

A student is performing a science experiment in a laboratory. They are using a glass bottle to pour liquid into a test tube held by a metal clamp. The test tube is part of a rack. There are other glass bottles and test tubes on the table. The background is a blurred laboratory setting.

**Subject Leader for Science**  
**Application Pack**  
**September 2019**



**Lavington School**  
Learning for Life

Dear Applicant

**Subject Leader - Science**

Thank you for expressing an interest in the post of Subject Leader for science at Lavington School. This is a full time permanent post from 1 January 2020. This is a high achieving academy that is imaginative and creative in its approach to teaching and learning. Staff training, development opportunities and career progression are key to our success. We benefit from a wonderful rural setting, surrounded by beautiful and historic countryside. The majority of our students live in nearby villages, and thrive in our supportive, positive, nurturing, environment, achieving academic excellence for all.

We are fully committed to providing high quality education for children whatever their age. We are at an exciting phase in our development. In April 2019 we formed Equa Multi Academy Trust with five local rural primary schools to provide an all through education system. In addition, we are in our second year of delivering sixth form education, as a satellite of Devizes School. The sixth form is expanding, with an increase in numbers and wider range of courses offered here, including A' level Biology, Chemistry and Psychology. We would like to also offer Physics at A level, so applications from Physics specialists are particularly welcome.

This is an ideal opportunity for an ambitious, outstanding science teacher, with leadership experience, to lead our excellent, dedicated science team to the next stage of success. This post has arisen due to promotion of our existing subject leader.

The closing date for applications is Monday 23 September 2019 and interviews will be held week beginning 30 September.

Further information about the school can be found on the school website.

I look forward to receiving your application

*Sarah Lowkis*

Sarah Lowkis



Please apply by completing the application form on our website and return, together with a letter outlining why you are interested in, and particularly suited to, the post.

**Please note we do not accept CVs.**

You can send your application to: [enquiries@lavington.wilts.sch.uk](mailto:enquiries@lavington.wilts.sch.uk)

If you would like to visit the school or if you have any other queries, please email Mandy Coleman, [m.coleman@lavington.wilts.sch.uk](mailto:m.coleman@lavington.wilts.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. The successful applicant will be subject to an enhanced DBS check.***







Lavington School is situated on the western edge of the village of Market Lavington about six miles south of Devizes, in the heart of rural Wiltshire. It is a mixed comprehensive school and currently has just over 800 students on roll, aged 11 to 18 years. Numbers have grown over the years, and we are likely to remain over-subscribed. In 2018 we opened our sixth form, as a satellite centre of Devizes School.

Commutable from:

Devizes - 5.8 miles

Salisbury - 19 miles

Chippenham - 16.8 miles

Swindon - 25 miles

Bristol - 45 miles

Bath - 24 miles

The school enjoys a very good reputation within the community and throughout the county and continues to demonstrate the highest standards of achievement. Much of this success is due to the active partnership of home, school and community, which allows a happy working atmosphere to prevail, where hard work and good behaviour is the expectation. Our students are happy and well-motivated and respectful. They are nurtured through superb individual care, a culture of high aspirations, an extensive leadership and enrichment programme and recognition of their unique talents.

Typically, over 80 % of students gain standard passes or above in English and maths at GCSE, with 60% gaining strong passes in both. In 2019 the P8 score of 0.39, placing us in the top three schools in Wiltshire, a standing which has been sustained in all measures over a 5 year period. Over 35% of all grades are in the 7-9 range, demonstrating the challenge and support we provide for our able students. We were inspected in November 2018 and judged as outstanding for behaviour and for leadership, and good for achievement and teaching. Our disadvantaged learners perform the highest of all schools in county.

We have high commitment to professional development and training. Our staff benefit from high quality CPD, from within Lavington and across both Equa MAT and the West Wilts Alliance, providing a comprehensive package of training, professional development and career progression. Our staff are encouraged and supported to develop their own knowledge and skills to ensure all students, in all classes and in all subjects make the best possible progress.

