

# Chilwell School

Science teacher (chemistry)





Dear Applicant

I would like to thank you for your interest in the post of science teacher (chemistry) at Chilwell School to begin September 2023.

Chilwell school is a great place to work. We are a warm and friendly staff, and you will find a great welcome if you choose to work with us. We are committed to the wellbeing of our staff and support a sensible work life balance.



We place a high priority on staff being able to do their job without having to jump through hoops or be tied up in unnecessary distractions. As a result, we have a committed group of people who enjoy their work and value the opportunity to offer a great provision for students.

We are an 11-18 Foundation School located on the border of the Nottinghamshire Borough of Broxtowe and Nottingham City. We have a roll of 1056.

We have joint usage of the Olympia Leisure Centre, which is a thriving leisure centre serving the local community, as well as our own students. The school is located on a stunning 30-acre site. Attenborough Nature Reserve, the Chilwell Manor Golf Club and Attenborough village border our grounds. Unusually, we also have a lake on site which is populated with a wide variety of wildlife.

Our school values are based upon developing a community that treasures education. We value our strong commitment to achieving success for our students and all who work within and with our family of schools. We believe that our foundation school status means that we have the independence to drive forward standards and also the freedom to ensure that we meet the developing needs of our community. For nearly fifty years we have built a reputation for a school that cares and a school where students achieve.

Chilwell School was graded "Good" by Ofsted in May 2018. We believe in an open and transparent culture, and work hard to support staff and pupils in their development and learning. We fundamentally believe in a broad and balanced curriculum, and as such remain totally committed to a wide portfolio of subjects within the curriculum that give pupils a breadth of experience and a choice of pathways.

Chilwell School has grown significantly over the past twelve months with a 25% increase in student numbers. The sixth form is expanding and the school has taken a leading role in developing provision and support for students and families, resulting in frequent features on local and national media. In addition, we are delighted that Chilwell School is included in the latest tranche of schools that will be rebuilt under the DfE's Schools Rebuilding Programme and we anticipate work on this project to start shortly.

The deadline for applications is **Monday 6<sup>th</sup> March**. Interviews will be the following week. Please return your completed application form to the head teacher's PA, Mrs Rochelle Hewer - [r.hewer@chilwellschool.co.uk](mailto:r.hewer@chilwellschool.co.uk).

*David Phillips*  
Head teacher



**Post title:** Science (Chemistry) Teacher  
**Pay range:** MPS/UPS  
**Line manager:** Faculty Lead

**Main purpose of the job**

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus.
- Set a good example in terms of conduct, professional appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform, regulations, classroom codes and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's agreed sanctions and rewards procedures
- Take responsibility for personal development and progression, making full use of the school's professional development opportunities and training
- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity, for all
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out rights, professional duties and responsibilities, and in line with the rights and duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Any other reasonable duties which the head teacher might request, in regard to the nature of the responsibilities of the post as defined
- To proactively support and embed the school ethos, 'Share, Care, Believe, Achieve

**Duties and Responsibilities**

*All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.*

**Teaching & learning**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment and adjusting teaching appropriately to maximise progress



*"A dedicated team of staff, coordinated by the designated safeguarding leader, supports vulnerable pupils. These staff work with determination and sensitivity"*  
**OFSTED MAY 2018**

## Assessment, recording & reporting

- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested
- Assist the Head of Faculty in carrying out suitable evaluation and analysis of progress data indicating interventions and planning corrective actions where appropriate to promote effective progress
- Liaise with parents on progress using the school ICT system, letters, telephone calls and consultation evenings where reasonable and appropriate
- Make regular, accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Set homework and plan activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate



*"Pupils choose from a wide range of extra-curricular activities, which develop their confidence, as well as the culture of aspiration within the school and the local community." OFSTED May 2018*

## Behaviour and safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners

## Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

## Pastoral tutoring responsibilities

- Build positive relationships with all pupils and be available during the school day to listen and offer support and encouragement
- Monitor the academic progress of each learner using data and alert relevant subject staff and/or the Year Leader (YL) if there are any areas of concern
- Maintain high standards within the form including monitoring punctuality, uniform, homework records, attitude and behaviour
- Ensure the accuracy of registers and collect absence notes
- Disseminate school information, including timetables, and messages from other staff
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make contact with parents in liaison with the YL as appropriate



### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Upper Pay Spine teachers**

Upper Pay Spine teachers are required to demonstrate that their 'achievements and contribution to the school have been substantial and sustained' by:

- Actively sustain the standards associated with a UPS teacher
- Providing a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards
- Contributing to the wider effectiveness of the school
- Taking a lead role in promoting the ethos and priorities of the school
- Developing your classroom practice in a way that secures the precise identification and effective targeting of individual pupils' learning needs
- Acting, where appropriate, as a mentor for newly qualified teachers or pupils
- Support colleagues in developing and nurturing good practice







*"Leaders have high expectations and strive to improve the quality of teaching and outcomes for pupils"*  
OFSTED MAY 2018

## Person Specification – Chemistry teacher

### Qualification criteria

- Qualified teacher status
- Relevant degree

### Experience

- Ability to use ICT effectively
- Use ICT to raise achievement
- High quality teaching to pupils of all abilities
- Collaborative teaching methods and working with colleague in the preparation, assessment and monitoring work
- Demonstrable experience of improving student outcomes
- Experience as a form tutor and/or pastoral work

### Skills

- Must be well organised and well presented
- Excellent interpersonal skills so that relationships with colleagues are professional and supportive and a sense of teamwork is developed
- Ability to work hard under pressure while maintaining a positive, professional attitude
- The capacity to work smart, and manage and direct own workload to meet deadlines, prepare lessons and maintain a work/life balance
- Good creative teaching ability
- Commitment to personal career development

### Knowledge and understanding

- Understanding of the assessment processes at all key stages, and how to use these to support planning and raise student achievement
- Knowledge of a range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged
- Developing differentiated schemes of work
- Awareness of safeguarding issues

### Equal opportunities

- Understanding of different social backgrounds of pupils
- Understanding the needs of pupils and the appropriate strategies to support them
- Awareness of community cohesion