

Recruitment Pack

Teacher of Science



CHESTERFIELD HIGH SCHOOL

CHESTERFIELD ROAD, CROSBY L23 9YB
WWW.CHESTERFIELDHIGH.ORG.UK

Proud to be part of



Welcome

Dear Candidate

Thank you for your interest in our Teacher of Science position at Chesterfield High School. We are incredibly proud of the staff and students, and the work we do here.

Chesterfield High School is an 11-18 converter academy with approximately 1600 students on roll of which approximately 170 are sixth form students. It is a mixed, non-selective and non-denominational school situated in Crosby, Liverpool.

The school has been consistently over-subscribed since September 2019, despite a downward demographic trend locally.

In September 2024, Chesterfield became part of the Mersey View Learning Trust. The Trust provides an inclusive education pathway for pupil's age 0-18 comprises of nursery, infant, junior, primary, secondary and special schools.

The Trust will be led by experienced and successful leaders in Education, which will provide parents and carers the opportunity to access a non-denominational educational offer, which is currently in high demand particularly for SEND and LAC students. Trust partners have worked for an extensive period of time, building strong collaboration in areas such as curriculum development and innovation leadership. The trust will aim to deliver a broad and balanced inclusive curriculum and will raise outcomes for students whilst supporting schools to achieve 'Good' and 'Outstanding' within new Ofsted framework.

The Trust's vision will be to use the shared financial and strategic stability and sustainability to widen the student offer beyond term time and build on the existing provision of learning and well-being during the school holidays. This includes mental health support teams and targeted therapeutic intervention for families and children through existing wellbeing centres and services.

Chesterfield High School is an excellent school with high standards. We embrace all of the benefits a medium sized school brings, such as, a genuine family atmosphere and the assurance of a warm welcome from staff and students alike.

The school has a strong emphasis on character education as part of the school vision. This involves students gaining national accreditation through the PiXL Edge and Duke of Edinburgh programmes.

The school works in partnership both locally, regionally and at national levels. Examples of these include:

Locally: CAPITAL Group which is Crosby secondary and primary headteachers collaborating on leadership and curriculum links; Sefton Education Co-ordination Group; Everton in the Community; Liverpool Football Club Foundation; Merseyside Violence Reduction Unit; Sefton Safer Partnerships; Sefton NHS Mental Health Support Teams; Sefton Emotional Health and Well-being Board and Sefton Education Co-ordination Group.

Regionally: School Improvement Liverpool; Rainbow Trust Teaching Hub and Best Practice Learning.

Nationally: NACE; Holocaust Beacon School Network; Inclusion Quality Mark (IQM) Centre of Excellence; Youth Sports Trust' Football Association Foundation; Teach First; National Institute of Teaching and the Confederation of School Trusts.

The school also operates an extensive ITT programme in partnership with John Moores University, Liverpool Hope, the University of Liverpool, Edge Hill and the local SCITT.

The school's vision is clear. We believe that students come first and everything we do reflects this single goal. The school is driven by a strong desire to raise standards for all students by sustaining and enhancing performance and developing the whole child. It is our belief that students can only maximise their potential in a school which enables personalised pathways and sets very challenging targets for everyone. We feel that students can only learn in an orderly school. We do not tolerate bullying. We set clear boundaries for behaviour and have high expectations for everyone.

We know that students can only succeed if they attend good lessons and we support our staff in achieving this with targeted professional development. We also recognise achievements other than academic as raising self-esteem helps to engage students and provide the motivation to work. It is about equity, life chances and putting students first. For everyone the best.

Candidates are asked to complete the application form which is available on the Trust website <https://www.merseyview.com/Vacancies/> Candidates will be required to create a profile, complete the relevant application questions and submit the same.

The closing date for applications is 17th March 2025.

All applications will be acknowledged via a return email during normal school hours.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ruth Baldwin', with a horizontal line extending to the right.

Ruth Baldwin
Chief Executive Officer (interim)

Application guidelines

- Your application letter should be structured around the key requirements of the role as set out in the application pack, providing relevant examples from your career to date which demonstrate why you are a suitable candidate for this role.
- This should be submitted in the 'reasons for applying for the role section' which addresses the person specification requirements.
- All fields must be completed as part of the standard application format
- Please ensure that a minimum of two referees are included in your application, your referees will be contacted on the basis that you have been shortlisted and invited to an interview

Key dates

Closing date for applications: 17th March 2025.

All applications will be acknowledged on receipt during normal school hours.

If you have any queries on any aspect of the application process or need additional information, please contact HR@merseyview.com

In common with all staff and pupils of the school, the post holder should be aware of the school's policies and implement them as appropriate.

All roles within the school carry the responsibility for safeguarding and promoting the welfare of children.

Chesterfield High School is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the school to share this commitment.

The school is required under law and guidance to check the criminal background of all employees. Decisions to appoint will be subject to consideration of an enhanced disclosure, including a Barred List check from the Disclosure and Barring Service. Because of the nature of the work for which you are applying, this post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on whether a conviction or caution should be disclosed can be found on the Ministry of Justice website which can be accessed here:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

Successful applicants will be required to complete a confidential medical questionnaire and may be required to undergo a medical examination

The school may carry out an online search on short-listed candidates as part of our due diligence and in line with Keeping Children Safe in Education. This may help identify any incidents or issues that have happened and are publicly available online, which we may wish to explore with you at interview.

Job description

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| Job title | Teacher Science |
| Responsible to | Director of Learning, Senior Leadership Team |
| Hours of work | Full time |
| Salary | MPS/UPS |
| Base | Chesterfield High School |

General

This job description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teachers Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf

Specific Duties:

Teachers should make the education of students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interests of their students.

1. Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, root in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently, the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area (s)

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- follow the school's assessments reporting policies

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour for learning policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 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

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school including extra-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regards to students' achievements and well-being

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Personal Tutor

- to act as a personal tutor within the year system
- to be responsible for the well-being and academic progress of their personal tutor group
- to act as the first point of contact for parents
- to monitor and improve attendance rates for the tutor group
- to be responsible for the school's reward system within the tutor group
- to meet regularly with the Progress Leader and attend year team meetings
- to support inter-form and extra-curricular activities as arranged by the pastoral team
- to support inter-form and extra-curricular activities as arranged by the pastoral team
- to ensure that students follow the school's uniform policy
- to ensure that student's follow the school's rules and policies
- to set a good example in terms of dress, punctuality and attendance.

Safeguarding

To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

Other duties

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example
- To actively promote the school and Trust's policies
- To be courteous and provide a welcoming environment.

Person specification

Demonstrated by application form (A) and/or interview (I)

| | Essential | Desirable |
|------------------------------------|---|---|
| Qualifications and training | <p>The successful candidate will:</p> <ul style="list-style-type: none"> • Be educated to degree or equivalent level in a relevant subject plus teaching qualification (A) | |
| Skills and Experience | <p>The successful candidate will have/be the following:</p> <ul style="list-style-type: none"> • Evidence of successful teaching experience or teaching practice (A,I) • An excellent classroom practitioner (I) • Excellent knowledge and understanding of current issues in Science education (A,I) • Strong commitment to the values and ethos of the school/trust (A,I) • Ability to communicate well with pupils, parents and staff (A,I) • Good ICT skills (A,I) • Team player (A,I) • Evidence of reflective practice leading to improved skills (A,I) | <ul style="list-style-type: none"> • Experience and/or desire to teach at Post-16 (A,I) • Experience of extra-curricular activities |

| | | |
|--|---|--|
| Personal and Professional qualities | <ul style="list-style-type: none"> • Commitment and enthusiasm (I) • Readiness to identify and respond to new challenges (A,I) • Flexibility (I) • Good organizational and time-management skills (I) • Understanding of own strengths and areas for development (A,I) | |
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The above qualities will be assessed through a comprehensive recruitment process, which involves application analysis, scrutiny of reference and interview.

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent and must be eligible to work in the UK.