**Our vision is for students to be happy, healthy and safe and achieve more than they thought possible, at school and beyond.**

At Lavington School we pride ourselves on providing a secure, stable and well-ordered environment based on high educational standards and genuine care and concern for individuals. We work with all students, whatever their ability, to help them achieve their potential. We aim for students to leave Lavington School as aspirational, confident young people, ready to take on new challenges and have a lifelong love of learning. Our students will have resilience and resourcefulness and the wisdom to treat others with respect and courtesy, and this forms the foundation of our ethos.

We are proud of our achievements at Lavington School, but there is always more we can do. By working together, we can shape a positive and successful future for our young people.

## Well-being

We ensure our students have the knowledge and confidence to make positive, safe and aspirational decisions about their lives whilst at school and for their futures.

## Learning

We ensure that our students are active and independent learners, who strive to achieve their best in every learning situation, and will continue to do so throughout their lives.

## Skills

We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

## Progress

We ensure that students fulfil their potential, and are fully prepared and qualified to leave school and move onto the next stage of their lives.

## Our Values

At the heart of this success are the core values that I and the whole school community believe are important:

- excellent teaching by experienced, specialist teachers
- individual care through an excellent pastoral system



# Job Description

## The successful candidate will:-

- Lead teaching and learning across the faculty ensuring quality first teaching at all times, providing CPD opportunities for all to bring about rapid and sustained improvement.
- Set up assessment, moderation and tracking systems and frequently monitor the progress of students across the faculty, ensuring all identified groups and sub cohorts are making good progress.
- Monitor and evaluate the performance of groups and individual students and lead the implementation of intervention strategies for students who are at risk of not reaching their potential.
- Be a proactive member of the faculty leaders' team, contributing to whole school improvement.
- Set high expectations and secure high standards of behaviour and learning across the faculty.
- Ensure health and safety policies are adhered to and that risk assessments are in place.
- Celebrate individual and group achievements, setting a positive ethos across the faculty.
- Lead food technology.
- Be committed to safeguarding, to ensure policy is followed.
- Lead on curriculum and assessment developments for all design and technology subjects.
- Lead on the enrichment programme within the faculty.
- Create, implement, monitor and evaluate a faculty development plan which contributes positively to the achievement of the School Development Plan and which actively involves the team in its design and implementation.
- Lead on self-evaluation for the faculty, including, but not restricted to, the production of a self-evaluation form, cyclical reviews and student voice activities.
- Contribute to the induction, mentoring, professional review and professional development of all members of the team.
- Be responsible for the management of the faculty budget to ensure facilities and resources are maintained at a high standard.



This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. 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.

All staff are expected to follow the code of conduct and to adhere to whole school policies

*"This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced DBS check before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post."*

**Note:** Lavington School is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

# Science Department

The science department is made up of eight teachers, a dedicated teaching assistant and three laboratory technicians support teaching staff. Together the teaching and support staff form a friendly, supportive and collaborative team. We work closely together to ensure that students are challenged and supported throughout their science education.

Science is taught in six purpose built and modern labs. The labs are equipped with networked PCs, data projectors and Wi-Fi access. A communal department workroom adjoining a well-equipped prep room allows staff to spend time as a department.

Students and staff have access to wide range of electronic resources and also two departmental sets of iPads.

At Key Stage 3 students are taught in six sets and the department moved to a two year KS3 from September 2013. Students are taught science through a departmental scheme of learning with shared resources. Dedicated homework books are provided and students are subscribed to online learning platforms to support their learning.

At Key stage 4 the department offers 2 distinct pathways for students to follow:

- biology, chemistry and physics GCSEs (AQA)
- Trilogy science (AQA)

In the current Year 11 cohort, 65 students will complete the separate science pathway and 81 students the double science pathway. The number of groups completing each pathway varies between year groups depending on the cohort.

