



# ILKLEY GRAMMAR SCHOOL



**Teacher of Biology (Up to 'A' Level)**  
**A recruitment & retention allowance is available for an  
exceptional candidate**



**November 2017**

## TEACHER OF BIOLOGY

Thank you for requesting details for the post of teacher of Biology. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This post is required from **January 2018 and a recruitment & retention allowance is available for an exceptional candidate.**

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in the Science department, as well as towards enhancing our provision for enrichment and intervention.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21<sup>st</sup> Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. 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.

Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behavior 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 2017 'A' Level and GCSE results were outstanding, and we have a very successful and thriving Sixth Form.

Staff wellbeing is incredibly important to the school and we have recently introduced a number of extra-curricular '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 staff CPD.

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.

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

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Thursday 19<sup>th</sup> October 2017**

Interviews will be held: **Monday 30<sup>th</sup> October 2017**

If you do not receive an invitation to interview by **5pm Friday 20<sup>th</sup> October** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams  
Headteacher

# Generic Job Description

## Subject Teacher

**Responsible to:** Curriculum Leader: Science/Head of Biology

**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 secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the 'How Needs May Be Met' information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

#### ☐ **Teaching and Learning**

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

#### ☐ **Assessment for Learning**

- To employ a range of AfL opportunities and ensure effective feedback
- 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 ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- 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 effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly

- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- 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 follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required

#### ❑ **Enrichment**

- To commit to the Science programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad

#### ❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share learning and be creative
- 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 NQTs

#### ❑ **Quality Assurance**

- To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities

#### ❑ **Professional Standards**

- To meet the IGS Learning Standards and 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 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 April 2016

## 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.

The Science staff feel that Science should be fun as well as challenging and at all levels we aim to make Science lessons stimulating, varied and enjoyable. We also believe that it is important that the 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.

**Hannah McKenzie** is the Curriculum leader has overall responsibility for leading the Science department, co-ordinating between the subject areas and overseeing specialist school initiatives.

***Biology – Ms Lisa Porritt***

***Chemistry – Dr Andrew Marshall***

***Physics – Mr. John Myers***

The Science curriculum area staff consists of 16 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 14 labs with 5 prep rooms. The labs are mainly organised on the basis of three departments with Biology in the old building (D-floor), Chemistry in the new building (P-floor & N-floor) with Physics having two labs on A floor & two standalone labs in S block. 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. There are plans for a new build to rationalise Science to some degree, but these are not yet finalised.

All labs have digital projection facilities linked to a desk top computer and most of the labs have interactive whiteboards. All staff and students have their own iPads.

#### **The Science Curriculum**

In September 2015 we adopted a new curriculum model and school day, and 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 in A Level Physics and Biology.

#### **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 sets based on assessment of their ability in Science during Year 7.

Currently we run a system with two parallel top groups and one smaller second set in each band.

The progress of students is reviewed throughout the year in order to inform set changes.

### **Key Stage 4**

Years 9, 10 and 11 are split into two populations; X and Y. Students are allocated to teaching groups according to their progress in Science during years 7 and 8. Currently there are four parallel single gender higher ability groups in years 9 and 10 (2 in both X and Y), and four parallel top ability groups in year 11, with two triple groups in both year 10 and year 11.

Students study the AQA Trilogy specification. Students who have taken the option of Triple Science have additional lessons as one of their options subjects and study the Separate Science route. Students begin their GCSE course in year 9.

**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. Biology is consistently rated outstanding on both value added and ALPs measures.

Currently there are 19 groups in Years 12 and 13:

**Biology** – 4 AS & 3 A2

**Chemistry** – 4 AS & 3 A2

**Physics** – 3 AS & 2 A2

Chemistry follow the OCR Salters' Course. Biology & Physics follow the AQA courses (Physics A).

Hannah McKenzie

October 2017

**ILKLEY GRAMMAR SCHOOL**  
**Personnel Specification**  
**Teacher of Biology**

| Qualification and Training   | Essential/<br>Desirable<br>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/<br>Desirable<br>E/D | How Identified                         |
| <input type="checkbox"/> Successful experience of teaching Biology to KS5  | D                              | 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/<br>Desirable<br>E/D | How Identified                         |
| <input type="checkbox"/> A passion for teaching Biology  | 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/<br>Desirable<br>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/<br>Desirable<br>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/<br>Desirable<br>E/D | How Identified                         |
| <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/<br>Desirable<br>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/<br>Desirable<br>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: .....**