

Lancaster Girls' Grammar

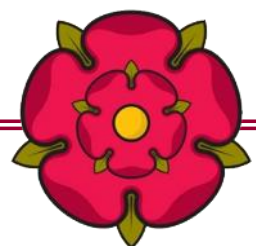


APPLICATION PACK

HEAD OF BIOLOGY

MPS/UPS and TLR

September 2018



Welcome from the Headteacher Mrs Jackie Cahalin

Thank you for enquiring about the post of Head of Biology at LGGs. This is an excellent opportunity for a teacher with a commitment to high quality teaching and learning to lead and manage a successful department in a successful school. Previous experience of working in a selective school is not essential.

LGGs is a forward looking, selective state school with academy status and an outstanding record of promoting high achievement. Whilst we have achieved outstanding judgements in our last four Ofsted inspections, we regularly analyse our performance and seek new ways to enhance learning opportunities for our students.

With 893 students on roll, including around 300 in the sixth form, we are in a position to offer a wide curriculum. All students study the 3 separate Sciences at GCSE as well as a MFL.

A major strength of our school is our welfare and support structure. Our students are supported by form tutors, heads of key stage, learning mentors and a student wellbeing co-ordinator. Behaviour and attendance are excellent at LGGs and our girls are highly motivated, keen and enthusiastic. They are warm, welcoming and have a good working relationship with staff, which is built on mutual trust and respect.

Whilst we are confined to a small campus in the centre of the city, we make full use of every available space. Our new sixth form centre contains four teaching rooms and an impressive independent study area.



Each year, we recruit around thirty to fifty new students to Year 12 and almost every LGGs student continues into the sixth form after Year 11. Maths, Biology and Chemistry are the most popular subjects at A level.

Our intake into Year 7 is 140. We are heavily oversubscribed and admission is by an entrance test. On entry, girls are placed in five forms and are taught in forms for most subjects in Years 7-8. Sixth form students organise a whole host of events for younger students including the annual performing arts and music festivals. Our examination results regularly place us in the top fifty state schools. The vast majority of our students make very good progress and we use a range of data measures in school to set challenging targets.

LGGs is an exciting place to work. Staff have high standards; both of themselves and our students. We have a large number of support staff who work alongside teachers and we offer generous teaching loads with almost no lessons taught outside of staff specialism. Staff have many opportunities to develop their skills through research projects, working with trainee teachers, participation in school development groups and working with staff from other schools.



Biology Information

Biology is a very successful and popular subject at LGGs. The Science faculty have developed their own course to cover Key Stage 3 of the National Curriculum. An integrated approach is followed in Years 7 & 8 where pupils spend 12% of their time on Science. GCSE courses in Biology, Chemistry and Physics begin in Year 9 with each class having one hour a week of each subject

Biology students follow the AQA GCSE course at Key Stage 4. In each Science, each group has 4 double periods per fortnight in Year 10 and 4 double periods in Year 11. At A level we follow the AQA Biology specification.

Biology is one of our most popular courses in the sixth form. We currently have around 120 students studying Biology in the sixth form with four teaching groups in both Year 12 and Year 13. A good number of LGGs students are successful in gaining places at university not only to study Medicine, veterinary Science and Dentistry but also courses in biological and environmental sciences. In Biology our A level results are consistently excellent, with the department gaining ALPS grade 3 and above for the last four years. 76% of grades at A level in 2017 were at A*-B. Results at KS4 have also been very good with 77% of students gaining A*-A in 2017, 100% gaining A*-C.

