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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
CHEMISTRY
(for an April or
September 2024 start)**

JANUARY 2024

TEACHER OF CHEMISTRY

Dear Applicant,

Thank you for requesting details for the position of teacher of Chemistry. The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in Chemistry. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department. The role is required from April or September 2024 – please specify your preferred date in your application form.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint. In addition, in 2019 we opened a 12 place School Resource Provision (SRP) for students with autism and we are planning to be able to offer additional places over the next two years, as part of our commitment to inclusive education and to meeting the needs of all young people within our community.

Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2023 with Ilkley Grammar School ranked in the top two best state secondary comprehensive schools in the north of England and the highest ranked comprehensive school across the whole of West Yorkshire.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2022 A-level and GCSE results were outstanding: 24.2% of all A-level entries were at A*, almost 50% were at A/A* and 75% at A*-B. At GCSE over 51% of all GCSE entries were achieved at 7+, with over 30% of all entries achieved at the very top grades 9/8. As a result, progress of all students at Key Stage 4 is well above average with a progress 8 score of +.62 in 2022 and +.58 in 2019. At Post-16, our ALPS score was a grade 2 placing IGS in the top 10% of schools in the country.

As the founding school of Moorlands Learning Trust, we also play our part in the wider development of the Trust, where IGS senior and middle leaders have the opportunity to shape and drive forward the Trust's strategy and growth, as well as supporting colleagues across the Trust. Over the coming years, MLT is looking to grow the number of its partner schools and IGS will continue to play a key role in supporting this, whilst also driving IGS further forward.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded

programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is a crucial role in our middle leadership structure and we are looking for a talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: **8am Monday 22nd January 2024**

Provisional interview is scheduled for **week commencing 22nd January 2024**

If you do not receive an invite to interview by Friday 26th January 2024 we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Head of Department: Chemistry

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

□ **Planning**

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practise until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

□ **Teaching and Learning**

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning
- To employ a variety of strategies to motivate, support and engage students
- To use questioning and dialogue to promote deep thinking amongst learners
- To develop and use the iPad to facilitate independent learning and support learning in lessons
- To set high-quality homework that encourages independent learning and consolidates prior learning
 - To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

□ **Assessment for Learning/ Responsive Teaching**

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
 - To ensure regular, high-quality and diagnostic assessment to evidence learning
 - To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate and monitor their own learning
- To use data for future planning, support and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

□ **Personal Best**

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs
- To establish fair, respectful, trusting, supportive and constructive relationships

- To promote a positive climate of student-student relationships based on cooperation, respect and care so that all can learn effectively
- To have high expectations for all
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required

❑ **Enrichment**

- To commit to the department/curriculum programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school’s whole-school Challenge and Celebration week

❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative
- To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
- To commit to the school’s CPD programme
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and ECTs

❑ **Quality Assurance**

- To contribute to the school’s self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities

❑ **Professional Standards**

- To meet the DfE National Teachers’ and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy’s work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy’s Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated January 2022

ILKLEY GRAMMAR SCHOOL

SCIENCE - SUBJECT PROFILE

Science is a popular subject throughout the school. This is reflected in the outstanding record of Science results at both KS4 and KS5 and the proportion of students who opt to study one or more Science subjects at Post 16. Substantial numbers of our students subsequently follow Science related degree courses.

We believe that Science should be fun yet challenging and at all levels we aim to make Science lessons stimulating, varied and enjoyable. We also believe that it is important that students find that the Science they encounter has relevance to their lives, both now and for the future. There is an emphasis on learning through practical work across all key stages.

The Science Curriculum Area consists of three subject areas each with a Head of Subject, as shown below, and is sited across 3 main areas of the school.

Dr Andrew Marshall is the Curriculum leader has overall responsibility for leading the Science department, co-ordinating between the subject areas

Key Stage 3 Science Coordinator – Mr Adam McKenzie

Biology – Ms Lisa Porritt

Chemistry – Dr Joanne Winship and Mr Hussain

Physics – Mr. John Myers

The Science curriculum area staff consists of 18 teachers. The Biology, Chemistry and Physics departments are geographically separate, as are the laboratories that are mainly used for the teaching of specialist Biology, Physics or Chemistry at KS4 and post-16.

GCSE students are always taught by three subject specialists. Subject teachers rarely teach outside their specialism apart from at KS3, thus ensuring that work is challenging and that the students are well prepared for Advanced Level Science courses.

Facilities

Science is currently taught in 15 labs with 5 prep rooms. The labs are mainly organised on the basis of three departments with Biology in the old building (D-floor) and Chemistry and Physics in the new building (P, N-floor and M floor). KS3 Science is taught in all Science areas. Most Science staff have a base in one of three science offices, each being close to one cluster of laboratories. Each cluster of labs has a technician. We have undergone recent refurbishment and have new labs in Physics and a shared large double sized lab used across all Science areas.

All labs have digital projection facilities linked to a docking system for laptops. All staff and students have their own laptops and iPads.

The Science Curriculum

Our timetable runs over a two week cycle. There are six periods per day of between 50-55 minutes, except on a Wednesday where the last period is designated for staff CPD. Extended registration/Personal Best Time occurs every Wednesday morning. Double periods currently exist at Key Stage 3 and at A Level.

Key Stage 3

Seven periods per cycle are allocated to Science in years 7 and 8.

All students follow an in-house modular Science scheme of work based on the QCA recommendations. There are 12 topics taught each year of the key stage. There are end of term tests as well as an end of Year test. As far as possible each group is taught by one Science teacher each year.

Year 7

Students are taught in mixed ability tutor groups.

Years 8

The students are split into three bands (I, G and S). Each is divided into three or four classes which are mixed ability.

Key Stage 4

Years 9, 10 and 11 are split into two populations; X and Y. While there is carefully designed overlap with the KS3 National Curriculum, our students begin learning GCSE science in year 9 but only cover 'Combined Science' content. Students are allocated to teaching groups according to their progress in Science during years 7 and 8. Following GCSE subject choices at the end of Year 9, in year 10 and 11 there are up to four 'Separate' (triple) science groups. There are then 5 parallel groups on the X and Y side doing 'Combined science' – these are set on ability and progress. In both the Separate and Combined science classes, students study the AQA specification (Trilogy for combined). Students who have taken the option of Separate Science have additional lessons as one of their options subjects.

Progress is monitored by a combination of topic tests and internal examinations in Years 9 and 10. Groups are reviewed in November and July of Years 9 and 10.

The vast majority of students spend 16% of their Year 10 and 21% of their Year 11 curriculum time in Science lessons.

Key Stage 5

Highly successful courses run in Biology, Chemistry and Physics with post -16 science results being consistently well above the national average.

Currently there are 19 teaching groups in Years 12 and 13:

Biology – 5 AS & 3A2

Chemistry – 4 AS & 3 A2

Physics – 2 AS & 2 A2

Chemistry, Biology & Physics follow the AQA courses.

Andrew Marshall
Head of Science
January 2024

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Chemistry

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching chemistry	E	Application and selection process
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching chemistry across Key Stage 4 and 5	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: