



**Standish Community  
High School**

**be Outstanding!**

**Raising Achievement in Science through Quality  
Education**

**(outcomes for students, teaching, learning and  
assessment)**

**Permanent Contract**



**Candidate Information Pack**



# Standish Community High School

be Outstanding!

December 2018

Dear Applicant,

**Raising Achievement in Science through Quality Education (outcomes for students, teaching, learning and assessment) – Permanent Contract**

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Standish Community High School
- ❖ Exam Results
- ❖ Job Description
- ❖ Person Specification
- ❖ Teaching Staff Application Form

Standish Community High School is advertising for a permanent Raising Achievement in Science through Quality Education to commence employment Easter 2019.

Your completed application form should be accompanied by a covering letter. Completed application forms can be forwarded by email to: [recruitment@standishchs.wigan.sch.uk](mailto:recruitment@standishchs.wigan.sch.uk) or by post to Miss M Johns, HR Officer at the school address.

Applications will be considered as soon as they are received and the closing date will be Friday 18<sup>th</sup> January 2019 at 12.00 noon. Interviews will be held Friday 25<sup>th</sup> January 2019.

Yours faithfully,

Mr A Pollard  
Executive Headteacher



# Standish Community High School

be Outstanding!

## GENERAL INFORMATION

December 2018

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the permanent post of Raising Achievement in Science through Quality Education (outcomes for students, teaching, learning and assessment) at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1250 students. Our most recent Ofsted judgment, in November 2014, recorded an overall judgment of good in every category. However, we are working relentlessly to achieve "outstanding".

Our attainment figures for 2015 placed us in the top 100 non-selected state-funded schools in England. This accolade has contributed to our designation as a Leading Edge school by the Secondary Schools and Academies Trust (SSAT). For the second year running we were placed in the top 10% of non-selective schools nationally for attainment and in 2016, we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication and professionalism of our staff. For the past two years our Progress 8 scores place the school in the top 20% of schools nationally. We were delighted that our successes continued in 2017 when we achieved our highest progress 8 score so far.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focussed on and determined to unleash the potential in all students irrespective of background or ability.

Standish Community High School has formed a Multi Academy Trust, as the lead school, with another local secondary school. This has provided the potential to open greater career opportunities in the near future. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Head of School at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker  
Head of School



# Standish Community High School

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## EXAM RESULTS

Overall Progress 8	2016	2017	2018
Attainment 8	0.37	0.37	0.24
Overall	58.26	54.26	55.8

Standish	2016	2017	2018
5 x 9 – 5 (A* - C) including English and Maths	81	80	79
English and Maths Grade 4 and above	81	84	85
3 9 – 7 (A/A*)	43	37	40
5 9 – 7 (A/A*)	32	29	29

English Grade 9 – 4 (A* - C)	90	94	95
English Grade 9 – 5	-	80	86
English Grade 9 – 7 (A* - A)	43	43	47

Maths Grade 9 – 4 (A* - C)	84	85	86
Maths Grade 9 – 5	-	64	70
Maths Grade 9 – 7 (A* - A)	28	32	33

Standish Subjects	Grade 9s – 2017	Grade 9s – 2018
English Language	22	15
English Literature	35	19
Maths	16	15



**Standish Community High School**

### **Job Purpose**

We require a visionary teacher with outstanding professional skills to work in collaboration with our Curriculum Leader for Science and the Science Leadership Team to help our students achieve outstanding outcomes in science. Essentially this is an opportunity for a leading professional to add depth to our science team, becoming a key driver of teaching, learning and assessment within the department.

The successful candidate will have outstanding specialist knowledge in science and experience of successful teaching throughout KS3 and KS4. They will have a proven track record as an excellent teacher, fully meeting the national professional standards for teaching.

You will be a key inspirational leader in shaping the future success of our students in science. You will be a teacher who models outstanding teaching and learning.



## Standish Community High School

### Job Description

#### 1. INTRODUCTION

**1.1 JOB TITLE:** Raising achievement in science through quality education (outcomes for students, teaching, learning and assessment)

**1.2 STATUS:** Permanent Contract

**1.3 SPECIFIC ROLES AND RESPONSIBILITIES:**

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Develop and enhance T & L within the department ensuring consistent high standards across all curriculum areas.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying science, enabling them to develop a passion for the subject and a scientific skill set for life post 16.
- Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support curriculum areas.
- Support the Curriculum Leader and deputise when and where appropriate.
- Raise standards of student attainment and achievement within the whole curriculum area through monitoring and supporting student progress (Y7 to Y10).
- Lead the department in developing robust assessment procedures to ensure accurate student progress data is collected.
- Monitor and evaluate assessment data across science (Y7-Y10) to highlight trends in student performance and identify key areas of strength and underperformance.
- Ensure the findings from the data (Y7-Y10) are the start of a collaborative discussion around the further development of teaching, learning and assessment in science.
- To support the Curriculum Leader in developing rapid rates of improvement for all students during their 5 year learning journey of science, promoting high expectations for students in meeting aspirational progress targets.

- To support staff in planning and implementing key strategies within the classroom to consistently deliver quality first teaching, ensuring all students are able to make meaningful and sustained progress.
- To enable every student (Y7-Y10) to become a successful independent learner in science.

<b>1.4</b>	<b>LINE MANAGEMENT:</b>	Reporting to — Curriculum Leader for science and AHT for science Responsible for - designated teaching staff and specified support staff within the department
<b>1.5</b>	<b>LIASING WITH:</b>	Headteacher, Senior Leadership Team, Governing Body, teachers and support staff, LA representatives, external agencies and parents
<b>1.6</b>	<b>SALARY SCALE:</b>	Classroom Teachers' Pay Scale, plus TLR 2A
<b>1.7</b>	<b>WORKING TIME:</b>	Full time as specified within the STPCD
<b>1.8</b>	<b>DBS DISCLOSURE LEVEL:</b>	Enhanced

## **2. TEACHING**

- 2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- 2.2 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work in. This may be done either here at Standish or in those schools.

