



# Teacher of Science

**Application pack**



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## Principal's Introduction

Thank you for your interest in our school and the teaching posts for science at Caroline Chisholm School. Our school is a dynamic and heavily over-subscribed all-through academy which covers an age range from 4 to 19. The school caters for over 2000 students across our Primary phase, Secondary phase and Sixth Form.

We are currently seeking a teacher in our Secondary phase. The successful candidate will be highly motivated individuals who have outstanding experience and/or potential. Our new teacher will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

The post will suit individuals who are looking to ultimately become successful middle leaders in the future. The School has a highly talented and motivated staff body and a supportive, bright and extremely well-behaved student body.

It is a busy and exciting time at Caroline Chisholm. We are delighted that our long-awaited Ofsted review resulted in a 'Good' outcome with 'Outstanding' in our early years provision. We aim to continue to rapidly improve to become one of the highest performing schools in the Northamptonshire area.

As a teacher at our school, your role will be instrumental in continuing to push our students to reach their full potential and challenge them to become ambitious, confident, and successful young adults as they progress into the next stages of their lives.

My vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focusses on developing success, confidence and ambition in all our students. It is therefore important that the successful candidate has a true passion and determination for developing teaching and learning, coupled with drive to deliver outstanding outcomes for our students.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available from September 2021.

Regards,



David James  
Principal



## Our School

Caroline Chisholm is an oversubscribed, academically successful school that strives to develop young people into ambitious, highly successful, happy and resilient young adults. We make learning enjoyable from reception right up to the sixth form. We provide a challenging academic curriculum, coupled with a very supportive pastoral system that values the strengths and talents of the individual student.

Since our opening in 2004, we have progressed as a school to offer both incredible facilities and teaching. In January 2020, we welcomed a visit from Ofsted and were awarded a 'Good' status. They were keen to note that,

“Caroline Chisholm School is an improving school”

Ofsted, 2020

And we believe that thanks to both parental feedback and the comments highlighted by Ofsted we can rapidly improve, to become an outstanding provider in as short a time as possible.

Extra-curricular involvement is not considered an “add on” at our school. Engagement in sports, the arts, school trips and out of class activities allow us to build the qualities of determination, commitment, courage, compassion and enterprise that we value as a school.

Science, Technology & Engineering and Maths is the focus of our Enterprise specialism and the school has had significant success nationally in these areas.



Our purpose-built, state of the art, all through (4-19) provision makes Caroline Chisholm School a school for the 21<sup>st</sup> Century.

If you send your child to Caroline Chisholm School you can be assured that we will work hard to look after them, unlock their potential and provide every opportunity to make their time with us fun, engaging, rewarding and successful – so that they can be the best they can be.

## Our Vision and Values

Caroline Chisholm School is a safe, secure and inspirational learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

### Ambition

By developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

### Confidence

Where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

### Success

Where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

**We aim to provide school experiences and opportunities that promote and encourage ambition, confidence and success for everyone through the effective support and engagements of parents. Our school ethos plays a key role in every lesson and activity, both in and out of school to ensure that everyone can aim high and unlock their individual potential. We will encourage each child to make the most of every opportunity so that their educational experience at school is as enjoyable, rewarding and as successful as possible – nurturing the best in everyone.**

We are seeking a passionate and inspirational teacher in our Secondary phase.

Academic attainment across all phases is consistently above national averages and in 2019, 83% of students obtained the expected standards in reading, writing and maths at the end of Key Stage 2. In addition, 78% of students obtained grade 4+ in both English and maths at GCSE.

Our school ethos 'Everyone, Every Lesson, Every Opportunity' carries across all phases of our school. If our ethos fits with your ambitions, we would very much like to hear from you. This position is available from 1<sup>st</sup> September 2021.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject

to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.

## How to Apply

Due to the current Coronavirus restrictions, it is likely our recruitment process will be conducted virtually. However, we will confirm the arrangements closer to the date of interview.

If you have any immediate questions around this please do not hesitate to email Sarah Stowey, Director of HR using email address: [sstowey@ccs.northants.sch.uk](mailto:sstowey@ccs.northants.sch.uk)

To apply, please complete the TES online application form and use the supporting statement section to tell us about your experience and suitability for the post with reference to the attached job description and person specification.

