



Hele's School



Teacher of Science Applicant Information

Dear Applicant,

We are delighted that you have expressed an interest in the post of Teacher of Science at Hele's School and hope you feel excited enough about the prospect of being part of Team Hele's to apply.

Encouraged by a strong Ofsted inspection in July 2017, which judged the school to be good in every measure and stated that *'senior leaders have improved the school significantly since the previous inspection and the school is well placed to improve further'*, we have set our sights on achieving outstanding - and not just in terms of Ofsted criteria! We are therefore looking for an exceptional teacher who will live and breathe our values to ensure Hele's remains a great place to learn and a great place to grow.

'There is a relentless focus on improving the quality of teaching' (Ofsted, July 2017). You will find that Hele's has a traditional ethos yet contemporary teaching and learning. Teachers are encouraged to experiment with pedagogy and regular Teaching and Learning briefings encourage the regular sharing of new thinking and approaches to inspire and lead the staff to outstanding teaching and results, as well as support professional growth.

Students' attitudes to learning are very good; they are well behaved and attendance and punctuality are excellent. As Ofsted affirmed, *'Pupils have very good attitudes to learning. They are keen to do well, they listen carefully to teachers when they explain topics and they complete the tasks they are set'* and *'pupils behave well. They are courteous, polite and respectful. In lessons, most pupils demonstrate positive attitudes to learning. Pupils take pride in the presentation of their work.'* In short, our students want to learn and are delightful to teach!

Our pastoral system is a strength of the school. We operate a House-based system with small tutor groups, encompassing a mix of students from Year 8 to Year 11 to create a 'family' tutorial experience. Year 7 remains as a separate entity to aid transition from Year 6 to secondary school and induct new students into 'the Hele's way'. Wraparound care is provided by a highly skilled support and inclusion team of staff, who ensure that every child is supported emotionally, as well as with learning or social needs.

A rigorous and broad curriculum is evident across all Key Stages and we have a rich and varied extra-curricular programme of offer, with strong uptake from students. Attainment at both GCSE and A Level is good - and improving.

Investment in learning environments has been generous with many high-quality teaching spaces being built or refurbished, including: a purpose-built Post-16 centre; refurbished library; new Maths block; five state-of-the-art Science labs; and a professional-standard Drama Studio, to name just a few additions to our stock over the past two years.

The school is fully staffed with an excellent professional body of teachers and a hardworking and effective team of associate staff. We put great emphasis on the health and wellbeing of our most important resource, knowing that a motivated workforce will be the most productive and committed to ensuring our students get the best experience possible at Hele's.

On September 1st, 2017, Hele's joined the Westcountry Schools Trust (WeST) - a cross-phase Multi-Academy Trust of five secondary schools and seven primary schools from Plymouth, Devon and Cornwall. Based on a belief that we are stronger together, this family of schools is dedicated to close collaboration to ensure that every child (and adult) attends a great school. The benefits that arise from a shared commitment to school improvement are clear and there will be many opportunities for staff development and growth as we embark on our collective journey, so this is an exciting time to be joining Team Hele's.

If you believe you have the energy, drive and commitment to take on this opportunity and join a staff and student body intent on taking our school to greater heights then we would be very interested to hear from you. If successful, you will be joining a team of students, staff, governors and parents who are impassioned to make Hele's an exceptional place to be for all.

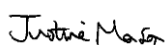
You may wish to visit the school, in which case please contact Verity Blakey (PA to the Principal) by e-mail blakey@heles.plymouth.sch.uk or telephone 01752 334190 (direct line), who will be happy to arrange this for you – indeed, we would be delighted to show you first hand why we believe Hele's School is such a special place to be!

We look forward to receiving your application. Best of luck!

Yours faithfully,



Carl Atkinson
Chair of Governors



Justine Mason
Principal



Department Information and Application Procedure

The Science Department consists of 10 laboratories each with a PC projector and many possessing interactive whiteboards. The department is comprised of 12 full-time dynamic and enthusiastic science teachers, who are supported by 3 full-time technicians.

The department has three preparation and office areas, one each for Biology, Chemistry and Physics. Each area is responsible for resourcing its part of KS3 and KS4 and KS5.

There are two discrete computer areas within the department, both of which are dedicated to Science. The resources in the Department are supplemented by the School Library and access to ICT suites around the school.

Key Stage 3 classes are currently mixed ability in Year 7, having one Science teacher for 3 hours per week. The classes are set in Year 8 and Year 9, again having a specialist teacher for 3 hours per week. We have a bespoke programme of study, which enables our students to develop the fundamental scientific and learning skills required to excel at all key stages.

