



# Teddington School

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*Head of School: Kathy Pacey NPQH  
Executive Headteacher: John Wilkinson MA NPQH*

Dear Candidate

24 October 2017

Thank you for expressing an interest in the position of Teacher of Science / Science Key Stage 3 Lead at Teddington School, we have included the Job Description and Person Specification for the position.

The successful applicant will be joining the school at a very exciting time. The school continues to raise its standards at both GCSE and A Level and continues to be a very popular local community comprehensive school. Our aim is to ensure all students, regardless of their starting point, achieve highly. We invest heavily in the professional development and care of our staff as we are committed to ensuring all members of our school community benefit by being part of our school.

Since September 2015 we have, with Waldegrave School, led the formation of a Multi Academy Trust and taken on responsibility for the governance and leadership of Hampton High and Twickenham School. Our Headteacher, John Wilkinson, has been appointed as Chief Executive Officer of the Richmond West Schools Trust, and I have been appointed as Head of School.

Our new Sixth Form opened in September 2014 and has achieved excellent results at AS and A Level. Candidates will enjoy the opportunity to be part of the continued growth of that provision and helping ensure it becomes the first choice for post 16 education by our young people.

If you do decide to apply, please be aware that the **closing date for applications is at 9:00am on Monday 6 November 2017**.

It is very important that you include a telephone number for both day and evening so that we may contact you by telephone if necessary.

If you have any further queries about the school or the post, or would like to make a preliminary visit, please do not hesitate to contact our Curriculum Leader, Rachel Foley on telephone number 02 9843 0033.

For those wishing to apply, please complete the TES application form (please note CVs will not be accepted) and submit it accordingly.

Thank you for considering Teddington School for the next phase in your career and I very much look forward to receiving an application from you.

Yours sincerely

Kathy Pacey  
Head of School

Below the information on the Science Department, appropriate Job Descriptions and Person Specifications can be found alongside relevant information.

## SCIENCE DEPARTMENT

'I am among those who think science has great beauty. A scientist in a laboratory is not only a technician: he / she is also a child placed before natural phenomena which impress him like a fairy tale '**Marie Curie**

**GCSE Results** Our GCSE results over several years highlight the commitment and drive of our team to continue to improve GCSE results. Where available national percentages are shown in brackets.

GCSE	ENTRIES	% A*/A	% A*/B	% A*/C
Biology	106	44 (44)	75	92 (90)
Chemistry	106	51 (44)	72	87 (90)
Physics	106	65 (43)	85	94 (91)
Additional Science	130	15 (9)	44	66 (59)
All Science GCSEs	448	42 (27)	67	84 (63)

### Our working environment

With views of the Thames, the Science department is able to offer students and staff a calm and enjoyable working environment. We are housed in five state of the art specialist laboratories, five demonstration classrooms and associated 'prep' rooms. We also have portable ICT facilities as well as access to the school's dedicated ICT rooms.

In September 2014, Teddington School welcomed its first Sixth Form Intake and the department has gained two new specially designed 'A' level laboratories and a Science Physics studio in the purpose built sixth form block.

We also have a science staff work area with associated computers and bank of reference textbooks.

### The Curriculum

Combined Science is taught throughout the school. The emphasis is on showing how the various areas of Science inter-relate to explain scientific and technological aspects of our lives.

In Year 7 to 9 Science is taught in units as part of our 'in house schemes of work' which reflect the investigative nature of the Science National Curriculum. We have recently re-written our Key Stage 3 schemes of work in line with the new KS3 curriculum and use Collins KS3 Science as a teaching resource.



At Key Stage 4, At Key Stage 4, students study either Combined Science or the three separate Science GCSEs – Physics, Chemistry and Biology

Our well-equipped sixth form centre opened in September 2014. We currently offer AQA Biology, Chemistry and Physics at AS level and, from September 2015, at A level. The department has attracted a considerable number of students to all three Science A level courses.

The successful candidate will be expected to contribute to the further development of our department and, through this, support the development of Science Education in our technological and multi-cultural society. We look forward to welcoming you to our department.



## JOB DESCRIPTION – Key Stage 3 Co-Ordinator, Science

### MPS – UPS Outer London + TLR2b

*Please also refer to the Job Description and Person Specification for the position of Teacher of Science (Biology or Chemistry specialism desirable)*

**Responsible to:** Curriculum Leader

**Responsible for:** Science staff and students in your charge.

**Liaising with:** Teaching and support staff, external agencies and parents, Curriculum Leader and department colleagues

### Purpose of the Post

- To support the Curriculum Leader and provide professional leadership of the Science department
- To raise standards of student achievement in the curriculum area and to monitor and support student progress
- To monitor the teaching practice of others
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area

### Responsibilities

- To develop appropriate schemes of work, resources, and teaching and learning strategies for Key Stage 3 Science
- The day-to-day management and operation of the area of responsibility
- To monitor student progress against targets
- To administer, monitor, evaluate and review the Year 7, 8 and 9 exams and re-setting the groupings for years 7-9.
- To prepare 'model' requisitions for practical work requiring special preparation and advising technicians of practical work requiring preparation in advance;
- To implement and evaluate school policies and procedures
- To work with the CL to develop Improvement Plans which are relevant to the needs of students and to the aims of the school
- To ensure the delivery of appropriate, high quality courses which meet the needs of students, and complement the School priorities
- To support curriculum development
- To keep up to date with National Developments, teaching practice and methodology
- To act as a positive role model
- To support the CL to ensure staff development needs are identified and that appropriate programmes are designed to meet these needs
- To support the CL to provide induction, monitoring and support of NQTs and new staff
- To maintain personal expertise and share this with others
- To promote teamwork and to motivate staff to ensure effective working relations
- To establish consistency within the department, and in the implementation of policies
- To ensure that attainment and achievement targets are met
- To analyse and evaluate performance data



- To produce reports on examination performance, including the use of value-added data
- To ensure effective communication with parents of students
- To liaise with relevant external organisations
- To manage the available resources of staff, accommodation, money and equipment effectively and efficiently
- To support extra-curricular activities in the Science department

## **Teaching**

- To teach students according to their educational needs, including the setting and marking of work carried out in school and elsewhere
- To deliver a designated programme of teaching
- To prepare and update subject materials
- To ensure a high quality learning experience for students which meets internal and external standards
- To ensure that Literacy, Numeracy and ICT are reflected in the learning experience of students
- To mark, grade and give written and verbal and diagnostic feedback as required
- To maintain discipline in accordance with school policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To assess, record and report on the attendance, progress, development and attainment of students and to keep records as required
- To provide oral and written assessments, reports and references relating to individual students and groups of students
- To carry out assessment of students as required by examination bodies, departmental and school procedures
- To set clear and challenging targets for each student that build on prior attainment
- To ensure the effective deployment of classroom support
- To be familiar with the needs of students with SEN and plan appropriately to meet those needs

## **Pastoral System**

- To be a Form Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the group as a whole
- To liaise with the Head of Year to ensure the implementation of the school's Pastoral System
- To register students, accompany them to assemblies and encourage their participation in other aspects of school life
- To monitor students uniform and diary according to school policy
- To evaluate and monitor the progress of students and maintain records as required
- To contribute to the preparation of Action Plans and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations on how these may be resolved
- To communicate with parents and external bodies concerned with the welfare of individual students, after consultation with the appropriate staff



- To contribute to PSHCE, enterprise and work related learning according to school policy
- To apply the school's behaviour management systems

### **Other Professional Requirements**

- To continue personal development in relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Review process
- To take part in the school's staff development programme by participating in arrangements for further training and professional development



## JOB DESCRIPTION

### **TEACHER OF SCIENCE - (Biology or Chemistry specialism desirable) MPS – UPS Outer London**

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The purpose of this role is to provide high quality teaching and learning, achievement and engagement of students in line with our vision and ethos.

Responsible to the Curriculum Leader for Science

#### **KEY RESPONSIBILITIES**

- to help develop and implement policies and practices for Science which reflect the school's commitment to high achievement and effective teaching and learning
- to support the subject leader in the development of appropriate syllabi, assessment, teaching and learning strategies and resources
- to support in monitoring the progress made towards achieving targets for Science

#### **Teaching and Learning**

To help sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement.

- to plan and deliver effective lessons, ensuring curriculum coverage, continuity and progression in for all students
- to check, mark and assess students' work and report on progress
- to support the subject leader in the choice of appropriate teaching and learning methods, to meet the needs of individual students
- to work with the subject leader in establishing clear practices for assessing, recording and reporting on student achievement
- to ensure that as a teacher you are aware of your contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets
- support the subject leader in development of effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and develop students' wider understanding
- To contribute to the orderly atmosphere of the school
- To attend staff, parents meetings
- To act as a tutor
- To carry out supervision duties

#### **Efficient and Effective Deployment of Resources**

To help identify appropriate resources and ensure that they are used efficiently, effectively and safely.

- to support the subject leader in identifying resource needs



- use accommodation to create an effective and stimulating environment for the teaching and learning
- willingness to work with others to ensure that there is a safe working and learning environment in which risks are properly assessed

#### **Other**

- To unequivocally support and promote the values and ethos of Teddington School
- Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the schools systems
- Take responsibility, appropriate to the post for team around the child tackling racism and other forms of discrimination and promoting good race, ethnic and community relations.
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority
- Work in accordance with the Schools Health and Safety Policies and Procedure
- To undertake such other duties as laid down in the School Teachers Pay and Conditions Document.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.



## PERSON SPECIFICATION – SCIENCE TEACHER

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### **Part A**

#### **EXPERIENCE, SKILLS & ABILITIES**

Experience of teaching Science – NQTs will be considered – Biology or Chemistry specialism desirable  
Ideally evidence of good/outstanding teaching  
A high level of organisational skills  
The ability to create a stimulating visual environment in the classroom  
Knowledge of the changes to the new GCSE specification  
Excellent written and communication skills, including appropriate ICT skills  
A secure knowledge of the importance of data as a means both to measure and to extend progress

### **Part B**

#### **QUALIFICATIONS AND TRAINING**

Good Honours degree in relevant subject  
Qualified Teacher Status – or working towards

#### **PERSONAL QUALITIES**

Commitment to safeguarding and promoting the welfare of children and young people  
Motivation to work with children and young people  
Able to form good relationships with students, staff and parents  
A commitment to lifelong learning and a willingness to contribute to furthering their own learning through the schools extensive in-house CPD programme  
Commitment to the School's Equal Opportunities policies  
Personal drive and energy to motivate and inspire staff and students  
Commitment to schools values and moral purpose

*Teddington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure and Barring Service (DBS)*



## Please read these notes before completing the application form

It will help us if you follow these instructions:

- When completing your application form, please include everything you wish the panel to consider on the form.
- Please give the full name and title of both your referees, and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted if you are shortlisted.
- Please submit your application form before the closing date on TES.
- Teddington School is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. All our staff members are required to complete a DBS check (formally known as the Criminal Records Bureau) and declare previous convictions.
- We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the ethnic monitoring information page of the application form. The information you provide will be treated as confidential and will not be made available to the short listing panel.