



Teacher of Science Recruitment Pack

Queensbury School



FEVERSHAM
EDUCATION TRUST



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About our Trust

Feversham Education Trust (FET) is relentless in its drive to provide outstanding education in a secure learning environment for all learners.

Welcome from the Chairperson

For me, it's quite simple; pupils only get one chance.

It is our role as leaders to provide the best quality of education for all learners, regardless of background, gender, faith and prior experience. I am determined that one's birthplace should not predetermine outcomes for life opportunities for young people. In an ever increasing competitive and challenging society we need to ensure every young person has access to and achieves outstanding learning.

In order to do this we need the highest quality workforce and leadership to secure outcomes for learners. We have full commitment to on-going professional development of all staff and expect the highest standards.

As we all know, education is the key to improving life changes and raising aspirations for young learners and their contribution to communities as economically active citizens.

I am proud that we have consistently provided all of the above for one school, one workforce. Now is the time to unlock the capacity in others.

Our Partners

Feversham Education Trust currently works with a variety of partners to ensure our learners and workforce access the best possible opportunities.

Feversham College is a designated Teaching School, along with Skipton Girls High School. We have committed to a joint venture company with both our Teaching Schools creating the Northern Lights Teaching School Alliance (NLTSA) which serves a wide and adverse alliance of schools. The core offer of NLTSA includes the offer of training and support for the alliance and identifying and co-ordinating expertise to support the following:

- Specialist Leaders of Education
- School to School Support
- Research and Development
- Initial Teacher Training
- Professional Development
- Leadership Development

Thank you for expressing an interest in this position. I look forward to reading your application.



Our Vision Statement

“Everybody will achieve their best”

Our vision is that all learners will be given opportunities for their talents and abilities to flourish. In response to the ever-changing demands of the 21st century, we will provide an innovative educational environment that will encourage and allow students to be aspiring and successful; that will build their capacity to be resourceful and adaptable; that will create in them the qualities of resilience and self-confidence.

Underpinning our vision is the following set of core values to which we require all students and staff to invest commitment:

- Be self-respecting individuals who take personal responsibility for their own learning.
- Show respect for, and tolerance of, others
- Be sensitive to the needs of others and have the capacity to empathise with the experiences of people from diverse communities.
- Display determination, perseverance and a ‘can do’ approach.
- Be able to respond positively to the challenges they will encounter in the changing learning, work and social environments in the 21st century.
- Work hard and achieve their best

At the core of our vision is a concept of our school as the dynamic heart of a flourishing learning community that will extend to the locality and connect with the wider learning communities of the Bradford district.

School Improvement Priorities

Our school improvement priorities are

- To raise standards and accelerate progress
- To further close the gaps for different groups of students
- To further improve leadership and management at all levels

These improvement priorities are expanded upon in detail in the school improvement plan.



School Information

Queensbury School is a friendly, thriving and stimulating place to study and work. We set high aspirations and expectations for every student and we work hard to make success of the three-way partnership between the school, the student and the family. We welcome all parents to take an active part in their child's education and encourage them to form a partnership with us to ensure their children achieve their best.

Across all Key Stages attainment is rising and we are proud of this achievement and determined to build on this success. We have a great emphasis on supporting students to become self-managing and independent learners. We put student leadership at the heart of our plans and policies and the award of Investor in Pupils and Healthy Schools status are examples of this continued commitment and at the centre is a thriving Student Council that are increasingly informed and involved in decisions about their school.

Queensbury School has always had a focus on a relentless drive for improvement: our staff are entirely focused with a real 'can do' attitude. We are looking to appoint staff who are just as passionate about success for all and are committed to supporting our journey. At all times we are look for staff that can inspire, have high expectations and raise the aspirations of young people.

We believe that the welfare and development of our staff is as important as that of our students and that you cannot have one without the other.

On the 1st September 2016 Queensbury became a sponsored academy as part of the Feversham Education Trust. This marked an exciting step forward in the schools journey to becoming an outstanding school. Joining an outstanding and expanding multi-academy trust will support us and allow us to build on the significantly improved summer exam results of 2016.

We have been working with Feversham College, an outstanding teaching school which is part of the Northern Lights Teaching School Alliance (NLTSA). This partnership has opened up exciting opportunities for CPD, school-to-school working and leadership development.

Current and new employees the school will benefit from this partnership as the school moves forward.

We look forward to welcoming you to our rapidly improving successful learning community which is Queensbury School.



Staff Benefits

The successful candidate will benefit from an attractive package including:

- Excellent salary
- Childcare vouchers
- Access to term time only Nursery provision (not on Queensbury site)
- Workplace pension scheme
- Free parking
- Westfield Health benefits
- Outstanding professional development



Application Process

We strongly advise applicants to visit Queensbury School before applying and meet the staff and students. Changing employment is a major life event and informed choices often result in more successful transitions for both the employer and employee. We hope this pack along with the school website www.qbury.com gives you a flavour of our school.

Please complete the Queensbury School application form and email it to **sue.hosker@qbury.com** before the advertised deadline (a covering letter is not needed but if you wish to include a supporting statement please do so).