At GCSE we offer Separate Science as an option for our most able students from Year 10 with the remainder of our students all studying Combined Science through the AQA specification. All subjects are taught by subject specialists.

Science at Post 16 is very popular and we offer BTEC Level 3 in Applied Science, Biology, Chemistry, and Physics at A-level with two classes for each at AS level, and high retention rates through to A-level.

We are looking for an enthusiastic, dedicated and outstanding Science practitioner capable further enhancing the achievements of the department.

Application »»»»

Applications should be submitted to me at Hele's School, Seymour Road, Plympton, Plymouth, PL7 4LT or by email heles.school@plymouth.gov.uk **noon, Wednesday 31st January**. Interviews are scheduled to take place on **Tuesday 6th February**. If you have not heard from us by this date you should assume that your application has been unsuccessful. Prospective candidates are welcome to telephone the School for additional clarification if they wish.



HELE'S SCHOOL - JOB PURPOSE

JOB TITLE: TEACHER
GRADING: MAIN SCALE (MPS/UPS)
NAME:
RESPONSIBLE TO: Head of Department

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.

This job purpose is not a comprehensive definition of the post. Discussions may take place to clarify individual responsibilities within the general framework and character for the post as identified below.

In drawing up this job description Governors and the Principal jointly acknowledge their responsibility, in ways defined for Principals in their Conditions of Employment, to enable the holder of each post to carry out the assigned duties and responsibilities. Staff will be consulted as appropriate during any review of such policies.

Teacher of Science – MPS/UPS

Job Purpose

To support, develop and ensure that high standards of teaching and learning and the wellbeing of students are met for Science.

- 1. Support pupils towards achieving the National expectation for Progress by the end of KS3, KS4 & set high expectations.**
 - a. A careful and astute approach to the analysis of assessment data at key points during the monitoring cycle, ensuring that any barrier to learning is swiftly identified.
 - b. Take appropriate action to facilitate learning, and evaluate the impact of any (significant early) intervention undertaken.
 - c. Record all actions and outcomes relating to pupil performance and wellbeing on the appropriate school systems, and prepare reports for subject leaders as necessary.

 - 2. Support students so that the quality of learning over time in lesson is at least 'Good' or better.**
 - a. Display high expectations which inspire, motivate and challenge pupils).
 - b. Facilitate and monitor the progress of specific target groups of students to ensure they make progress in line with national expectations, specifically using the SEN Code of Practice and acknowledging that all teachers are teachers of SEN pupils.
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- c. Ensure consistently high standards of teaching and learning as detailed in the 'Teaching and Learning Cycle' framework, using agreed 'Standard Operating Procedures'.
 - d. Attend regular team meetings to discuss teaching and learning, and to share good practice.
 - e. Maintain a culture of self-evaluation, seeking and engaging in continuing professional development as a reflective practitioner.
 - f. Provide regular feedback for students in a way which recognises good practice and supports their progress over time and moves learning on, resulting in a tangible impact in student learning.
 - g. Keep abreast of contemporary ideas of teaching the subject by attending courses and meetings.
- 3. To create and maintain a teaching and learning experience that is appropriate for all abilities to make progress that is at least 'Good'.**
- a. Resource effectively and differentiate an appropriate scheme(s) of learning for each class.
 - b. Use assessment for learning strategies to provide formative feedback to students and their parents/carers on how to improve learning in line with school policy.
 - c. Attend parents' evenings as necessary.
 - d. Ensuring health and safety is managed to ensure the wellbeing of pupils and staff.
 - e. Integrate literacy, numeracy, oracy and communication skills into teaching and learning so that they are explicitly taught.
 - f. Communicate class/set lists and amendments in a timely manner to Head of Department/Key Stage Coordinator.
- 4. To extend and enrich the curriculum experience so that many pupils make better than expected progress.**
- a. Promote the subject to engender excitement and interest in pupils wanting to follow it for further study within or beyond the school.
 - b. Taking responsibility for teaching rooms; originating displays of work, posters etc. connected with the subject.
 - c. Support opportunities for learning beyond the classroom to deepen learning for all abilities.
 - d. Ensure regular home learning tasks are set and used to deepen and consolidate learning in line with school policy.
 - e. Ensuring that all the necessary administration connected with offsite/outdoor learning are completed two weeks before any visit takes place. This includes informing parents of the arrangements by letter, obtaining parental consent where appropriate, making sure that pupils are adequately supervised and correctly dressed and, in some cases, taking out insurance.
- 5. To promote and secure 'Good' behaviour and standards consistent with policy guidelines.**
- a. Promoting good behaviour in the classroom, both for learning and more generally, consistently applying 'Standard Operating Procedures' for management of behaviour.
 - b. Promoting pride in standards of presentation in classwork and home learning tasks; encouraging displays of work, posters etc. connected with the subject, and take actions to ensure the classroom is well looked after.

