



The Knights Templar School

Application Pack – Teacher of Chemistry

February 2018



We are proud of our School as a community comprehensive serving the people of Baldock and the surrounding villages and our students' learning is greatly enhanced by the strong links with our local

Our Vision

Excellent academic achievement

Academic achievement, underpinned by the highest quality teaching.

Committed to developing well-rounded individuals

We believe strongly in exposing our students to the widest possible range of experiences and opportunities that will enable them to achieve their maximum potential. We consider it our responsibility to ensure they leave the school respectful, successful, happy, well-rounded individuals who are a credit to themselves and their community.

All abilities and backgrounds welcome

Success to us is not, however, simply about focusing on the brightest and most gifted. The school is open to children of all abilities and our pastoral care ensures that every student receives the nurturing, support and guidance they need. As an integral part of our community, we accommodate students from all backgrounds and while the school is broadly Christian, we are equally welcoming to those of other faiths and no faith.



An Introduction to the School

"The Academy motto "Courage and Courtesy" is evident in the excellent relationships between all students and with adults." (Ofsted)

Knights Templar School is both a successful and happy school. Students' results are good and behaviour is excellent. The school is highly regarded locally, being regularly oversubscribed. We receive in the region of 600 applications for 210 Year 7 places each year.



Students of all abilities achieve well and make good progress. Young people have an excellent attitude to learning. They enjoy school and want to succeed. Examination results at GCSE and A level are consistently good. In 2017, 71% of students achieved English and Maths at grade 4 or above (National = 59%); The School has a strong Sixth form, most progress on to University degree courses, including places at Oxford or Cambridge.



Knights Templar offers a very broad range of opportunity beyond the classroom. We offer a very broad range of extra-curricular provision. There are school teams in all years in several sports with traditional house matches and a sports day. Some 250 students learn a musical instrument and there are many school concerts. Drama, too is very strong with regular school productions.

The Duke of Edinburgh Award Scheme is particularly vibrant with 200 young people participating at Bronze, Silver or Gold level. We run a wide range of trips and visits both curriculum-based and of a wider educational

nature. Staff are very generous with their time in supporting this wide range of activities.



We provide a disciplined, caring, fair and moral environment in which individuality is encouraged and equality of opportunity promoted, in order to allow students to develop personally and socially. There is a mutual respect and good relationships between students and also between staff and students, with the students being given responsibility and feeling valued whilst knowing that support and advice will always be available when needed. We have an excellent Pastoral system to support and encourage this.

Pastoral care is a strength of the school. It is based on tutor groups, horizontally organised within Year Teams. Ofsted reported that "Students were particularly positive about the extent to which you encourage them to be independent. They value being asked to take on responsibilities. Students learn to treat others with respect. You promote the school values of 'courage and courtesy' well. "

Staff at Knights Templar "go the extra mile". They give their time, effort and commitment to ensure high standards in the classroom and in the wider life of the school. Ofsted also reported that "Students value the extra-curricular activities available to them, and spoke with enthusiasm about the range of trips on offer." The school has high expectations of its staff as well as its pupils.

The school's name often provokes interest. The Knights Templar developed the town of Baldock in the Middle Ages. The school has been an all-ability mixed comprehensive school for over 40 years. In 2011, the school became an academy retaining its status as a community comprehensive school, serving the needs of Baldock and the surrounding villages that form our catchment area.

Accommodation varies and some of the buildings are certainly showing their age. We do have an excellent modern Sports Centre with a floodlit all-weather pitch. A new purpose-built Sixth Form teaching block opened in September 2013 and in 2016, we were very proud to open our new Science Centre. The school has further plans for redevelopment of the site. By December 2018 we will also have a new Art and Food Technology block.

Knights Templar is doing well but we have the potential to do even better in future. Our focus is to improve standards by constantly improving the quality of Teaching and Learning.



Sue Welch
Chair of Governors

Tim Litchfield
Headteacher



Ofsted

The current Ofsted inspection framework focuses on raising expectations and the importance of quality training. We were most pleased, therefore, when in September the Knights Templar School was inspected that it was judged to be a good school offering a “great education”. We are certainly not complacent, however, we want the very best for our students and whilst most teaching seen was judged to be good or outstanding, we want all of it to be so. Whilst our results are good, we want them to be even better. We were particularly pleased that the inspectors’ views as to how we can improve totally matched our own improvement plan: their priorities are our priorities. Our students have every right to be proud. The inspectors saw them both in the classroom and around the school; their conclusion was very clear, they found their behaviour and general manner to be outstanding.

