



CHISLEHURST

School for Girls
Application Pack 2017

BROMLEY LONDON BOROUGH



CHISLEHURST SCHOOL FOR GIRLS

A Specialist Humanities Academy

Beaverwood Road, Chislehurst, Kent BR7 6HE

Headmistress: Mrs K. J. Raven B.A., M.A. NLE

**FULL, OR PART-TIME
TEACHER OF SCIENCE
MAIN RANGE + OUTER LONDON
WEIGHTING**

Required January 2018, or earlier

The Governors wish to appoint an innovative, dynamic Teacher of Science. You will be joining a successful and established department with a dedicated friendly team.

Application packs are available to download from the school website: www.chislehurstschoolforgirls.co.uk/vacancies or by request from: recruitment@chsfg.co.uk

Tel: 020 8300 3156 Fax: 020 8300 3251

Closing date: Midday, Monday, 25th September 2017

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.

Chislehurst School for Girls

Chislehurst School for Girls is a heavily over-subscribed, Converter Academy school, catering for all abilities between the ages of 11 and 19. The school achieved 'Technology College' status in 2000 and was re-designated as Humanities with English in 2010. As an eight-form entry school, the roll is currently approximately 1,350, with 230 in the Sixth Form.

The school is situated in London's green belt and on the borders of Sidcup and Chislehurst. The girls attend largely from within a 3-4 kilometre radius of the school. Chislehurst School for Girls was established in 1896 as Sidcup High School and has developed through the grammar school tradition as Chislehurst and Sidcup County Grammar School for Girls, becoming an all ability school in 1982. We were Grant Maintained from 1992-1997 and Foundation thereafter. We became an Academy in March 2011.

The main school building, opened in 1931, is situated on a beautiful green field site and now caters for approximately 50% of the learning facilities. Recent additions have included purpose-built Art, English, Science, Mathematics and Technology blocks, including a state-of-the-art Hospitality and Catering Suite, opened in 2010. Additional specialist accommodation has included a Dance Studio and Media Suite. In 2008, our eco-friendly 16+ Suite was opened, to accommodate the Sixth Form leisure and study facilities and also a Personal Development Centre, for Additional Educational Needs and Inclusion support.

“Students behave well, enjoy school and feel safe.”
OfSTED 2013

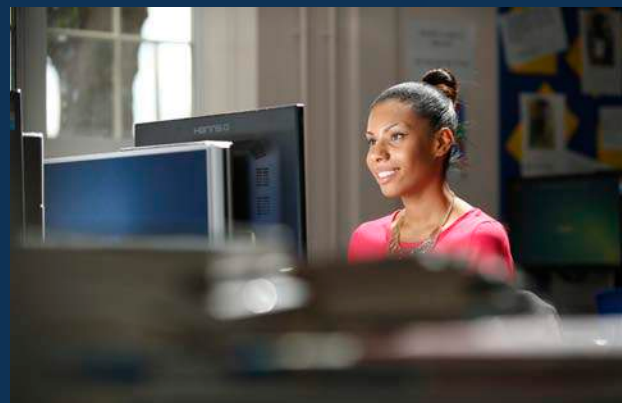
School Aims

We aim to ensure that students achieve the highest academic standards of which they are capable by providing a wide range of educational experience for every student.

We aim to promote self-esteem amongst all young people, ensuring positive aspirations and a confident recognition of their equal opportunities, both educationally and in society at large.

We expect our students to leave us qualified, self-assured and competent to take their places in society, and able successfully to meet the challenge of a fast changing world.

We are a school that believes in maintaining traditional standards and values whilst meeting the challenge of the future.



Mrs K J Raven
(Headmistress)

Job Description

NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

KEY TASKS

ACHIEVEMENT

(progress and accountability)

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made.
- Know and understand how to assess the relevant subject including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress, including effective use of questioning throughout the lesson.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Give feedback on your classes to your second in charge after each Assessment Point, including your planned interventions to tackle any underachievement in your classes (at APs 1,2,3 with .5 being another check point to see if actions in place are working).