- c. Develop experience in the classroom through good teaching that is stimulating and engaging for all pupils.
 - d. Dealing with enquiries and complaints from parents which relate to the work of students in your charge in line with school policy, referring on to Head of Department as necessary.
6. **Fulfil safeguarding and pastoral obligations in the role designated.**
- a. Follow guidelines given in the pastoral/tutor job purpose document.
 - b. Promote well-being and safeguard pupils, in line with professional duty of care.
 - c. Promote the holistic development of pupils.
7. **Fulfil wider professional responsibilities (especially those on UPS, or seeking to move to UPS).**
- a. make a positive contribution to the wider life of the school.
 - b. develop effective professional relationships with colleagues, knowing when and how to draw on advice and specialist support.
 - c. Deploy support staff effectively.
 - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - e. Communicate effectively with parents and carers with regard to pupils' achievement and well-being.



The Pursuit of Excellence

The reputation of Hele's, comes from its traditional ethos and high standards.

Our community is focused on continuous improvement, seeking best practice and being restless for new and innovative means of bringing out the best in even our most reluctant learner.

Hele's offers opportunities for students to develop their potential, not only in traditional academic ways, but by discovering their ability in creative, technological, recreational and vocational areas too. Students are also encouraged to take initiative and show leadership.

The school makes use of the closeness of Devon's countryside and moors with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF) is one of our unique selling points, providing a visible presence both in the school and the wider community and opening countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

Strongly collaborative, we link with the three other secondary schools in Plym to share Post 16 offers to students, and have well established links with our three main feeder primaries. We are part of the Westcountry Schools Trust, a strong cross-phase MAT of 5 secondary schools and 7 primary schools, and this presents exciting opportunities for teaching & learning, staff development and school improvement.

A summary of the school's data is available on the website in the form of a 'dashboard'. Applicants are encouraged to use the DFE website to access more technical data about performance tables.

A key to understanding the context of our results is the KS4 curriculum diet, which has always been very much in line with that expected of schools under the new 2014 'accepted qualifications' rules – 'Progress 8' is calculated to be positive and both capped and total average point scores are significantly above the national average.

Post 16 results are on a strong upward trend, with positive 'Value Added' in most subjects. University is the key destination and 20% of our students move on to the Russell Group universities.

Hele's staff have worked collaboratively to shape and cascade our best practice, drawing from nationally outstanding schools and research to meet the specific needs of the school, as well as offering support to others in a shared school improvement journey.

The quality of teaching is high, and the culture of sharing best practice is well embedded. Senior staff work as 'departmental improvement partners' to middle leaders, offering support and challenge, holding them to account for the outcomes we expect.

We embrace the 'growth mindset' thinking as a way of positively countering the fixed aspiration of some of our students.

We work with the local teaching school, and have many PLEs and SLEs to lead and disseminate good practice. We host School Direct places, as well as PGCE students. better.



Hele's School has a Microsoft Windows network comprising a SAN and 3 host servers, 18 virtual servers, approximately 600 PCs and 200 laptops. We have 12 computer suites, five of them having 32 PCs, four laptop trolleys and many small clusters of computers within departments, 30 interactive whiteboards as well as a PC and projector in each classroom. The network is administered by a Network Manager, a Deputy Network Manager and a Technician to ensure maximum availability.

Governors and senior staff strongly support staff development, and have taken time to put policies in place to promote equality, good staff relations and wellbeing.

Governors are not content to stand still, and are restless to secure Ofsted's 'Outstanding' status under the new, more challenging framework. An external review of governance was undertaken in recent years to support us with this ambition.

Support

Prior attainment and profile of Hele's students could be said to be on the positive side of advantage for some, but not all, year groups.

Migration from across the city to fill surplus spaces during the demographic dip is changing this profile, and national changes in the complexity of needs of children coming into mainstream have led us to develop deeper support systems.

An excellent student support team includes associate staff Pastoral Support Managers for each House, communication and interaction and ASD specialists, and a team of TAs led by a proactive SENDCo.

