6th form. We value sports, creative and performing arts and technologies alongside an academic core and our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour.

If you think that we sound like a school you want to be part of, please apply using the application form attaching a letter of up to 1200 words size 12 Arial in which you outline:

- a) How your experience to date has prepared you for this role
- b) What you would bring to our team.

**We look forward to receiving your application by 9am Friday 28th February 2020.**

Yours sincerely

Gemma Penny  
Headteacher



## STATEMENT OF INTENT

Allestree Woodlands School:  
Enabling aspiration and achievement through  
delivery of a knowledge-rich curriculum  
underpinned by our CORE values.

**Courage | Optimism | Regard | Endeavour**

At Woodlands we seek to develop the whole child; we believe that acquiring key knowledge is an important part of understanding yourself, your community and your world. As such, we prize the learning of subject content and plan our curriculum and teaching approaches with this in mind. However, we also recognise that development of specific traits and behaviours enables individuals to use the learning they have to become active and engaged participants in the community and society they belong to.

We value courage, optimism, regard (for self and others) and endeavour and we strive to demonstrate and develop these characteristics in our school. As such, CORE will increasingly underpin school policy and procedures over the coming year.

### **Vision**

**For all students to have an excellent, enriching experience of education and development so they can fulfil their potential to learn and thrive, both now and in the future.**

- School provides high quality facilities, resources and activities, cultivating a safe environment and a first-rate education through mutual hard work
- Governors are supportive and ambitious, exercising rigour to secure excellent outcomes for students
- Staff are committed to achieve professional excellence, embracing opportunities to develop their practice in a collaborative and cooperative environment
- Students flourish as individuals and contribute positively to school and community
- Parents are engaged and actively involved in the life of the school





Allestree Woodlands School is at the heart of the community with extensive use of the school's facilities in the evenings, at weekends and during the school holidays.

The school opened in 1956 and is pleasantly situated in Allestree, which is a northern suburb of the city of Derby and overlooks fields towards the National Trust property Kedleston Hall. 2016 marked the school's Diamond anniversary and our move into new school buildings.

These new school buildings complement our extensive sports facilities which includes a new sports hall, two all-weather and floodlit pitches, a fitness gym, spin room and a refurbished swimming pool. In 2011 we also improved the school's dining facilities. We also have a new school theatre, meeting rooms and entrance atrium.

The school is also designated as an enhanced resourced school for the hearing impaired. In 2004 the school was further enhanced by the award of specialist technology college status. In 2009 it was recognised by the Specialist Schools and Academies Trust as a 'High Performing Specialist School' and we were given a second specialism in maths and computing. Allestree Woodlands School became an Academy on March 1st 2012.

We are committed to the promotion of the highest possible standards of achievement and excellence for all young people whatever their ability. Demand for education at Woodlands continues to grow. We are often over subscribed for places, and applications for places in the Sixth Form continue to grow. Currently there are 1,262 students attending the school including a Sixth Form of 200.

We maintain traditional values and standards and embrace the need to develop well qualified and well rounded, confident young men and women. We are fully committed to a partnership with parents/carers and our young people in order to develop quality, excellence and opportunity for all.

Derby itself is, of course, situated within beautiful countryside, nestled between the Peak District National Park and the National Forest. As the country's most central city, Derby has excellent transport links to all parts of the country. Going back in history, as the birthplace of the Industrial Revolution, Derby is a city that has literally changed the world. Today it has the best of both worlds – a vibrant, contemporary yet traditional city centre, complimented by the glorious surrounding countryside of Derbyshire and the Peak District. In essence Derby is a great place to live and work.

For further information about the school please go to our website at [www.woodlands.derby.sch.uk](http://www.woodlands.derby.sch.uk).





Through high quality teaching and learning, good communication, consistency and mutual respect, the Science faculty will work together as a team to raise standards, student expectations and maximise achievement. We will aim to ensure that every individual student is supported to achieve their full potential and beyond.

### Science Mission Statement

At Woodlands we strive to encourage pupils to achieve their full potential by developing their skills through scientific enquiry and practical tasks; recognising the usefulness and limitations of scientific methods in their everyday lives. We encourage students to explore science, its coverage in the media and how to analyse and evaluate sources presented to them.

The department moved into a new building in October 2015 which enables us to give students excellent practical opportunities as well as presenting staff with a very comfortable working environment with 9 fully serviced laboratories.

At KS3, Y7-9, all pupils follow the Collins programme of study based on integrated scientific themes which are matched to the QCA scheme of work and to National Curriculum Attainment targets. At KS4 all pupils follow the AQA Combined Science or Separate Science courses from Y10. We have just started running three triple science groups instead of the two that we used to so the science provision is expanding; there were more students who wanted to do separate sciences than the places available previously. The Science department's Triple Science students achieve an average of 55% 9-6 across the three specialisms. The Combined Science students gained 60% grades 9-4 (no students took alternative science qualifications), giving the combined scientists a progress 8 score of +0.04. At post-16 level we currently offer A-levels in Biology, Chemistry, Physics, and Environmental Science. The uptake in Science A-Level subjects is high, with usually at least two classes per subject specialism normally entering Year 12. Many of our students go on to study science related degrees.

### Staffing and Student Support

There are twelve teachers of Science in the school. In addition to the Director of Science, there are three Deputy Directors and three Assistant Directors with responsibility for curriculum management in subject and key stage areas, as well as whole faculty responsibilities and additional initiatives. There are four laboratory technicians who assist colleagues in the preparation of materials for practical lessons and a faculty assistant to support with display work and resource administration. Although teaching is almost exclusively within the science faculty, there are contributions made by science teachers to the PSE programme as well as supporting in maths lessons at times.