Teaching and Learning

Purposeful learning is at the heart of everything we do. Our dedicated and hardworking teaching staff ensure that students are engaged, challenged and able to succeed within a culture that values both tradition and innovation. We encourage a range of approaches to teaching that ensures that students have a rich and varied learning experience.

It is important that teachers have time to reflect, share ideas and develop their own practice. We have a structured programme of Continued Professional Development, offering a range of ongoing opportunities. For example, our lesson study programme provides an opportunity for colleagues to work collaboratively and reflect upon the impact of research-based strategies on their own teaching. This is supplemented by external courses and trainers. Lesson observations are geared to improving practice and offering professional support and development opportunities appropriate to individual needs.

We encourage teachers to share their expertise through mentoring trainee teachers, NQTs and those who have taken on new roles and responsibilities. We are also developing a coaching programme.

Staff

The Knights Templar School currently employs 90 teaching staff and 60 support staff, many of whom have positively contributed to the school for a number of years. Many of the staff have children who are currently at the school or have passed through our school system. There are also members of staff who are past students.

Community

The Priority Area for the School consists of Baldock, and surrounding villages. We are fortunate to have good relationships with the primary schools in the area with teachers and students from Knights Templar regularly running events for our primary partners. Our primary schools will often visit for a variety of activities in PE, music, drama, dance, maths and science to name but a few.



The Science Faculty

Staff (as from September 2018):

Mrs G Allman (**Head of Science i/c Biology**)
Mrs K Brown (**Primary School Liaison/Biology**)
Mrs M Dineen (Biology/Chemistry)
Mrs J Wallace (**Head of Science i/c Chemistry**)
Miss D Carroll (Chemistry/ Physics)
Dr J Kerr (Chemistry/School Council Co-ordinator)
Mr J Grove (**Head of Science i/c Physics**)
Mrs J Brouat (Physics)
Mr W Bowers (Physics)
Mrs J Harbon (Physics/Biology)
Mr P George (Biology/Chemistry/Physics)

We also have 2 dedicated teaching assistants:

Mrs C Sharp Mrs C Wright

Technical Staff:

The department is extremely fortunate to be supported by 5 excellent and experienced technicians who provide valuable contributions to the Teaching and Learning within the department:

Mrs S Conway (Senior Laboratory Technician)

Mrs L Eke Mrs T Robinson Mrs J Mills Mrs C Kotze

Accommodation:

From September 2016, the Science Department have been accommodated in the new, state of the art Science Centre. There is a large, central prep room on the ground floor and an additional, separate Physics prep room upstairs next to a staff work room/office. Teaching staff are allocated their own Lab.

Courses:

Key Stage 3: Students start their studies with an 'Introduction To Science' course followed by a rotation through separate sciences, broadly following the National Curriculum. This continues through Year 8, where students study an "in-house" scheme delivered by subject specialists.

All course materials have been purchased, providing additional SEN support. Additional online support provided by subscription for "Doddle" & through the school VLE - "Realsmart"

Key Stage 4 (inc Year 9): Students study AQA Science at GCSE with the majority of students sitting a double award in Science on the 'Combined Science: Trilogy' course. Some students opt to take 'Separate Sciences' as part of the options pathway in Year 9. All students are provided with textbooks and access to Doddle and Realsmart.

<i>Key Stage 5:</i>	Biology	- AQA Biology
	Chemistry	- AQA Chemistry
	Physics	- AQA Physics

Timetable + Setting: (all periods are one hour long)

<i>Year 7 + 8:</i>	6 periods per fortnight. Year 7: 8 groups mostly mixed ability with one skills support group, taught on science subject rotation every term by subject specialists Year 8: are taught by subject specialists in mixed ability groups.
<i>Year 9:</i>	6 periods per fortnight, two per subject, although teaching across subjects is welcomed. The year is split in to two “halves” there are 4 Science sets in each half set according to Science
<i>Years 10/11:</i>	9 hours per fortnight. Setting is as in year 9 but with 5 Science sets in each “half” based on performance, internal tests and teachers’ professional opinion. Separate science students have additional teaching time to help cover material.
<i>Year 12/13:</i>	9 periods per subject per fortnight in Year 12, 10 Periods in Year 13, 2 sets in Biology, 2 sets in Chemistry, 2 sets in Physics

Resources:

ICT equipment: all department members have a laptop. The department has an interactive white board in every lab. There are 16 wireless enabled laptops with various software for use with dataloggers and numerous sensors. The school network contains extensive modelling and revision software.

Ethos/vision:

- Give full access to the Science curriculum for all students up to GCSE level, regardless of their gender, ability or background.
- Allow students to experience 'positive achievement' and have the opportunity to achieve their full potential.
- Reinforce and make links with other areas of their curriculum and build on their experiences in primary school.
- Make use of their personal experience and relate it to the worlds of work and leisure, whilst developing their scientific skills.
- Ensure that the form of the curriculum and the approaches to teaching and learning lead to a greater appreciation of Science and its impact both on the individual and society.
- Cater for the needs and aspirations of all students within a balanced whole-school curriculum.