The House structure promotes student leadership, with House Leaders, and peer mentors joining the 'Family Tutoring' team. Post 16 students are employed as mealtime assistants.

All these acts foster and develop a sense of community responsibility, and relationships between staff and students are warm and welcoming. Consequently, students say they feel safe, and bullying is rare, and effectively dealt with where it does arise.

Progress of disadvantaged students and other vulnerable groups is generally good, with gaps no bigger than national and closing.

Applied learning status gave us an expertise around CIAG that persists even after the specialism disappeared under a changed government, and we are very successful in preparing for and managing transition points in Year 8, 11 and 13. Virtually no students become NEET after leaving Hele's, 20% access Russell Group Universities, and many progress to L2 and L3 courses within the city's specialist provision or apprenticeships.

Hele's has a growing reputation for STEM with our students picked out for top apprenticeships. Governors see this as a growth area for the school because it fills the needs of the city's employers.



Assessment

Aim: Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

Ofsted 2016 – outstanding grade descriptor.

Interim Assessments

Interim assessments (IAs) occur at three different points in the academic year, following each half term break. They are designed to capture a summative snapshot of attainment and progress, as well as commitment to learning that can be reported to students and parents. After each IA, students are asked to reflect on their progress in each subject and set themselves targets for development, which are recorded in planners and subject books.

Key Stage 3

Teachers make judgements about student progress in relation to the key concepts (the big ideas that subjects feel are essential for success in their subject areas). Judgements are based on 5 levels towards each concept:

| | |
|------------|--|
| Foundation | The student has not accessed the level required for emerging. This is for internal purposes only and will still be reported home as emerging. |
| Emerging | Limited understanding/basic knowledge. Limited vocab/comprehension. Pre/unistructural level (SOLO). Identifies and describes (Bloom's). |
| Developing | Knowledge recall, limited connections. Multistructural (SOLO). Explains (Bloom's). |
| Securing | Applies, explains with evidence to support, higher and accurate level of vocab. Competency towards key concept. Relational (SOLO). Analyses (Bloom's). |
| Mastering | Not limited by vocab, comprehension or understanding. Applies knowledge/understanding to unfamiliar contexts. Detailed and precise with high levels of independence. Extended abstract (SOLO). Evaluates (Bloom's) |

A best fit approach is used to judge all key concepts that have been **taught up to the IA point**, to decide an overall level of attainment and this is recorded in SIMS as F, E, D, S or M. As the course develops and new content is introduced, becoming secure in each concept becomes progressively more demanding and therefore it is perfectly acceptable and normal for a student making **good progress** to be judged within the same attainment band at each IA point throughout the entire key stage.

Each student is allocated a target band based on their KS2 mean reading and maths scaled score as follows:

| | |
|------------|---------|
| Emerging | 80-94 |
| Developing | 95-105 |
| Securing | 106-111 |
| Mastering | 112-120 |

Progress is then determined by calculating the difference between the target band and the attainment band at the IA point. We also look at the difference between a student's current attainment rank and the prior attainment rank at KS2 to identify students requiring intervention.

Key Stage 4 and 5

Each student is given an aspirational target grade. This is the grade that we feel the student should be aspiring to achieve. It is designed to be challenging, but is in no way a ceiling to attainment. Teachers are given the opportunity to moderate target grades. Any grade may be moderated upwards. If a teacher feels that an aspirational target grade needs to be lowered, this must be done in consultation with the HOD and DIP.

At each IA point we ask teachers to enter a Professional Predicted Grade. This is their judgement on what a student is likely to achieve as a **final grade without further intervention outside of the classroom**. They should be agreed from a range of indicators, professional judgement and agreement through departmental moderation. Professional Predicted Grades should never be entered in isolation. We use a fine grading system as follows:

C+ : very secure C grade, but with intervention could boost to a B grade.

C : secure C grade. This grade will be achieved without intervention, based on current performance.

C- : insecure C grade, intervention is necessary to secure.

