Plymouth High School for Girls

"For life, not school, we learn"



Applicant Information

Teacher of Science (Biology Specialist)

Maternity Cover
Part Time 0.56, from November

Interim Headteacher: Shaun Willis
St Lawrence Road, Plymouth. PL4 6HT
Tel: 01752 208308 Email: phs@phsg.org Website: www.phsg.org

Dear Applicant



I am delighted that you have shown an interest in the Teacher of Science/Biology (Maternity) post at Plymouth High School for Girls and look forward to receiving your application.

Plymouth High is a truly exceptional school; students are challenged to achieve their best and they regularly do. We are very fortunate to work with young people who are gifted and eager to learn. At the heart of our work is a desire for all to achieve the highest possible academic standards and we ensure they are supported to achieve this. We challenge and we support.

Our motto "For life, not school, we learn" underpins all aspects of our work.
Students are given valuable learning experiences and opportunities beyond the classroom to support their learning and prepare them for the future. We want our students to develop a love for learning which they will continue throughout their lives.

There is much for us to be proud of at Plymouth High, and we are certain that you will see this when you visit. We very much look forward to receiving your application.

Yours faithfully

Mr Shaun Willis
Interim Headteacher

The School



Founded in 1874, Plymouth High School for Girls is a State Selective Grammar school that builds on a long tradition of excellence.

Our motto "For life not school we learn" is still relevant today and is at the heart of what drives us forward. It is reflected in the diversity of achievement across the school, which we proudly celebrate. In years 7 to 11 we have around 800 girls on roll. Our Sixth Form is open to both girls and boys and is a popular choice for students in the city.

Plymouth High offers a strong, supportive community, providing a sense of warmth and welcome within a safe, stimulating environment. We aim for our students to be confident, creative and caring young adults who are knowledgeable, inquiring thinkers and innovators. We expect the best from our students and are incredibly proud of their academic achievements.

As our motto indicates, we believe strongly that students should leave us with a real love of learning which will last for life. Our reputation is based upon high quality teaching, excellent support and guidance, and outstanding opportunities provided both in, and outside, the classroom. We give our students the highest level of individual attention they need to reach their goals. As a result, the vast majority of our students go on to study at university, including Oxford, Cambridge and Russell Group Universities. The work ethic in the school is very strong, and both staff and students are committed to the highest standard of teaching and learning.

We believe in the 3 Rs of respect, resilience and responsibility and all our girls, from the time they enter the school in year 7, are given opportunities to develop as leaders. We support every one of our students whatever their unique gifts, talents or needs so that they can achieve the highest standards academically whilst developing excellence in areas of their choice; our outcomes at both GCSE and A Level are indicative of this. Students move on from Plymouth High ready to take their place as active citizens in a global society with a lifelong love of learning.

Vision





Plymouth High School aims to be an outstanding Grammar School for the 21st century; remaining true to the philosophy of the school's motto "For life not school we learn".

A school which:

- Promotes a culture of high aspiration enabling personal and academic success.
- Prepares students to become confident, independent learners.
- Provides an outstanding education for all, the key to this being high quality teaching.
- Provides enjoyment, excitement and challenge for all, stimulating an enthusiasm for lifelong learning so that our students become active citizens, equipped to succeed in a world of rapid change.

Values and Beliefs

All our students are gifted, many with unconventional talents. Our aim is to seek out these gifts and talents, give direction and opportunity for them to flourish and to celebrate success. We are exceptionally proud of our students. They enjoy being at school, are bright and happy and bring unique talents to our community. Plymouth High School provides the freedom and security for our students to be themselves.

Our Students:

- Can access a wide range of opportunities which enable them to follow their interests and aspirations.
- Can access a curriculum that is designed to ensure that all of our students experience a broad, balanced and relevant curriculum which is also flexible and evolving, able to meet the needs of all our learners and appropriate for the rapidly changing world in which they live and work.
- Are challenged to achieve their potential and attain the highest standards.
- Are treated as individuals. We support them as they grow into thinking young women, and caring, active citizens.

The Science Department

Accommodation

Biology, chemistry and physics are taught in six shared laboratories as well as in classrooms around the school. All classrooms have a staff computer, a digital projector and a white board. There are mini-whiteboards available and a trolley of Chromebooks is available by request. There are two prep rooms where equipment and materials are kept and a small teacher work room with two desks.

Staffing

The Head of Science has oversight of the three science subjects, which each have their own Head of Subject. There are 10 science teachers in total, as well as two science technicians. The department meets regularly, either individually or together when appropriate.

Curriculum

In Years 7 and 8 students study biology, chemistry and physics concepts in line with the Key Stage 3 National Curriculum. Our in-house course covers a range of concepts including: forensic science, the human body and radiation.
In Year 9 students begin studying the GCSE Biology and GCSE Chemistry courses, as well as some further Key Stage 3 physics concepts.
In Years 10 and 11 students study higher tier GCSE Biology, GCSE Chemistry and GCSE Physics if they are placed in our 'X' pathway. Students will study higher tier GCSE Combined Science (Trilogy) if they are placed in our 'Y' pathway. The current examination board for GCSE courses is AQA.
In Years 12 and 13 students can study A Level Biology (OCR A), A Level Chemistry (OCR A), A Level Environmental Science (AQA) and/or A Level Physics (Edexcel).

Students set their own ambitious targets and we expect them to work hard to achieve them. The sciences include some challenging concepts and we help them develop the confidence to rise to that challenge. We aim to create a sense of community in our students so that they can work effectively and collaboratively in and outside of class. Subject specialists aim to deliver high quality lessons that ignite an enthusiasm for the sciences in our students.

Assessment

Our students face six key assessments per subject per year. These key assessments are designed to reveal what is going well, but also to inform their next steps. In Years 7 and 8, they are assessed using four key words (beginning, emerging, securing and mastering). In Years 9, 10 and 11 students are assessed using GCSE grades 9 to 4. In Years 12 and 13, students are assessed using A Level grades A* to E.

Activities

We have strong links with a variety of organisations and regularly organise trip that seek to enrich our students' experiences.

Students as well as teachers of physics lead the development of our electric car, Hummingbird, which has achieved very high rankings nationally in the Greenpower Formula 24 competitions.

One of our biology teachers regularly organises events which seek to inspire and enthuse prospective medical students. Events include: Operating Theatres Live as well as interview preparation, along with UKCAT and BMAT preparation.

Staff routinely organise visits to events such as: Science Live, Biology in Action and We The Curious.

Staff also participate in the school-wide Curriculum Enrichment Week, where a variety of enriching activities are on offer.

Job Description: Teacher of Science (Biology specialist)

Post Title:	Teacher of Science (biology specialist)
Purpose	To teach science/biology as required (usually Years 7-13). To teach chemistry and physics as required (usually up to Year 9). To understand and uphold the values and practice of the professional code for teachers. To ensure well-behaved, purposeful and productive lessons occur. To improve teaching by evaluating it, learning from the effective practice of others and taking responsibility for one's own professional development. To have a secure knowledge and understanding of the subject(s) they are trained to teach. To plan, prepare and teach courses and lessons to a high standard. To have high expectations of all students. To assess, record and report on the development, progress and attainment of students.
Reporting to	Head of Science/Biology
Liaising with	Other members of the Science Department, as well as Head Teacher, Senior Leadership Team, Department Leaders, Student Services and relevant staff with cross-school responsibilities, relevant support staff, external agencies and parents/carers
Working time	Part time maternity cover
Salary/Grade	According to experience MPS or UPR
Disclosure level	Enhanced and Barring List

Duties and Responsibilities

Professional Values and Practice:

- To have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
- To understand how students' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- To treat students consistently, with respect and consideration and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour that they expect from their students.
- To communicate sensitively and effectively with parents and carers, recognizing their roles in students' learning, and their rights, responsibilities and interests in this.
- To contribute to, and share responsibly in, the corporate life of the school.
- To value the contribution that support staff and other professionals make to teaching and learning.
- To improve their teaching by evaluating it, learning from the effective practice of others and take responsibility for their own professional development.
- To work within the statutory frameworks relating to teachers' responsibilities.

Knowledge and Understanding of the Subject(s) The Teacher is Trained to Teach:

- To have a secure knowledge and understanding of the subject(s) they are trained to teach.
- To know and understand the relevant national curriculum programme(s) of study for key stages 3, 4 and 5 and teach their specialist subject(s) competently and independently.
- To understand the cross-curricular expectations of the national curriculum.
- To teach their specialist subject(s) as specified for national qualifications.
- To provide guidance and advice to students on educational and social matters and on their future education and future careers, including information about sources of more expert advice.
- To use ICT effectively, both to teach their subject and to support their wider professional role.