Your application will be assessed, along with the others, against the personal specification for the job advertised (please use this when writing your supporting statement) and then a short list will be created. The school uses a scoring system to generate a short list.

The school will aim to contact the candidates shortlisted for interview at least 48 hours' notice prior to the interview (if you do not hear from us before the interview day please assume you have been unsuccessful on this occasion).

If you are shortlisted, we will take up references prior to the advertised interview date. Please remember that one of your references must be your current or most recent employer. Two satisfactory references must be received before we can appoint anyone to a post at Queensbury School. The referee will be asked to provide information about your last/current role in relation to salary, length of employment, suitability to work with children and any disciplinary records along with being asked to assess your skills and abilities for the advertised role. Your referees may be contacted to provide additional information if something is unclear or there is a discrepancy with other information that has been provided.

The selection process will involve various activities related to the role. For teaching roles, applicants will be asked to teach at least part of a lesson. We are fully committed to safeguarding children so there will always be some questions relating to safeguarding issues regardless of the role applied for. As part of Queensbury School being committed to diversity and the requirements of the Equality Act 2010 we would ask any potential candidate to contact us who would like us to consider adjusting the application and selection process to ensure that any candidates with a disability are not disadvantaged in any way by the academy processes.

Candidates, once short listed will receive a programme for the day outlining the activities that will be undertaken and any additional resources that might be needed on the day. Candidates will be asked to bring proof of qualifications, photographic proof of identity along with documentation to show they are eligible to work in the UK where appropriate.

The interview panel will consist of at least one Senior Leader, usually the Headteacher and up to 3 other relevant members of staff. At least one member of the interview panel will have had recent safer recruitment training.

Once all of the selection activities have been completed by all applicants, the interview panel will consider to what extent each candidate met the personal specification and a decision will be reached. All short listed candidates will receive a telephone call from a member of the interview panel and feedback will be offered.

Shortly after the interview day the successful candidate(s) will receive various documents to read and sign in order to process their employment at Queensbury School. This will include an enhanced DBS check and checks will also be made against the Barred List. All such checks must be satisfactory before any contract can be signed and work can take place at the academy. Any offer of employment is on the condition of satisfactory references and DBS check.



Post Title:	Teacher of Science
Overall responsibility:	<p>To teach Science throughout the school.</p> <p>To carry out the duties of a schoolteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. No matter what other posts of responsibility they may hold, all staff will be responsible, for the relevant parts of their job, to the Head of Subject in which they teach and to the Head of their Year Team.</p> <p>To be a Form Tutor and carry out the specified duties in connection with that role.</p> <p>In addition to these general responsibilities, and to any specific responsibilities described below, to carry out any other duties of a similar nature at the reasonable request of the Headteacher. (N.B. A document such as this does not permit every item to be specified in detail, nor does it determine the amount of time to be spent on carrying them out. In allocating time to the performance of duties and responsibilities, the postholder must use Directed Time in accordance with the school's published Time Budget.)</p>
Reporting to:	Head of Science
Liaising with:	All staff, parents, Governors, LA representatives and others as required
Working Time:	195 days per year
Disclosure Level:	Enhanced
Salary/Grade:	MPR



Desirable qualifications:	<ul style="list-style-type: none"> • QTS • Have the ability to undertake personal and / or professional development training to qualification standard.
Skills, Knowledge and Competencies:	<ul style="list-style-type: none"> • Excellent classroom practitioner. • Conversant with the latest curriculum developments in the subject area. • Confident with the subject knowledge. • Competent in the use of ICT (word, excel, email, SIMS or equivalent). • Excellent communication and organisation skills. • Excellent interpersonal skills. • Accuracy and attention to detail.
Professional Qualities:	<ul style="list-style-type: none"> • Demonstrate the drive, enthusiasm and commitment to raising standards across the age and ability range. • Committed to supporting the development of the subject area to enhance learning across the school in line with the school's priorities. • A commitment to raising standards for all in the pursuit of excellence. • Positive support for and implementation of school policies and procedures. • Smart and professional appearance. • Absolute trust and confidentiality. • Prepared to go the extra mile and be flexible in working hours. • Able to work as a team, show initiative and work independently. • Energy and enthusiasm, friendly and positive attitude.

Duties:

- To teach Science throughout the full age and ability range of the school as required by the Head of Science.
- To maintain a good educational ethos for all lessons: having firm aims and objectives; identifying individual learning needs and devising ways of meeting them; recognising and celebrating achievement in Science.
- To achieve good classroom management through: efficient planning and delivery of the lesson; ensuring good supervision and discipline in line with the school's policy; initiating and maintaining links with form tutors and heads of year when necessary.
- To work as part of the Science Team in all matters relating to the curriculum area.
- To maintain full student records of attendance, effort and attainment as well as records of lessons taught and homework set as indicated in the Departmental Handbook.
- To share responsibility for the storage and use of teaching materials and resources within the department and to maintain a regular and changing display of students' work.
- To take part in the school's performance management system and appropriate professional development.