## **3. LEADERSHIP ROLE – WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 3.1 Lead the development of teaching, learning and assessment to ensure student progress and achievement.
- 3.2 Monitor and actively follow up student progress.
- 3.3 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and assessment in the department.
- 3.4 Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- 3.5 Lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SSDP/DDP and the aims and objectives of the school.
- 3.6 Work collaboratively with other curriculum leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- 3.7 Be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- 3.8 Implement school policies and procedures, e.g. equal opportunities, health and safety, COSHH, accommodation strategy, etc.

- 3.9 Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.

#### **4. LEADERSHIP OF CURRICULUM – WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 4.1 Liaise with the linked SLT member to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self-evaluation and the Strategic School Development Plan.
- 4.2 Be accountable for the development and delivery of this curriculum area.

#### **5. LEADERSHIP OF CURRICULUM DEVELOPMENT – WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 5.1 Lead curriculum development for science (Y7-Y9)
- 5.2 Keep up to date with national developments in the subject area and teaching practice and methodology.
- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 Liaise with the SLT link to maintain accreditation with the relevant examination and validating bodies.
- 5.5 Be responsible for the development of literacy and numeracy within this curriculum area.

#### **6. LEADERSHIP OF STAFF - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 6.1 Work with the nominated SLT link to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with SLT link.
- 6.3 Be responsible for the efficient and effective deployment of the Department's technicians/support staff.
- 6.4 Undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Promote teamwork and to motivate staff to ensure effective working relations.
- 6.8 Participate in the school's ITT programme.
- 6.9 Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

#### **7. QUALITY ASSURANCE - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 7.1 Ensure the effective operation of quality control systems.



- 7.2 Support the whole school process of the setting of targets within the department and to work towards their achievement.
- 7.3 Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- 7.4 Contribute to the school procedures for lesson observation and self-evaluation.
- 7.5 Monitor the standards of teaching within the department.
- 7.6 Monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 Seek/implement modification and improvement where required.
- 7.8 Ensure that the department's quality procedures meet the requirements of self-evaluation and the School Strategic Development Plans

## **8. MANAGEMENT INFORMATION - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 8.1 Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- 8.2 Make use of analysis and evaluate performance data provided.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle for the department.
- 8.5 Produce reports on examination performance, including the use of value-added data.
- 8.6 In conjunction with the relevant SLT member, manage the department's collection of data.
- 8.7 Provide the Governing Body with relevant information relating to the departmental performance and development.

## **9. COMMUNICATIONS AND LIAISON - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 9.1 Ensure that all members of the department are familiar with its aims and objectives.
- 9.2 Ensure effective communication/consultation as appropriate with the parents of students.
- 9.3 Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- 9.4 Represent the department's views and interests.
- 9.5 Contribute to the planning and delivery of school liaison activities.
- 9.6 Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.7 Promote actively the development of effective subject links with external agencies.

## **10. MANAGEMENT OF RESOURCE - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 10.1 Assist with the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- 10.2 Work with the Curriculum Leader and the relevant SLT member to ensure that the Department's teaching commitments are effectively and efficiently time tabled and roomed.

## **11. PASTORAL SYSTEM - WORKING WITH THE CURRICULUM LEADER FOR SCIENCE**

- 11.1 Monitor and support the overall progress and development of students within the department.
- 11.2 Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Act as a Form Tutor if required and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
- 11.4 Contribute to PSHCE, citizenship and enterprise according to school policy.
- 11.5 Ensure the behaviour management system (BFL) is implemented in the department so that effective learning can take place.

## **12. SCHOOL ETHOS**

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- 12.5 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.

## **13. SIGNATURES**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Signed (Teacher)

Dated

Signed (Headteacher)

Dated

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



## Standish Community High School

### Person Specification

Requirement	Essential	Desirable
Qualified Teacher Status	✓	
Enhanced CRB clearance	✓	
A degree in a relevant discipline		✓
Experience of teaching Science successfully at both KS3 and KS4	✓	
Ability to teach more than one science discipline confidently and successfully to GCSE/KS4 level		✓
Experience of successfully adding value to student performance at KS3 in Science	✓	
Experience of successfully adding value to student performance at KS4 in Science	✓	
Experience of acting as an appraisal leader in Performance Management of teaching colleagues		✓
Evidence of Continuing Professional Development in relation to teaching	✓	
Experience of leading the development of Schemes of Work		✓
Experience of leading and directing the work of other colleagues		✓
Experience of contributing to departmental Self-Evaluation and Review		✓
Experience of participating in the creation of Departmental Improvement Plans		✓
Experience of dealing effectively with behavioural problems and other barriers to learning of own students	✓	
Experience of dealing effectively with behavioural problems and other barriers to learning of students of other colleagues		✓
Experience of using student performance data to counter underachievement and raise performance of own students	✓	
Experience of using student performance data to counter underachievement and raise performance of students of other colleagues		✓
Experience of preparing analysis of performance data for a range of audiences		✓
Experience of planning, devising and delivering learning strategies with both colleagues and students	✓	
High levels of emotional intelligence	✓	
High levels of time-management and self-management skills	✓	
High levels of interpersonal and communication skills	✓	

Ability to inspire and motivate young people	✓	
Ability to instil in young people a love of learning, particularly in relation to Science	✓	
Ability to act as a role model to both fellow professionals and students	✓	
Ability to work as part of a team	✓	
Ability to work proactively to solve problems	✓	
A sense of humour	✓	