

Deputy Head of Science (2 i/c)

September 2022

Thank you for your application for the Deputy Head of Science.

This is an important post and we are keen to appoint an **external candidate** of the highest calibre who will be able to make a significant contribution both to the management and development of the Science Department and to the school as a whole. **The successful candidate will have the potential to become Head of department within 2 to 3 years.** The staff in the department enjoy their work and strive to deliver interesting and stimulating lessons. The current Head of Dept is an outstanding leader and teacher and this post offers a great opportunity for someone to grow and learn.

The successful applicant will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. The successful applicant is likely to be a form tutor. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection for the **National Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development through paid responsibilities.

This document contains information about the department and the person specification. Separately, there are the following documents:

- overview information about the school, including extracts from the January 2019 Ofsted report
- a selection of staff stories highlighting the career opportunities available in the school
- the main school and 6th form prospectus

Visit our website www.ashcombe.surrey.sch.uk for information about the school

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

The closing date is 8am on Monday 18th April 2022. Candidates selected for interview will be informed by telephone. Due to the number of applicants, we do not contact candidates who have not been shortlisted.

School tours are available on request – please email hr@ashcombe.surrey.sch.uk.

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. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS)..

Information on the Science Department

Introduction

The Science department is a very successful and dynamic department which achieves strong results and progression at both GCSE and A Level. For many years, at KS4 all students have followed the same GCSE course (formerly Core Science and Additional Science, and now Combined Science: Trilogy (dual grades)). This reasoned, distinctive approach has been commended by visiting external professionals, and has led to an overall inclusive enthusiasm for Science, with high numbers and outcomes at A-level, where students achieve on average 0.3 grades higher in all Sciences than the national average. Typically, 75% of the whole cohort gain a 7 or above in each of Core Science and Additional Science. As well as seeking to maintain these standards, the department is involved in several new projects including the widespread use of networked ICT as both a student's resource and in streamlining staff workload and supporting teamwork.

Courses and grouping arrangements

Year	Course & materials	Lesson allocation*	Grouping
7	KS3 course following schemes of work devised within the dept. based on National Curriculum. The Year 9 scheme has been extended to support the needs of the more & less able students.	2	Mixed – tutor groups
8		3	Mixed – tutor groups
9		3	Setted
10 & 11	KS4 AQA GCSE course – Combined Science: Trilogy	4	Setted – 4/5 sets taught at the same time. Classes are taught by two teachers to cover all modules.
6 th Form	Biology – OCR A	L6:4	2 groups in L6 and U6
	Chemistry – OCR B (Salters)	U6:3 ½	1 group in L6 and 2 in U6
	Physics – OCR A		1 group in L6 and 2 in U6

*Out of 20x70 minutes lesson week

Staffing

Head of Department	Guy Blair
2 i/c Department	
Teachers of Science	James Baldwin Katie Beauchamp Izzy Carter Jeremy Carter (Deputy Head) Russell Dennis Christie Dowling Jordan Green Deborah Macey Josh Mason Marina Ohlsson Lisa Payne Danielle Pearce Catrin Roberts Yasmin Sheikh (Assistant Head) Ellis Woolford

Accommodation

There are 11 laboratories, prep and storage rooms and a Science Department office together along one corridor. Staff are also able to work in the Ranmore staff work area with members of all departments from around the school. All laboratories are designated "Science" and specific laboratories are also designated for specialist use when used by the Sixth Form for Biology, Chemistry and Physics. Two laboratories have been equipped with 20 PCs to allow full use of digital resources.

Job Description

Deputy Head of Science (TLR - £5,754- Ashcombe B2); (2 pds (70 minutes each) additional non-contact time)

- Job title:** Deputy Head of Science
- Job Purpose:** To ensure that students are prepared for the national and school requirements of the Science curriculum by assisting the co-ordination and monitoring of the Science teachers' work, the students' progress and curriculum developments.
- Job outcome:** Students enjoying their experience of learning Science and attaining standards commensurate with their ability and the expectations set within the school.
Staff contributing to the work of the Science team, aware of expectations and receiving appropriate development.
- Accountable to:** Head of Science
- Accountable for:** Assisting with effective management of Science department throughout the curriculum and across year groups.

Key Accountabilities & Key Tasks

Accountable For	Key Tasks
Assisting in effective management of department	<ul style="list-style-type: none"> • Play a supportive role for the HoD management accountabilities, using authority and personal presence to deputise for HoD when absent or unavailable (e.g. taking and attending meetings), share the strategic role, be a role model for staff (e.g. punctuality, manner), support and develop staff (e.g. behaviour management, training etc) • Meet regularly with HoD to discuss management issues including departmental agendas, finance, curriculum, student progress and staffing • Assist with departmental administration (including use of IT for record keeping, supporting and developing staff)
Support the Head of Department in managing the KS Coordinators for the quality of learning experiences offered in the Key Stages and ensuring progression and continuity	<p>With respect to each Key Stage, keep abreast of curriculum developments, National and examination requirements of Key Stage and co-ordinate:</p> <ul style="list-style-type: none"> • Planning, development, production and evaluation of schemes of work (including ICT) • Monitoring quality of teaching and learning, assessment, feedback, recording and reporting (through school curriculum monitoring process and exam board requirements) • Deployment, maintenance and evaluation of resources • Students grouping • Setting work during teacher absence
Support the Head of Department, in managing other post holders for monitoring the quality of work of the Key Stage	<p>To follow school and departmental guidelines on monitoring the quality of teaching and learning, for example through:</p> <ul style="list-style-type: none"> • Examination of teacher records • Examination of samples of students work • Examination of sample student's planners • Examination of teacher reports • Interviews/questionnaires involving students and parents • Analysis of school assessment data

The accountabilities and related tasks should be managed effectively through documentation and meetings: contribution to departmental meeting; regular liaison with Head of Science; provision of guidance for teachers; written memos; use of ICT.

Person Specification

In selecting candidates for interview and eventual selection, the Governors will be looking for teachers with relevant education, experience, job-related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from teachers who consider that they could meet most, if not all the requirements listed.

Education & Qualifications

- Qualified teacher status
- First degree or equivalent.
- Able to teach Science to KS3; Physics, Chemistry and Biology to KS4, and at least one of Chemistry, Physics or Biology to A-level.

Experience

- Successful teaching in a comprehensive school, preferably including Sixth Form experience
- Recent experience of involvement in curricular innovation and development
- Experience of working sympathetically and constructively with others
- An excellent record of attendance and punctuality

Job Related Knowledge, Aptitude and Skills

The Curriculum:

- Commitment to the comprehensive ideal and to the principles and practice of equal opportunities
- The knowledge and vision to put these into practice to meet current and future challenges within the Science area as well as other related areas including literacy, numeracy and ICT across the curriculum.
- A keen interest in children as individuals, in how they learn, and in a collaborative approach to learning
- A keen interest in developing International and European links and curricular aspects

Management:

- An ability to take a whole-school view of development, to assess priorities and plan strategically
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the Science development plan (and other relevant development plans) within the school development plan
- The expertise and confidence to support the HOD in inspiring, leading and developing a team of well established teachers
- An ability to develop a collaborative approach to decision-making, implementation and evaluation of the work in the department, thereby contributing to a culture of co-operative support, together with effective challenge where necessary.
- An ability to develop an understanding of the use of assessment data effectively
- An ability to communicate effectively, both orally and in writing
- An ability to promote the use of ICT for both curriculum and management

Personal Qualities

- Confidence, imagination and drive
- Flexibility and adaptability
- A sense of humour and perspective
- A capacity for hard work and the ability to manage its pressures
- The ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues