



**King
Solomon
High School**



Information pack for candidates applying for the role of:

Lead Practitioner – Science

Permanent and full time

Salary – Outer London L2-6 (£52,369 – £57,404)

Required: September 2024



Welcome to King Solomon High School

Learning

Charity

Community



Dear Candidate,

I am delighted that you are considering applying for the position of Lead Practitioner Science at King Solomon High School. We are a unique and wonderful Jewish secondary school, set in the London Borough of Redbridge. Our school is inclusive, and our students and staff come from a range of cultural and religious backgrounds.

I am seeking to appoint an outstanding teacher to the role of Lead Practitioner for Science.

Are you passionate about raising standards? Are you committed to excellence and rigour? Are you well versed in educational research? If your answer is yes to all of these questions then I look forward to receiving your application.

I am the school's newly appointed Headteacher, and I am passionate about equality and diversity. I am ambitious for the school's future, strive for excellence and have high expectations of staff and students. The successful candidate will join a caring and ambitious school and will be supported in fulfilling their own career potential.

Michele Phillips, Headteacher

History, ethos and values

King Solomon High School is a United Synagogue, orthodox Jewish school, who openly welcome students of all faiths and of no faith. The school opened in 1993 to meet the growing demand for Jewish school places in East London, Essex and the surrounding areas. We are six form entry school, and we also have a growing sixth form. Even though we are a Jewish school, our students come from a range of religious and cultural backgrounds.

We are a community of learners who look out for and support each other. This idea is embodied in our school values.

- Learning
- Community
- Charity

Our motto encompasses the school's Jewish ethos and values, highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens.

If I am not for myself who will be for me?
If I am only for myself, who am I?
If not now, when?

(Ethics of the Fathers 1:14)





Leadership and the future of the school

King Solomon High School is brimming with potential, talent and a dedicated staff and parent community who champion the school. The school's values and the improvement work that has been implemented since the Ofsted inspection in November 2021, provide a strong foundation for the next phase of the school's development.

To move the school from requires improvement to good and then outstanding, we are reviewing all aspects of the school, with a view to implementing new and innovative systems that embody excellence, ambition and rigour.

Leadership and management	<ul style="list-style-type: none">• Develop a shared understanding of excellence.• Empower leadership and accountability at all levels.• Develop a strategic and joined up approach to school leadership.• Be outward facing and work with successful schools, leading thinkers and educational professionals.• Improve the aesthetics of the school so that it reflects our school's values, inspires students and embodies excellence.
Quality of education	<ul style="list-style-type: none">• Develop a curriculum that teaches students the very best of what has been thought and said in each discipline (powerful knowledge).• Develop a consistent approach to teaching practice inspired by Rosenshine, Lemov and informed by research on cognitive science.• Ensure we have a curriculum structure that offers students a broad and balanced education, with a focus on growing art, performing art subject and other creative subjects.• Develop a raising achievement strategy.• Improve post-16 outcomes and outcomes for boys and students with SEND.
Behaviour and attitudes	<ul style="list-style-type: none">• Empower teachers in achieving excellent student behaviour and 100% compliance in their lessons.• Develop a 'prevention before sanction' approach to behaviour, which focuses on the consistent application of codified rules and systems.• Develop classroom behaviours (STAR) that facilitate disruption free learning and support excellence.
Personal development	<ul style="list-style-type: none">• Provide all students with a range of enriching experiences and opportunities to explore their talents and interests.• Provide all students with meaningful opportunities to be responsible, reflective and active citizens.



Behaviour, safeguarding & personal development

King Solomon High School has rigorous systems in place to support students in meeting our high expectations of behaviour.

- Year 7-11 students line up in the mornings and are collected by their form tutor. This promotes a calm and focussed start to the day.
- We operate a daily detentions system so that behaviour issues are dealt with on the day.
- We have a commitment to disruption free learning, and our on-call system ensures that students who disrupt learning are dealt with swiftly.
- We have an extensive pastoral team to support students who need additional behaviour and/or wellbeing support.

Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong culture of safeguarding, and all staff are proactive in reporting any concerns about a student's welfare.

We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms.

We have recently reviewed all our behaviour systems and we launched a new behaviour policy in November 2023.



Curriculum and teaching - Key Stage 3 & 4



The school's current curriculum intent states that

- We believe that learning changes lives and must be equally accessible to all.
- We believe that students should embrace the impact of service to others through charity and acts of kindness.
- We believe that every student should leave school with the skills and attributes to play an active and constructive part in the school, local and global communities.

Our students enjoy a broad and balanced curriculum. Currently our year 10 students study the following core curriculum, plus one or two option subjects depending on their pathway. Over 60% of students study the Ebacc.

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science or GCSE Separate
- GCSE Religious Studies
- GCSE Spanish

For our key stage 3 curriculum, please see our [website](#). Our KS3 curriculum is currently under review.



KS4 academic results

King Solomon High School is an academically successful school with GCSE attainment above national averages. The school's current Progress 8 score is 0.31 (above average).

GCSE measure	% of students who achieved this measure
5 or more GCSEs, including English and maths at grade 5 or above	67%
5 or more GCSEs, including English and maths at grade 4 or above	79%
Grade 4 or above in English and maths	72%

GCSE measure	% of all grades
7-9	27%
5-9	65%
4-9	78%



The Sixth Form at King Solomon High School



'To inspire and support every individual sixth form student towards raising and achieving their personal and academic aspirations, every day' – Sixth Form Vision

Key information about our sixth form.

- Our sixth form has its own bespoke 6th form centre, with study space, IT room, lounge area and canteen.
- All year 12 and year 13 students have access to a range of courses.
- Year 12 and year 13 students have excellent behaviour and attitudes to learning.
- Our students progress to range of top universities and apprenticeships.
- Academic progress in the sixth form has been steadily improving.

Average A-Level grade	C+
Average A-Level point score	34.53
A*-B	35%
A*-C	60%
A*-D	81%
A*-E	93%
Average vocational grade	Merit
Average vocational point score	25.65



Reasons to work at King Solomon High School



Be part of the success story

- Having been judged as requires improvement by Ofsted in November 2021, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.
- We expect all staff and students to be the best they can be.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.

Transport links

- We are a 4 minute walk from Fairlop underground station on the central line.
- We are well served by several bus routes and we have a staff car park.

Career development

- We are committed to inspiring ambition and to supporting staff in their career development.

The role



The role: Lead Practitioner – Science

Contract: Permanent and full time

Line managed by: Deputy or Assistant Headteacher

Salary: Outer London L2-6 (£52,369- £57,404)

Hours: Full time

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to always behave in a professional manner. All staff are expected to adhere to the school's staff code of conduct policy.

Key accountabilities for the Lead Practitioner – Science

This is an exciting opportunity for an excellent teacher of Maths to lead best practice in teaching and learning across the school.

As a Lead Practitioner you will:

- Lead best practice in teaching and learning in science, and more widely across the school.
- Contribute to the new Teaching & Learning group.
- Coach and mentor teachers.
- Lead training on teaching and learning.
- Contribute to the development of teaching and learning policies.
- Inspire and lead staff to take a research centred approach to pedagogy.



Job description for all member of the Senior Leadership Team



The self-improving school system

Under the direction of the Senior Leadership Team:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model innovative approaches to teaching and learning.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Qualities and knowledge

Under the direction of the Senior Leadership Team:

- Communicate the school's vision compellingly.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education and have a good knowledge of education systems locally, nationally and globally.
- Keep up to date with best practice and educational research.
- Seek training and continuing professional development to meet own needs.

Pupils and staff

Under the direction of the Senior Leadership Team:

- Coach and mentor teachers.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching in the school, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.

Systems and processes

Under the direction of the Senior Leadership Team:

- Ensure that the school's systems and procedures are adhered to.
- Provide a safe, calm and well-ordered learning environments for all students.
- merging talents and inspire innovation.



Job description – responsibilities of all teachers

Curriculum and Assessment

- Contribute to the ongoing development of a rigorous and inspirational, knowledge rich curriculum in line with the school's vision for being a world class educational establishment.
- Pursue an evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- Contribute to curriculum development to ensure that it meets the needs of all students including SEND and EAL students.
- Ensure that exam courses are planned in line with exam specifications.
- Be accountable for student progress of the student you teach, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance and plan appropriate support within the classroom.
- Use formative assessment to check for understanding and ensure that knowledge is embedded.
- Ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

Quality of Teaching and Learning

- Teach a timetable as allocated.
- Set high standards and expectations for students and staff that embody the school's vision of excellence and rigour.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, adaptive lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour according to the school's behaviour policy.
- Engage in professional development.
- Lead, develop and line manage the team through the provision of CPD, inset training days and the appraisal process.
- Identify needs and participate in training opportunities in school and within the local authority.
- Participate fully in the School's induction, CPD and appraisal process.
- Contribute to the school's intervention programme.

Job description – responsibilities of all teachers



Behaviour

All staff are expected to do the following

- Implement all aspects the school's 'prevention before sanction' Behaviour Policy consistently and fairly.
- Be at their classroom doors at the start and end of all lessons.
- Use the 5-0 countdown as the school's universal language to obtain silence.
- Use STAR expectations at the start of every lesson to create a high focussed climate for learning.
- Implement the school's approaches to behaviour; warm strict, 100% compliance; positive framing and sweating the small things.
- Oversee line up procedures in the morning.
- Log concern and achievement codes each lesson.
- Challenge and address behaviour around the school that does not follow the school's Behaviour Policy.
- Role model and lead by example on the school's behaviour procedures.
- Walk students to detention at the end of each day.
- Liaise with parents and carers regarding student behaviour.

Professional development

- Participate fully in the school's CPD programme, weekly CPD programme and INSET days.
- Attend specific CPD and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with development changes and legislation in relation to your role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. The Headteacher also reserves the right to make reasonable management requests of all staff.



Person specification

Qualifications & experience (please refer to these in the personal statement)

- Qualified teacher status and a good honours degree.
- Proven track record of raising standards in a school context.
- Knowledge of what excellent teaching looks like and a track record of delivering at this level.
- A clear philosophy in terms of what an excellent curriculum looks like and experience of developing curriculum.
- A good understanding of educational research and how this can be used to improve educational provision.
- Experience of coaching and mentoring teachers.
- Knowledge of how to safeguard children and a commitment to doing so.
- Evidence of promoting equal opportunities for students and/or staff.

Skills & attributes

- Ability to think strategically.
- Ability to delegate and manage teams effectively and efficiently.
- Ability to train, support and develop others.
- Ability to provide detailed analysis and evaluation.
- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to write high quality reports and make presentations to stake holders.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to the school's Jewish ethos.
- Commitment to improving the lives of children.
- Commitment to safeguarding.



Application process

1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your application form and personal statement to recruitment@kshsonline.uk
4. This advert will close at 9am on Wednesday 22nd May 2024. However, we will interview suitable candidates as and when we receive applications. We therefore reserve the right to close this vacancy before the published closing date. Candidates interested in the role should apply as soon as possible if they would like to be considered before the closing date.
5. Candidates can request to book a phone call with the Headteacher about the role. To arrange this, please email recruitment@kshsonline.uk

