

Teacher of Physics

MPS – UPS3 dependent on experience
plus ESF2 (£4,109) to consider for Curriculum Intent and Assessment
Required January 2020
Full or part-time



The School

Grace College is an 11-19 secondary school serving nearly 1200 students in central Gateshead. The school is entering an exciting new phase having recently joined the Emmanuel Schools Foundation. Grace College is the fifth school within the Foundation, which seeks to contribute to economic regeneration, prosperity in the north-east, and quality of community life through its work with young people. Our schools exist to impart wisdom to the next generation by educating young men and women in a culture which prioritises the pursuit of knowledge and the development of character. We serve communities of students, staff and parents who hold many different religious and ideological positions who unite around our core beliefs and core values, which are underpinned by our Christian ethos.

We value academic excellence, but we hold personal best to be of far greater importance. It is our experience that by developing a strong work ethic, holding a growth rather than fixed mind-set, and being provided with outstanding tuition, students may go on to achieve considerably more than they might have imagined possible. We seek to be intentional about character education, our aim being that our students will, in the future, become servant-hearted leaders. Students starting here encounter consistent rules, role models and traditions, which help them feel part of the Academy community and to begin to take responsibility for others. As students grow older we expect more of them and in the Sixth Form expect our students to take on at least one formal leadership role in the Academy as well as beginning to serve in the wider community.

As part of ensuring rapid school improvement, Grace College will be working closely with Emmanuel College, which is one of the very best non-selective, co-educational, comprehensive schools in the country. Emmanuel College has a history of excellent academic results with a 2018 progress 8 figure of +0.52 and at A Level 68% of all grades at grade A* to B. We believe working together will ensure similar academic outcomes for the students at Grace College in the coming years. Grace College will maintain its own distinctive identity as it partners with Emmanuel College, benefitting from the College's experience and the educational leadership capacity across the Emmanuel Schools Foundation.

Whilst applying to this position means you will be initially appointed to teach at Grace College, there may be future opportunities to work, by mutual agreement, in our other schools, including at Emmanuel College. We are committed to an extensive, high quality programme of professional development and to provide opportunities for career progression. As such, this opportunity is ideal for ambitious educators who aspire to future senior leadership and will benefit from input through our National Teaching School designation.

Department

The Science Department at Grace College occupies its own wing of the Academy building, consisting of eleven laboratories across two floors as well as a small ICT suite. Each floor is serviced by a preparation room. All laboratories are equipped with audio-visual facilities and are well resourced.

The department consists of twelve teaching staff and two laboratory technicians. Staff teach general Science at Key Stage 3 and are specialised in their subject areas at Key Stage 4.

At Key Stage 3, students are taught in ability groups and study a range of Biology, Chemistry and Physics topics to build upon their prior knowledge and develop their sense of awe and wonder in Science, preparing them for the next stages in their Science education. Enquiry and investigation are developed alongside a student's knowledge and its application.

GCSE teaching starts in Year 9 following the AQA Science suite. The majority of students study towards the AQA Combined Science: Trilogy specification with more able students studying for separate GCSEs in AQA Biology, Chemistry and Physics.

Students continue to study Science in the Sixth Form, where Biology, Chemistry and Physics A Levels are offered, following the OCR A specification. Students are examined at the end of Year 13 for these courses. The department also offers the AQA Extended Level 3 Certificate in Science where students follow a range of cross discipline Science units, completing a mix of portfolio work and external assessment in both Year 12 and Year 13.

Across all year groups and abilities in the department, students are encouraged to apply their scientific knowledge and understanding in a wide range of contexts, helping them link their studies to the wider world around them. The department is supportive and forward thinking, using a range of teaching strategies incorporating ICT and e-learning resources. Staff and student development is key to our future success, and we have recently taken part in research to further develop student understanding and progress in Science.

Curriculum Summary

Year 7 and 8:	Key Stage 3 National Curriculum Science based on AQA Science program of study
Year 9, 10 and 11:	AQA GCSE in Biology, Chemistry and Physics or AQA Combined Science: Trilogy
Year 12 and 13:	OCR A Level in Biology, Chemistry and Physics AQA Extended Level 3 Certificate in Science

The Person

We are seeking to recruit educators who may have a range of educational experience. We therefore invite applications from teachers who may have reached the upper pay threshold, as well as those who are newly or recently qualified.

The successful candidate will be able to work within a team of teachers led by the Head of Science to deliver the science curriculum at Key Stages 3, 4 and 5. We expect all applicants to be well qualified, self-motivating, adaptable and imaginative, and keen to join a team that is committed to achieving academic excellence in their teaching of science in general to students of a wide ability range between the ages of 11 and 18. A particular interest in recent developments in your specialism, experience in the application of ICT within your curriculum area and an awareness of current science curriculum initiatives would be an additional advantage.

Your motivation as a teacher will be the positive care and development of young lives, seeing all children as individuals gifted with unique abilities and potential, regardless of socio-economic background, ability or behaviour. Our code of discipline is not built upon personality but upon each teacher's ability to demonstrate genuine care and concern for all students, including through praise and sanction.

A high level of commitment to achieving excellent standards is a pre-requisite for this post. Essentially, the Department seeks extended professionalism from colleagues that are able to motivate students, generate ideas and translate them into effective and enjoyable practice within a warm and encouraging environment.

The current team are enthusiasts for their subject, as indeed are all our departmental teams. You will believe that the words 'exciting, elegant, beautiful, powerful and fascinating' apply to your specialism. However, whilst your own scientific knowledge and lab skills will be of a high order, your natural gift will not prevent you understanding the mental blocks that prevent others making progress; you will be able to make complex ideas appear straightforward, for example by rooting abstract constructs in a child's real-world experience and breaking complex skills down step-by-step.

Our non-denominational Christian ethos underpins the delivery of both the examined and non-examined curriculum however there is no requirement that individual teachers should subscribe to any faith. Honesty and personal integrity characterise the relationship of our teachers with their students as they work with school leadership to ensure Christian principles are an integral part of all learning within the academy. High academic standards, safety from bullying and drugs, a culture of character first and personal best, and respect for each child as an individual are pivotal to creating a culture conducive to high quality teaching and learning.

Standard Responsibilities for all Teachers

All teachers are responsible, through their head of department, to the Principal for:

1. **Creating the very best opportunities for learning and the pursuit** with a particular emphasis on:
 - carrying out effective planning and instruction ensuring that teaching and learning is differentiated and thus suitable to stretch all students in every teaching group
 - providing appropriate homework and class work tasks for students that will promote effective learning and ensure rapid progress
 - marking work, providing honest but motivational feedback to students and ensuring that feedback is acted upon
2. **Striving for the personal best achievement of every child with a particular emphasis on:**
 - supporting students effectively in their preparation for internal and external examinations
 - Communicating effectively with parents by providing clear, accurate and informative information to through the Academy reporting system, and at other times as necessary.
 - Providing timely, accurate information regarding any concerns regarding academic progress to their Head of Department
3. **Developing students' character** with a particular emphasis on:
 - cultivating responsibility for learning and intellectual discipline
 - promoting exemplary standards of discipline, deportment and dress within and beyond the classroom in line with the Academy discipline policy
 - Providing students with quality opportunities for servant hearted leadership

Grace College is committed to the safeguarding of children and all staff are expected to ensure that the Academy is a safe and secure environment for our students. All applicants are referred to the Safeguarding Statement which is to be found within the Policy section of the Grace College website.

<p>Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.</p>