- To work with parents in partnership to enhance the learning experience and to initiate and support links with the wider community.
- To contribute in any appropriate way to the extra-curricular dimension of school life, including responsibility for providing period 11 revision classes for GCSE students.
- With team members, develop a shared vision for the curriculum area, with learning and achievement as the core purpose.
- Be accountable for the achievement of student of all abilities: expected levels of progress in Years 7,8 and 9 , outcomes of external qualifications Level 2 and 3; particularly at threshold levels 5A*C EM, and outcomes of vulnerable groups and G & T students.
- Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- Ensure good standards of behaviour across the area through effective rewards and sanctions in line with school policy.
- Establish a culture that promotes excellence, equality and high expectations of all students.
- Embody the values of the school by setting a professional example to staff and students.

Curriculum Teaching and Learning:

- Ensure detailed schemes of learning with clear learning objectives, course content and the use of ICT, timelines and various assessment methods and opportunities. Monitor and evaluate the schemes of work and update as appropriate.
- Consistently implement the school's learning and teaching policy within the curriculum area.
- Differentiate lesson plans and work to meet the needs of students of all abilities.
- Support collaborative planning and facilitate high-quality teaching and learning through the use of ICT.
- Ensure compliance with school assessment marking and reporting policies. Implement effective strategies to assess and track student progress accurately and co-ordinate timely intervention to prevent underachievement.
- Ensure quality homework is set and marked with constructive feedback
- Understand the messages from Raise-online and FFT data. Ensure the effective use of assessment data to inform planning, grouping, target setting and challenging students to higher achievement.
- Provide information, as necessary, to the Headteacher, parents, teachers and governors about student progress and exam results.
- Liaise with Progress Leaders and the Inclusion co-ordinator in all matters concerning student learning, progress and behaviour

Personnel:

- Demonstrates commitment to effective working relationships.
- Set cover work when absent.
- Monitor the quality and effective use of classroom displays.
- Be responsible for good Health and Safety practice within the area.



Students, parents and community:

- Take advantage of assembly opportunities to stimulate and motivate students in the curriculum area and year group.
- Ensure that rewards policies are applied in line with whole school policy, so that students are praised and rewarded for good work.
- In line with whole school procedures, contact and involve parents in the learning process as appropriate for praise or behavioural support.
- Be aware of school action learners in line with the SEN Code of Practice, and use relevant student information, including the IEPs and Behaviour support plans to inform learning.
- Provide opportunities for the development of student responsibility and leadership.
- Provide opportunities for extra-curricular activities to promote the subjects extended learning opportunities within the curriculum area, ensuring that any subject visits are organised in line with school policy.

General:

- Contribute towards the priorities identified within the School Development Plan.
- Comply with the requirements of Data Protection and other legislation specifically relating to personnel records.
- Initiate and manage relevant improvement processes to support continuous development.
- To participate in appropriate staff meetings, training sessions, including INSET, where required and other meetings as identified by the Headteacher.

Health and Safety:

- Comply with all statutory requirements in relation to Health & Safety and be aware of the schools Health & Safety policy.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Healthy, Safety and Welfare.

Continuing Professional Development:

- Participate in any professional development necessary as identified in the School Development Plan or performance management reviews.



This job description may be subject to amendment or modification, should circumstances change, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Headteacher who may involve officers of the Education Department as appropriate. You may wish to be accompanied at this meeting by a representative of your Trade Union if you so wish.

In addition to the duties specified you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature should be incorporated into the job description in specific cases.

The job description does not form part of the contract of employment.

Signed: _____

Date: _____

Post Holder

Signed: _____

Date: _____

Headteacher



PERSON SPECIFICATION Teacher of Science

Qualifications and Professional Development	Essential	Desirable
Qualified Teacher Status	✓	
Record of continued professional development	✓	
Graduate: Degree in relevant subject	✓	
Experience		
Successful completion of teaching practice and PGCE/GTP year (if NQT)	✓	
Experience of teaching and maintaining the professional teaching standards	✓	
Experience in large secondary school		✓
6 th form experience		✓
Knowledge		
A clear educational philosophy	✓	
Good subject knowledge and passion for the subject	✓	
Knowledge of National Curriculum and initiatives, including post 16 developments	✓	
Good knowledge of pedagogy, how students learn and teaching and learning styles	✓	
Knowledge of effective assessment strategies	✓	
Involvement in whole school initiative(s)		✓
Knows how to use data for target setting and improving performance		✓
Skills and Aptitudes		
Good classroom practitioner using effective behaviour management and a range of learning strategies	✓	
Excellent relationships with students and colleagues	✓	
Ability to inspire and motivate students	✓	
Ability to work effectively under pressure and meet tight deadlines	✓	



Creativity, energy and enthusiasm.	✓	
Excellent records of punctuality, attendance and health	✓	
Adherence to professional code of conduct and dress	✓	
Range of interests and activities		✓
Flexibility and adaptability to change		✓
Good ICT skills		✓
Commitment to:		
Inclusion and a positive, “can do” approach to learning	✓	
A supportive ethos of enhancement, study support and extra-curricular activities	✓	
Flexible working practices and willingness to go that “extra mile”	✓	
Raising the profile of your subject within the school and the Community		✓
Suitability to work with children		
Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with	✓	
Not barred from working with children	✓	