In KS5 we have a larger than average cohort of science students with 100% Year 12—Year 13 retention. The sciences are very popular at A Level with healthy numbers of students in the classes. Year 13 results are on track to be greater than 85% on target.

Our science results are amongst some of the highest in the county. Last year we entered sets 3-6 for trilogy science, 72% of our pupils achieved a grade 4 and above. In triple science we achieved a record number of grade 9's. on average 27% of all triple science grades were 8-9.

Individual progress is rigorously tracked against target grades by both staff and students to identify underachievement and ensure thorough learning of scientific skills and subject knowledge.

The successful candidate will be given every opportunity to develop good practice, share teaching and learning ideas and collaborate with individuals and the department as a whole.





# Person Specification

Competency	Expectations	Behaviours & Abilities
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>good knowledge and understanding of a range of teaching and learning strategies and a thirst to become an outstanding teacher</li> <li>adaptation of skills to personalise learning</li> <li>knowledge of contemporary pedagogy</li> <li>a good subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>actively uses a wide range of strategies in their teaching and passes and shares best practice with others</li> <li>lesson plans show clear differentiation, taking in to consideration the varying needs of students</li> <li>works collaboratively towards the school's priorities and those of partner schools</li> <li>a willingness to develop a good working knowledge of all areas of the curriculum through a wide range of CPD activities</li> </ul>
<b>Professional Skills and Judgement</b>	<ul style="list-style-type: none"> <li>teaching skills which result in learners achieving well compared to prior attainment</li> <li>creativity and adeptness at designing lesson sequences</li> <li>a reflective practitioner who is willing and open to trying new teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>considered a good classroom practitioner</li> <li>utilises ICT appropriately and encourages other staff to apply varying ICT resources in to their teaching</li> <li>carries out evidence based research and feeds back to colleagues</li> </ul>
<b>Student Progress</b>	<ul style="list-style-type: none"> <li>excellent ability to assess and evaluate student progress</li> <li>the ability to analyse student progress and to accurately report this following school procedures</li> <li>understands principles and practices of monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>seeks ways in which to raise student progress in their subject areas</li> <li>provides feedback to students, parents and colleagues on progress which is accurate, constructive and aimed at challenging students to achieve more than they thought possible</li> <li>consistently reviews and evaluates progress, monitoring progress in a timely manner to allow appropriate intervention where necessary</li> </ul>
<b>Working With Others</b>	<ul style="list-style-type: none"> <li>understanding of how to contribute to departmental and whole school initiatives</li> <li>engaging proactively with CPD , including collaborative working</li> </ul>	<ul style="list-style-type: none"> <li>engages in coaching activities to share best practice and striving for self-improvement</li> <li>shows clear leadership skills when delivering activities</li> <li>works effectively with colleagues at all levels of the School and colleagues in partnership schools</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>to contribute toward faculty enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>follow health and safety procedures</li> <li>to contribute to a positive culture</li> </ul>

# Commitment to Safeguarding

Lavington School fully recognises its responsibility to safeguard and promote the welfare of student and young people and is committed to ensuring that its students have the opportunity to thrive within a safe learning and working environment. The school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, governors and volunteers working in the school, has five main elements:

1. ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with students
2. raising awareness of child protection issues and equipping students with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting students who have been abused in accordance with his/her agreed child protection plan
5. establishing a safe environment in which students can learn and develop

Staff at Lavington School are aware of how they share in the school's responsibility to safeguard and promote the welfare of student and young people. The school's adopted 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with strict guidelines on what are considered to be safer working practices which must be observed at all times. Were any member of staff to have a concern that the school's code of conduct or expected safer working practices were not being followed and a student or students were as a result at risk, then they would be expected, and supported, to raise the concern under the school's adopted "whistleblowing policy and procedure".

The school also operates within other policies relating to safeguarding, child protection and the welfare of students. The following policies are available upon request:

- safeguarding policy
- whistleblowing policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours
- attitudes to use of authority and maintaining discipline.