Communication:

- Weekly update: contributions/notices given by all TLR post holders and teaching staff
- Curriculum and Assessment Strategic Group: The Science curriculum area is represented by one of the Heads of Science which meets approx once per half term.
- Heads of Faculty/Department: Individual subjects are represented by a Head of Department. The Head of Biology, Head of Chemistry and Head of Physics also share joint responsibility for the Science Faculty leadership.
- Departmental Meetings: These are approximately twice every term and may include moderation meetings for KS3 and 4. Time on INSET days, as determined by SLT. Input from our technicians welcome.
- Science Twitter: @KTSScience for general communication with students and parents
- Faculty social events: Xmas parties, nights out etc!

Teacher of Chemistry - Job Description

Reports To: Heads of Science Department

Purpose of the Job: To prepare and teach appropriate lessons in accordance with the policies of the school and the department using appropriate resources

Key Responsibilities:

- To encourage students to achieve the highest standards of work possible
- To set and mark students' work regularly and in accordance with the department's and school's policy; to record marks, monitor progress and write reports as required.
- To participate in the arrangements for preparing and assessing students' work for examinations and to supervise students during such examinations.
- To co-operate in developing appropriate departmental teaching materials and to contribute to the development of new courses.
- To review from time to time methods of teaching and programmes of work and to participate in arrangements for further training and professional development.
- To participate in the agreed performance management process.
- To share in the pastoral responsibility for students in their teaching groups and where appropriate liaise with the Form Tutors and Year Leaders.
- To maintain good order and discipline among students and to safeguard their health and safety at all times when they are the responsibility of the School.
- To ensure that the learning environment for their lessons is neat and well organised.
- To share in supervisory and general duties during the working day.
- To cover classes for absent colleagues in accordance with the School's policy.
- To attend staff and departmental meetings.
- To undertake professional development as appropriate.
- To undertake any designated Form Tutor responsibilities.
- To attend assemblies.
- To attend Parent Consultation Evenings and to communicate with parents when appropriate.

Job Context:

- The Department consists seven full time and four part time teaching staff, a head technician and four part time technicians.

Review of Duties:

- The specific duties attached to any teacher are subject to annual review and may, after discussion with the teacher, be changed.

Teacher of Chemistry - Person Specification

Qualifications:

Essential:

- Qualified Teacher Status
- Evidence of continuing professional development

Desirable:

- Wish to undertake further training and qualifications
- Additional professional qualifications

Professional Experience:

Essential:

- Committed to comprehensive education and the entitlement of all students to succeed
- Passionate about your subject
- An excellent classroom practitioner- enthusiastic and able to make teaching and learning in Chemistry interesting and enjoyable
- An up to date knowledge of recent trends in the teaching of Chemistry
- A well-organised, efficient team worker
- To be able to get the best out of students at all levels of ability
- Committed to the important role of Form Tutor

Desirable:

- Ability to teach Chemistry to A Level
- Good knowledge of and confidence in the use of student performance data to be able to get the best out of students at all levels of ability
- ICT literate, making appropriate use of IT as a teaching and management tool

Personal Qualities:

Essential

- Persistence and resilience
- Willing to actively support and contribute to the school's ethos
- Approachable and flexible
- An excellent record of personal attendance & organisation
- High personal standards – dress, conduct and presentation

Desirable:

- A willingness to participate in trips and other extra-curricular activities

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

How to apply

Use **our Application Form**, which is a version of Hertfordshire's standard application form. *Please fill it in fully.*

You must include a **Letter of Application**. This does not in fact have to be in the form of a letter; a document using bullet-points will be very acceptable. It should be no more than two sides of A4.

Please send your application to the school, by post or email to vacancies@ktemplar.herts.sch.uk

Further notes for applicants

Visits

If you wish to visit the school, you will be made welcome, though this is not a requirement at this stage. Please telephone to make an appointment; your chances of getting the post will not be affected by whether or not you make such a visit. Those invited for interview will, of course, be given plenty of chance to see the school.

Moving house

If you would need to move nearer, consider investigating property prices before deciding whether to apply: information is readily available via the web. You might also be interested to look at the website of North Hertfordshire District Council (www.north-herts.gov.uk)

The Knights Templar

The school is named to commemorate the connection between Baldock and this ancient Order, which founded the town in the twelfth century. Readers of *The DaVinci Code* and similar works may be disappointed to find that we have no other connection with Templar organisations!