The faculty is forward thinking and is actively engaged in discussing teaching and learning pedagogy. Science is one of the leading faculties driving initiatives across the school, enriching the curriculum, integrating high order questioning and deep thinking and embedding ICT effectively in order to raise standards in teaching and learning. The science faculty leads whole school events such as a STEM week with subjects across the full curriculum running activities based around a theme, as well as running a variety of trips across all key stages and often inviting external speakers in to work with students. Science staff run a Science club with the support of sixth form students where we are starting to run the CREST awards programme. Extra support for KS4 and KS5 students is provided each week through a range of extracurricular "surgeries".

### Organisation of the curriculum

At KS3 pupils are taught for three periods a week as mixed ability groups in year 7 and year 8. In Y9 students are broadly setted. Wherever possible, one teacher delivers the integrated course for the whole academic year in KS3.

At KS4 students are all currently taught by specialists and so all students have a biology, chemistry and physics teacher. Students studying the AQA Combined Science course have five Science lessons per week. The students studying the AQA Triple science course have six lessons per week.

At KS5 all classes have two teachers per subject who split the topics between them. Biology follows the OCRA course whilst Environmental Science, Chemistry and Physics follow the AQA courses. In Y12 and 13 students have five lessons per week per subject.

Pupil progress is tracked through shared documents, tasks and tests throughout the year with assessment for learning and citizenship being integrated into schemes of work. All of our department resources are now on Office 365 so that they can be opened simultaneously, accessed from home and shared easily between staff. SIMS is used by the school to track behaviour and achievement, which can also be accessed off site via a remote desktop facility.

JOB DESCRIPTION

**POST TITLE:** Teacher Of Science  
**POST GRADE:** Teachers Main Pay Scales  
**Line Manager:** School Director of Science

All staff appointed to the school will commit themselves to achieving the school's clearly defined vision as laid out in its statement of values and aims.

SAFEGUARDING

Allestree Woodlands School is fully committed to safeguarding and promoting the welfare of its students. All members of staff will be vetted according to established procedures. All members of staff will familiarise themselves with the school’s child protection and safeguarding guidance and procedures and act accordingly.

Job summary:

- To contribute to the development of the Science Faculty.
  - To undertake a teaching responsibility across the full age and ability range.
  - To be a form tutor, take a care and guidance responsibility within the school and teach Personal, Social, Health and Citizenship education (PSHCE)
- To manage student behaviour in your classroom and around the school by promoting and building positive relationships and dealing with any issues that arise
  - To treat students as individuals and call them by their first name
  - To regularly assess your students’ progress by marking their work, offering constructive feedback (written and verbal) and engaging their parents/carers as appropriate and responding to their concerns

Role:

- To work in accordance with the statement of the School’s Values and Aims and the School’s Improvement Plan.
  - To undertake a teaching responsibility across the full age and ability range.
  - To maintain an effective learning environment in and around the teaching base.
- To contribute to the development of resources and student assessment and profiling within the curriculum faculty including students’ Records of Achievement
  - To take an active role in the annual curriculum faculty review.
  - To support the delivery of cross curricular developments.

Responsibilities:

- The Teacher will be accountable to the School Director of Science, the Faculty’s Senior Team Line Manager and the Headteacher
  - To meet the Teachers’ Standards
  - To fulfill those professional duties as contained in the current School Teachers Pay and Conditions Document
  - To become familiar with statutory orders and any other legislation relevant to the subject area.
  - To plan and teach engaging lessons to meet the needs of all the students in your classes
- To play an active part in faculty, subject and staff meetings.
  - To give general support to school activities.
  - To promote the ethos and values of the school.
  - To undertake professional duties that may be reasonably assigned by the Headteacher.

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND SKILLS	<ul style="list-style-type: none"><li>● A good honours degree in science or an associated subject.</li><li>● A teaching qualification.</li><li>● A-level qualifications in subject specialism</li></ul>	
SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE	<ul style="list-style-type: none"><li>● Effective teaching experience across the age and ability range.</li><li>● The capability to teach at least 2 science specialisms to GCSE level.</li><li>● The capability to teach subject specialism to A Level.</li><li>● An understanding of the National Curriculum requirements for the teaching of science.</li><li>● An awareness of current initiatives in the subject.</li><li>● Competence and confidence in the use of ICT as a learning tool, including the ability to learn how to use new interactive tools.</li><li>● Engagement with recent professional learning.</li></ul>	<ul style="list-style-type: none"><li>● The capability to teach a further subject preferably to A Level.</li></ul>
PERSONAL QUALITIES	<ul style="list-style-type: none"><li>● An enthusiasm for teaching and an interest in learning strategies.</li><li>● Commitment to the development of young people and their needs.</li><li>● Effective communication and organisational skills.</li><li>● The ability to form good relationships with staff and students.</li><li>● Drive, energy and ‘teacher warmth’.</li><li>● A commitment to high standards in personal work and to continued professional development.</li><li>● Open consultation and participation in decision making</li><li>● A mutually supportive approach; sharing responsibility, success and problems</li><li>● Being forward looking and anticipating change</li><li>● The ability to work under pressure and to meet deadlines.</li><li>● A record of good health and attendance.</li><li>● Smart personal appearance.</li><li>● A willingness to support and promote the ethos and standards of the school.</li><li>● A sense of humour and optimism.</li><li>● Willingness to contribute to enrichment activities within the department and the whole school.</li></ul>	

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'

ALLESTREE WOODLANDS SCHOOL

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[www.woodlands.derby.sch.uk](http://www.woodlands.derby.sch.uk)