Please note that all applications must be submitted by: 26/02/2021 by mid-day. If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion.

References will always be requested before interview.

## Interview date

- Interviews for the post are likely to take place week commencing 01/03/2021.
- The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.



## Job Description

|                  |   |
|------------------|---|
| Responsible to:  | Faculty Leader  |
| Responsible for: | The provision of a full and rich learning experience and support for students |
| Working Time:    | 195 days/1265 hours per year (Full time or Part time equivalent)              |
| Salary:          | NQT/MPS/UPS   |

## Job Purpose:

- To fulfil the Professional Standards of a Teacher, in the context of being part of a Faculty team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

## Key Responsibilities:

To meet all requirements as appropriate of the Teachers' standards:

## Teaching and Learning

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required



## Operational/Strategic planning & Quality Assurance

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To contribute to the Curriculum Area/Department's development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school Curriculum Provision and Development:
- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives
- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school





## Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies Care Guidance and Support:
- To be a Form Tutor to an assigned group of students and to contribute to Tutor time and other tutor-based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Year Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document, currently in operation or any subsequent legislation



## Notes:

- Whilst every effort has been made to explain the main duties and responsibilities of the teaching post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description



“Pupils are well supported for their next steps in education and training. Opportunities for extra-curricular activity are highly regarded. These include a wide range of sports, dance, drama and visual arts.”

- Ofsted, 2020



## Person Specification

| Essential [E]<br>or Desirable [D] | Requirements  | Assessment Criteria |                  |               |
|-----------------------------------|---|---------------------|------------------|---------------|
|                                   |   | Interview           | Application form | Teaching Task |
| Qualifications                    |   |                     |                  |               |
| E                                 | Qualified teacher status in the UK  | ✓                   | ✓                |               |
| E                                 | Educated to degree level  | ✓                   | ✓                |               |
| E                                 | <i>Knowledge of effective strategies to include and meet the needs of all pupils, in particular, underachieving groups of pupils, pupils with SEN and the most able</i> | ✓                   | ✓                | ✓             |
| Professional Skills & Abilities   |   |                     |                  |               |
| E                                 | A good/outstanding classroom practitioner   | ✓                   | ✓                | ✓             |
| E                                 | A teacher with good ICT knowledge and skills  | ✓                   | ✓                | ✓             |
| E                                 | Must be able to plan lessons effectively for all the pupils in a class  | ✓                   | ✓                | ✓             |
| E                                 | Must be able to keep records of pupil progress in line with academy policy  | ✓                   | ✓                |               |
| E                                 | Must be able to use assessments of pupils learning to inform future planning  | ✓                   | ✓                | ✓             |
| E                                 | Ability to plan and work collaboratively with colleagues  | ✓                   | ✓                |               |
| Behavioural Competencies          |   |                     |                  |               |
| E                                 | Must be willing and enjoy engaging with parents in order to encourage their close involvement in the education of their children  | ✓                   | ✓                |               |
| E                                 | A teacher with a flexible approach to work who enjoys being a good team member  | ✓                   | ✓                |               |
| E                                 | Must have good oral and written communication skills  | ✓                   | ✓                | ✓             |
| E                                 | Must be able to manage own workload effectively and respond swiftly to tight deadlines  | ✓                   | ✓                |               |
| E                                 | Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships   | ✓                   | ✓                | ✓             |
| E                                 | Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit   | ✓                   | ✓                |               |
| E                                 | Willingness and ability to contribute to whole school training days   | ✓                   | ✓                |               |



|                                |   |   |   |   |
|--------------------------------|---|---|---|---|
| <b>E</b>                       | Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others                     | ✓ | ✓ |   |
| <b>E</b>                       | To practice equal opportunities in all aspects of the role and around the workplace in line with policy                                     | ✓ | ✓ | ✓ |
| <b>E</b>                       | To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ | ✓ |   |
| <b>Applicable to all staff</b> |   |   |   |   |
| <b>E</b>                       | Undertake training as required in order to fulfil the requirements of the role  | ✓ | ✓ |   |
| <b>E</b>                       | Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school             | ✓ | ✓ |   |
| <b>E</b>                       | Play an active role in terms of safeguarding all students and adults  | ✓ | ✓ | ✓ |