TEACHING AND LEARNING Good subject knowledge:

- Have a secure knowledge in the relevant subject(s) and curriculum area.
- Foster and maintain students' interest in the subject.
- Address misunderstandings / misconceptions.
- Demonstrate a critical understanding of developments in the subject.
- Take responsibility for promoting high standards of literacy, articulation and the correct use of standard English.
- Take part in regular CPD in order to ensure that your knowledge is up-to-date.
- Use ICT to effectively enhance learning.
- Use of Numeracy whenever appropriate.
- Ensure that your approaches to T&L contribute to the design and provision of engaging lessons.

Planning and teaching:

- Effective use of lesson time in order to maximize students' achievement and enjoyment.
- Set homework and plan other out-of-class activities to consolidate knowledge where appropriate.
- Reflect systematically on the effectiveness of your lessons.
- Ensure that your approaches to teaching contribute to the design and provision of engaging lessons.

Adapt teaching to respond to needs:

- Know when and how to differentiate/personalise appropriately.
- Use approaches which enable students to be taught and learn effectively, to the best of their ability.
- Demonstrate an awareness of the physical, social and intellectual development of children.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities, ensuring that they are all met.

BEHAVIOUR

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classroom and out of the classroom.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and take action accordingly.

LEADERSHIP or wider context

- All teachers should contribute to developing a consistently positive attitude in all aspects of school life and to uphold the aims and objectives of the school.
- To accept a share in the organisational tasks of the faculty.
- Maintain high standards in their own attendance and punctuality.
- Share good practice with the rest of the Faculty.
- Contributing positively to the whole-school ethos of Chislehurst School for Girls, in line with the School Aims;
- a to carry out a share of supervisory duties in accordance with the published guidelines.
- b to participate in the school policy of appraisal and staff development.
- c to attend Faculty, Year and Staff meetings required by the Headmistress in directed time.
- d to contribute to the wider culture, ethos and experiences of the school.
- e to carry out any other tasks as may be reasonably required.

Science

Faculty Details

Science is housed in eight laboratories, one ICT suite and two preparation areas.

The National Curriculum for Science controls what we - and all other state schools - teach to students in the compulsory years of schooling. The way we organise the teaching is as follows:

Key Stage 3

In Years 7 and 8, Science is taught as a single subject, with the girls assigned to streamed groups which will allow them to work at a pace suitable to their ability.

Progress is reviewed at the end of each term, and students are moved to a more appropriate group if necessary.

Key Stage 4

Most girls follow a course in Double Science, which leads to two Science GCSE grades. These courses contain equal amounts of Physics, Chemistry and Biology which have been co-ordinated so as to provide an all-round 'balanced' Science education. Girls will sit externally-set examinations at the end of year 11.

We also offer a triple science GCSE course for a group of girls who have shown they have a particular aptitude for Science, and are likely to wish to pursue a scientific career.

Post-16

Students obtaining a good grade in the GCSE course can go on to study any or all of Physics, Chemistry and Biology. All of the courses consist of externally examined units. They will also complete a number of compulsory practical tasks during the course.



Staff Dress Code

All staff are aware that they should dress professionally at all times. Naturally, expectations vary according to the specific role carried out by each member of staff, and it has been felt that some guidelines would be useful to ensure clarity about these expectations.

As a general principle, we should never dress less formally than students in any given situation. For example, if students are in school uniform, we should be at least as smart as they are and business-like.

For Ordinary School Days

Ties and suits are expected; no staff should be dressed more casually than an open-necked shirt/blouse and tailored trousers/skirt. Dresses are acceptable, as is smart knitwear.

Staff should not show underwear, midriffs or wear excessively low-cut tops. Shoes should be safe e.g. no open-toed shoes in Product Design or Science rooms, no flip-flops, no extremely high heels.