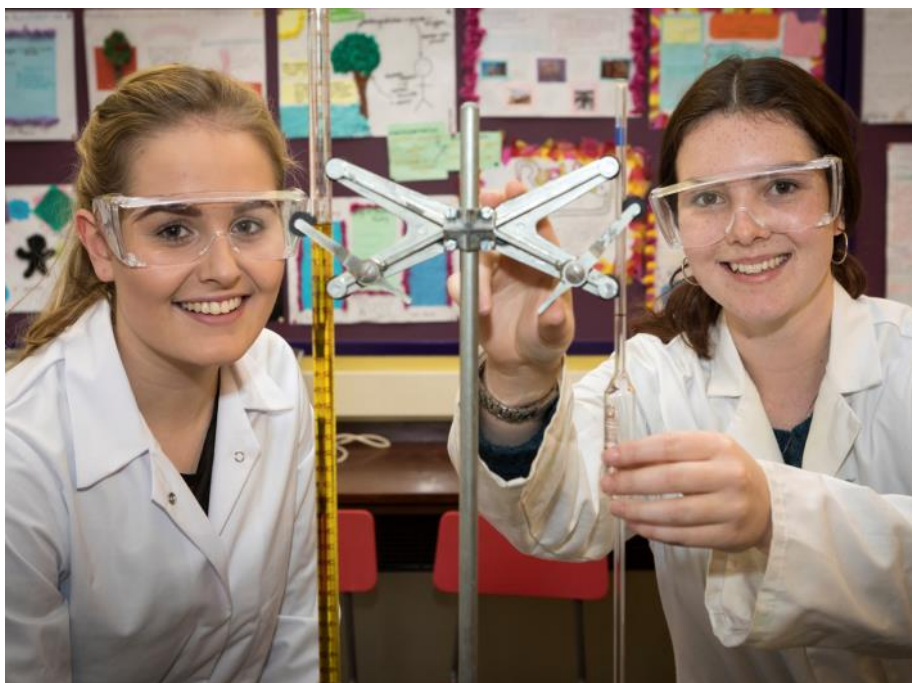
Science is taught in 2 suites of laboratories. All these rooms are equipped to teach most of the courses although, to improve efficiency, we try to timetable particular courses in specific labs.

Teachers have responsibility for the general condition of one room and they will be timetabled for the majority of their lessons in this room. The Biology labs are on our main school site.

The department is very well equipped and resourced enabling a wide range of different practical activities to be undertaken. It also benefits from very efficient and well organised technician support as well as additional support with administration. All laboratories are equipped with interactive whiteboards.

The department has made excellent use of moodle in building up on line resources. The department uses a very effective peer mentoring system to support students as well as additional teacher support outside of lessons. Collaborative planning is another strength of the department, as well as its very effective assessment tracking and monitoring of student progress. Comprehensive schemes of work and resources have been developed to support the new GCSE and A level curriculum.

We try to provide a wide range of extra-curricular activities. In recent years students have taken part in competitions such as the Biology Olympiad and Science fairs in Thailand. Biology staff lead an exhibition to Honduras studying Cloud forest and marine ecology. Biology have established good links with Lancaster University and help support a school based Medical society.



Job Description

All teachers promote the school ethos, Health and Safety and contribute to continuous school improvement.

Generic Responsibilities

The purpose of this post is to ensure the continued delivery of high-quality teaching and learning. The post holder is accountable for:

1. Leading, managing and developing the curriculum and pupil development in the subject area by:

- providing strategic direction for the subject / area
- managing and developing the curriculum
- ensuring good curriculum and lesson planning
- being responsible for implementing and evaluating a department evaluation and improvement plan
- managing the resources and learning environment to promote high standards of teaching and learning
- taking responsibility for quality of teaching, learning and assessment.
- keeping up to date with curriculum and policy developments
- determining the subject curriculum policy and timetable provision



2. The impact on the educational progress of all lessons taught by the department in addition to the teacher's assigned classes, including:

- monitoring, interpreting and acting upon data analysis to raise standards / performance
- leading and managing an agreed approach to personalised learning to meet the specific needs of pupils
- liaising with colleagues within and beyond the school to maintain and improve pupil progress
- ensuring high standards of assessment and of reporting pupils' progress to parents
- using data to evaluate the school's achievements of its aims
- monitoring the learning environment to promote learning
- promoting high standards of behaviour

3. Leading, developing and enhancing the teaching practice of other staff in the subject area by:

- maintaining, development and promoting threshold standards and school policies
- acting as an excellent role model for colleagues to promote school values and ethos
- coaching and mentoring staff and student teachers in order to develop their pedagogical skills and knowledge
- monitoring, observing and evaluating lessons and teaching and learning standards
- co-ordinating meetings to disseminate information and evaluate teaching and learning
- supporting school ethos and policies

Job Description

4. Line management of an agreed number of people, which means taking responsibility for the total performance of the staff allocated through activities including:

