**Science Faculty Information**

We are delighted that you have taken the time to consider applying for a post within the Science Faculty at Buile Hill Visual Arts College, and we hope that you find the following information helpful.

BHVAC is a rapidly-improving school on a journey towards “Outstanding”, having been graded as “Good” across the board in our new framework Ofsted inspection last year. We have a dedicated and talented multi-disciplinary team of staff here at BHVAC who work tirelessly in creative ways to ensure that all of our students both get the best and also do their best.

The Science Faculty occupies one of six key learning zones within the “E-shaped” two-storey school. We have a suite of 6 purpose-built Science laboratories that are located along both sides of the Science Faculty corridor. There is also a Science staff workroom and a prep room which has chemical storage areas. All of the laboratories benefit from interactive whiteboards and speaker systems, and have a PC. All teachers are also allocated a laptop for their use, and there is a Science Faculty class set of laptops on a mobile trolley that teachers can book to use. The Science Faculty benefits from the support of a full-time, experienced Science technician, and the school also employs a dedicated reprographics technician and there is on-site IT support.

The school teaching day consists of five one-hour lessons, and students are taught in two half-year timetabled blocks for Science. Within each of the two half-year blocks, there are Science teaching groups that are arranged into broad ability groups that also take account of any behavioural needs.

The Science curriculum at KS3 is based on the NC and is taught as topics or units of work. At KS4, we offer New Specification Combined Sciences and Single Sciences. We have reviewed both the KS3 and KS4 curriculum to ensure that our full curriculum offer fully meets the needs of all of our students and gives every student the best possible opportunity to be challenged at their level, and to succeed.

In the last few years, the number of pupils studying GCSE Science in KS4 has increased including Triple Science. The results achieved over the last few years have also significantly improved:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Cohort** | **Core** | **Additional** | **3 level progress** | **4 level progress** |
| 2014 | 54 | 57% | 49% | 30% | 7% |
| 2015 | 103 | 76% | 68% | 53% | 19% |
| 2016 | 86 | 75% | 64% | 77% | 31% |

As you can see our figures for A\*-C have exceeded national figures in both 2015 and 2016. We are predicting an upward trend for our 2017 figures also.

**KS3**

We are now following the new National Curriculum and have planned an accelerated scheme of work that’s in line with AQA assessment model of 40% knowledge, 40% Application and 20% Evaluation - thus, bridging the gap between KS3 and 4. The assessment is rigorous and in line with Progress 8 measure giving students an opportunity to access GCSE curriculum at KS3.

**KS4**

The Science Department offers courses to cater for all abilities and interests. For the hard working and more able students ***3 separate GCSEs in Biology, Chemistry and Physics are an option***. For higher to middle ability students we offer ***The Combined Science Trilogy*** , which counts as 2 GCSES in Science (Combination of Biology, Chemistry and Physics). Like the Separate Sciences this can lead to students taking post 16 Science courses. For students who enjoy Science but does not like to sit too many examinations we are also offering a ***Single GCSE in Biology.***

Currently the Science Department have a small group of carefully selected students studying the 3 Separate Sciences, four sets studying for 2 GCSEs in Science (Combined Trilogy) and 2 sets taking Single GCSE in Biology. All students study science for four lessons each week.

Our children are at the heart of everything we do at Buile Hill and when asked what they want in a teacher they came up with the following:

They want you to be the sort of teacher who enjoys teaching and makes learning interesting. They also want to know that you are interested in them, and they want you to maintain a positive and stimulating environment. They want you to mark their work often, and they need to know that you care about how they are doing. They prefer it when they are given firm, clear boundaries and high expectations, and they want you to treat everyone as an individual. They hope you will be able to meet their individual needs, and work with them so that they achieve their full potential. They also want you to keep your sense of humour when all else fails, and never give up on them.

If you feel you can live up to their expectations, then we hope you will make the time to come and look around our school and meet us and our students at this exciting time in our journey.