Commitment to Learning

Every student is also given a commitment to learning grade. This is based on three different aspects of commitment to learning: attitude to learning, independent learning and behaviour for learning. We use a limiting judgement approach rather than a best fit approach to commitment to learning, meaning that the lowest score in any category is used as the grade reported home. There are 4 levels of commitment to learning:

| | Excellent | Good | Inconsistent | Unsatisfactory |
|------------------------|--|--|--|---|
| Attitude to learning | I am determined, focussed, receptive and persistent. I make an effort to understand what is required for my own learning when the work is challenging. I always try to improve and do my best work. | I am focussed and generally positive in lessons. I will always give it a go and I usually aim to improve my work. | My attitude is inconsistent. At times I am focussed but sometimes I get distracted. I can lose interest when I find the work challenging or uninteresting. | My attitude is often negative. I avoid challenging work and I am not interested in being the best or doing the best work that I can. |
| Independent learning | I always complete homework to the best standard I can. I will ask my teacher, sometimes outside of lesson time, if I am not sure what to do. I sometimes complete extra reading and extra work in my own time. | I try to complete homework to a good standard, but I could achieve even better standards with more time and effort. I know where to find support outside the lesson if needed. | My homework is sometimes completed to an acceptable standard and deadlines are sometimes missed. I know that I am capable of achieving a higher standard but I often do not put the time and effort into the work. | I usually do not complete homework on time or to an acceptable standard. I do not take responsibility for completing my work. |
| Behaviour for learning | My behaviour is excellent. I try to be thoughtful and determined; I always achieve the best I can with any set work. I try to set a positive example to others. | My behaviour is good. I follow instructions and am considerate to others. I am mainly focussed on achieving the best I can. | My behaviour is inconsistent—It can be acceptable when I am working on something I enjoy, but I can be off-task when the work is more difficult or challenging. | My behaviour is unsatisfactory. I avoid learning and I am disengaged with my learning. When faced with challenging work I give up easily and will not try to complete the task. I often distract others or allow myself to be distracted. |

IA Reporting Schedule

We run a 12 week cycle starting with the IA data entry window, which always opens on a Monday morning at 9am and closes the following Monday at 5pm, after a department meeting to facilitate joint data entry. HODs then have until 9am on the Wednesday to moderate and check all data. It is the responsibility of the HOD to chase missing data and ensure that everything is ready by 9am Wednesday. Reports are then printed and issued to students the following week and an electronic copy is sent home via SIMS In Touch.

A whole school raising standards meeting is held where key trends and target groups in each year group are presented and individual teachers are given summaries of the progress made in their classes. Class teachers then meet with HODs to discuss Wave 1 (in class) interventions. Following this HODs meet with the relevant Raising Standards Leaders to discuss and agree Wave 2 (departmental) and Wave 3 (whole school) interventions. Interventions are then given time to run before an evaluation of impact takes place and is reviewed.



Outward facing

Community partnerships matter at Hele's.

Living in the southwest in an area of natural beauty and being close to the coast is of course a great bonus, but at the same time we benefit enormously from the proximity of sixteen secondary schools, a large FE college, one of the few art colleges in the country, two universities and a growing host of new schools, including a UTC, Free School and Studio Schools. This provides a tremendous educational resource, but also some challenges. Subject leaders' groups are active and vibrant, and the senior staff contribute enormously to shaping educational thinking across Plymouth schools. We actively engage with PiXL, Plymouth Teaching School Alliance and the SW Teaching School Alliance to support us with our aspiration to be an outstanding school.

Hele's has forged industry links at many levels, and these have enriched the curriculum, as well as benefited individual students. In recent years Hele's has been working with Barclays Bank, Brittany Ferries, Clarks, Devon and Cornwall Police, Kawasaki, Langage Energy Centre, Langage Farm, Lang and Potter, Plymco, Plymouth City Council Trading Standards Department, Plympton Fire Brigade, Sainsbury's, South West Water, Tesco and Wrigleys, as well as formal links with Princess Yachts and Babcock Marine.

Another constructive collaboration is the one which exists between Hele's and our main partner primary schools; Boringdon, Old Priory and Woodford. As well as ensuring that students are properly supported at the important transfer from Primary to Secondary School, our good working relationship means we look together at our approaches to delivering the National Curriculum for Years 6 and 7, so that the transition is smooth and effective.

Of course, an essential ingredient of a successful school is a good working relationship with parents. At Hele's, we regard education as a partnership with parents, and we share the same sorts of aspirations for our students that caring parents would have. All parents are automatically Friends of Hele's School, along with members of staff and school governors, and a Parent Barometer Group meeting termly with the Principal to help shape policy and practice.

Finally, a strong governing body has worked with the Principal to secure Multi Academy Trust Status working within a family of schools – 10,000 children aged 2-19 years and around 1,000 staff – brings tremendous capacity for professional growth for individual and organisations alike.

This is an exciting time to join Team Hele's.