- agreeing challenging objectives
- promoting development to reflect school, departmental and individual needs and aspirations
- participating in recruitment, selection and appointment procedures
- performance management for an agreed number of staff
- fostering excellent teaching, and challenging under-performance
- promoting good teaching practice and pedagogy by contributing to continuing professional development
- taking action to address any under-performance of staff
- managing resources, including the deployment of staff

Other Responsibilities include:

- Applying school policy to fulfil its aims
- Contributing to development of school policy (eg, the spiritual, moral, social and cultural development of pupils)
- Developing the strategic direction and development of subject area

- Liaising with the other team and subject leaders to promote consistency and coherence throughout the school
- Liaising with external agencies as appropriate
- Representing departmental views, concerns and interests
- Ensuring that departmental practice is in all respects consistent with the school's Health and Safety Policy as well as with any subject specific guidelines
- Co-ordinating the planning of all subject related visits and field trips, both day and residential, at all levels within the school



‘After studying Biology at GCSE I never thought I’d be able to study it for A-level. However, the teachers are so supportive and have given me so much guidance, I am now really excited to continue with the course!’

Year 13 student

Person Specification

A = Application I = Interview R = Reference

Requirements for the advertised position	Evidence
Ability to inspire students with an enthusiasm for Science, in particular Biology	A I R
Qualifications	
A degree in Biology	A
QTS	A
Professional Experience	
Successful teaching record at KS3, GCSE and A level.	A R
Knowledge and Skills	
Ability to use ICT effectively	A I R
An awareness of current trends and initiatives in teaching Science	A I R
Knowledge and awareness of the role of a Form Teacher.	A I
Personal and Professional Qualities	
Belief in sustaining the highest academic standards and excellence	A I R
Ability to prioritise, plan, organise well and work with others to achieve objectives	A R
High professional standards in dress, attendance and punctuality	I R
Suitability to work with children and satisfactory Enhanced Disclosure with the DBS	R / DBS check

Application Process

Please complete the application form and provide a supporting statement (on no more than two sides of A4).

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role.

**The closing date for applications is noon on Monday 19th February
Shortlisted candidates will be contacted shortly after this date as
interviews will be held that week.**

Applications may be submitted on email to applications@lggs.lancs.sch.uk or by post. LGGs is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check.

School & Local Area Information

The School

Established in 1907 at the Storey Institute, LGGS has occupied the current site between Regent Street, High Street and Lindow Square since 1913. The School is situated in the City Centre with Lancaster railway station and bus station a five minute walk away. Regular train connections to Morecambe, Preston, Chorley, Ulverston, Windermere and Barrow-in-Furness are available.

Most staff act as Form Tutors or are assigned to a particular year group for support tutoring and mentoring. There are many opportunities to get involved in clubs, activities and visits. One member of staff recently said "join LGGS and see the world!"

The original stone building comprises a large part of the main school with a neighbouring science block, technology building and art block. There is also a sports field a short walk away from the main school. A new dance studio and fitness suite was built in 2010 and a brand new sixth form building was opened in Autumn 2012.

The Local Area

Lancaster is a small, but thriving city with a population of around 130,000 and a large number of outlying small towns and villages. The nearby coastal towns of Morecambe and Heysham are mixed with rural countryside.

House prices are affordable and there is a rich mixture of flats, small houses and larger family homes, particularly in the outer reaches of the city. Average house prices for a three-bedroom semi-detached house are £160,000-£170,000.

The city centre has a range of chain stores, independent shops and restaurants with Preston only 30 minutes away (20 minutes by rail). The Trafford Centre is only an hour's drive away and there are also thrice-daily train services across the Pennines to Bradford and Leeds. There are two theatres in the City as well as cinemas and other entertainment venues in and around the City Centre.



Advisory Note to Applicants

REHABILITATION OF OFFENDERS ACT 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act.

These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school/establishment and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Criminal Records Bureau for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Criminal Records Bureau, who will also forward a copy to the Authority. Information received from the Criminal Records Bureau will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the Criminal Records Bureau.



The disclosure of a criminal record will not debar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for offer to do, or accept or do any work in a 'regulated position', such as the post you are applying for.

Equal Opportunities Policy

Lancaster Girls' Grammar School is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