Teaching

- To have high expectations of students and build successful relationships.
- To establish a purposeful learning environment.
- To set challenging teaching and learning objectives which are relevant to all students in their classes.
- To differentiate teaching to meet the needs of students, including the more able and those with special educational needs.
- To plan and teach clearly structured lessons or sequences of work which interest and motivate students, making learning objectives clear to students; employing

interactive teaching methods and collaborative group work; promote active and independent learning enabling students to think for themselves.

- To select and prepare resources, and plan for their safe and effective organization.
- Where applicable to plan opportunities for students to learn in out-of-school contexts e.g. visits, field work, museums.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline to anticipate and manage students' behaviour constructively, and promote self-control and independence.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To use appropriate range of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To monitor and assess as they teach, giving immediate and constructive feedback to support students as they learn.
- To assess students' progress accurately using, as relevant, national curriculum level descriptions, criteria from national qualifications, requirements of the awarding bodies, national curriculum and foundation stage assessment frameworks or objectives from the national strategies.
- To record students' progress and achievements systematically.
- To report on students' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and students.
- To manage the work of teaching assistants or other adults to enhance students' learning.
- To take part in, and contribute to, teaching teams, as appropriate to the school working collaboratively with specialist teachers and other colleagues.
- To advise and co-operate with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes,
  methods of teaching and assessment and pastoral arrangements.
- To take on the duties and responsibilities of an Academic Tutor as outlined in the Staff Handbook.
- To participate as required, in meetings at the school which relate to the curriculum, organisation or pastoral arrangements of the school.
- The post holder must at all times carry out his or her responsibilities with due regard to the Authority's Equal Opportunities Policy.
- Work at all times within the code of requirements of the Health and Safety at Work Act.
- The post holder must also undertake other duties which may reasonably be given to him / her by the Headteacher from time to time.

This post is subject to the conditions of the latest School Teacher's Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

Other Specific Duties

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

Employees are expected to demonstrate high standards of professionalism; be courteous to colleagues and provide a welcoming environment for visitors.

Person specification: Teacher of Science (Biology specialist)

	Essential	Desirable
Qualifications	• well qualified graduate with appropriate degree • Qualified Teacher status	• evidence of continuing professional development
Experience	• excellent subject knowledge • ability to teach GCSE and A Level Biology • ability to teach all sciences at KS3, including some GCSE Chemistry and Physics topics to Year 9.	• experience of delivering INSET • experience of health and safety requirements in science
Knowledge, understanding and skills	• good teaching skills and a willingness to develop them further • ability to motivate and enthuse, and be creative in teaching • proven track record of working with able students, achieving positive outcomes • thorough knowledge of course requirements for all Key Stages • an understanding of the role of assessment, quality feedback, and student tracking systems in raising standards • able to identify, using data those who need support and intervene appropriately and effectively to raise attainment • evidence of good behaviour management • good organisational and planning skills • reflective of practice	• a commitment to celebrating students' achievements, skills and talents, as well as an ability to tackle problems effectively • an ability to bring new initiatives to the school • creativity and adaptability • thorough knowledge and understanding of current education issues national policies, priorities and legislation • knowledge of IT and use of Google Apps for Education
General Attributes	• an effective team worker with an ability to develop and maintain positive relationships yet also able to think and work independently and use initiative • an ability to enthuse, motivate and support colleagues and students and build resilience • an ability to work effectively under pressure and to deadlines • willing to try new ideas and test their effectiveness • willingness to take on extra responsibilities to develop own career • commitment to further professional development • a flexible approach • willing to contribute to whole-school initiatives • Relates well to students, parents and professionals • Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	• a good sense of humour • a willingness to be involved in the school as a community and to contribute to extra-curricular activities

How to apply



All applications should be made on the school's application form which can then be submitted by email to jalderson@phsg.org or by post to the school address. The form can be downloaded from the "Vacancies" section of the school website.

Please note that CVs and separate letters of application are not accepted as there is opportunity, and space, on the form to support your application.

Applications for this vacancy must be received by noon on Monday 17th June 2019

If you would like to visit the school of have an informal discussion about the role, please contact the Headteacher's PA to arrange this: Mrs J Alderson email: jaldeson@phsg.org

Further information is also available on our website, www.phsg.org or find us on Facebook, @PlymouthHighSchoolforGirls

The school is committed to safeguarding and protecting the well-being and welfare of children and young people. The successful applicant must be willing to undergo child protection screening appropriate to the post, including checks with past employers and to undertake a DBS Enhanced Check.