Only staff involved in Physical Education activities should wear Physical Education clothes e.g. shorts/trainers, and these should be practical, (Physical Education kit is available for all staff who need it).

No visible body piercings (other than ears) or body art (other than, exceptionally, for religious/cultural reasons). Future employees should not have them and existing staff should not have any done.

Only premises staff and technicians can wear denim or other work-related appropriate dress.

This would also be appropriate wear during the school holidays, for those staff who are on-site.

For practical subjects i.e. DT and Food, steel toe-capped boots, chefs' whites and clogs should be worn, as appropriate to the task.

For School Trips

If the students are in school uniform for the trip - see above.

If the students are in more casual clothes because the activity is more strenuous, likely to involve getting dirty or they are on a residential trip (although school uniform might be appropriate here too, for say a sports tour or music performance), then the principle that staff should be at least as smart as the students, applies. Specifically, if the students can wear denim or trainers, so can staff, or if students cannot wear shorts then neither can staff.

It is useful to remember the impact of the whole party on members of the public, both students and staff, and guidelines for dress should be issued with the initial letters for trips.

For After-school, Holiday Activities & Training Days

For Parents' Consultation/Review meetings, Information Evenings, Open Evenings and other events which parents, students, and members of the public would attend, the dress code should be as for ordinary school days, even if students are not in uniform for most of these events e.g. concerts and performances.

Exceptions might include Physical Education activities and performances requiring costume.

For revision sessions etc, staff would be expected to dress, at least, as 'smart casual'.

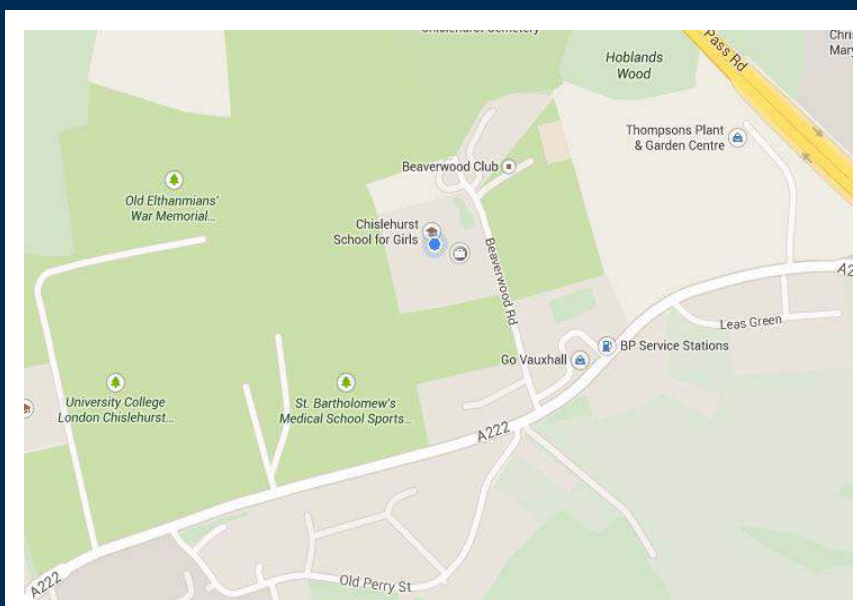
For Non-uniform Days

Staff should follow guidelines given for students and should make a donation to the specified charity.

Staff are encouraged to contribute to special events e.g. National Book Day, by wearing costume if they wish.



“The headteacher and senior staff provide ambitious leadership informed by a thorough knowledge of students’ starting points and progress. - OfSTED 2013



How to find us

Chislehurst School for Girls is situated on the east side of Chislehurst , Kent.
We are some twenty minutes from the M25/M20 junction 3 and are readily accessible from southeast London.

Our nearest train stations are Chislehurst and Sidcup



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Chislehurst
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www.chislehurstschoolforgirls.co.uk