

THE HOLT SCHOOL

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Teacher of Science

Part Time .6 FTE - Permanent

Starting Date January 2020

NQTs very welcome to apply

Main pay range/upper pay range depending on skills and expertise demonstrated at interview

If you are passionate about inspiring students to achieve their full potential we would encourage you to apply. Visits prior to application are warmly welcomed.

Opportunities are available for staff to benefit from personalised pathways of CPD including coaching and leadership training for middle and senior leaders.

The successful candidate will be:

- a dynamic well-qualified Chemist or Biologist
- a confident and highly effective classroom teacher able to teach all Key Stages, including A level
- willing to participate in aspects of wider school life

We can offer:

- a strong, supportive and effective department
- staff able to leave site during their PPA periods
- Cover Supervisors used to ensure "rarely cover"

The Holt is a popular and oversubscribed 11-16 girls and 16-18 co-ed comprehensive school. Further details and an [application form](#) are available from the school [website](#)

Prospective applicants are welcome to telephone Mrs Roma Nayyar (Head of Science) for more information about this post and to arrange a visit.

The Holt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a full Disclosure and Barring Service Check.

We would encourage you to apply early as applications will be reviewed as they are received and interviews arranged accordingly.

About the School

Thank you for your interest in applying for a post at The Holt School.

The Holt is an “Outstanding” (OFSTED June 2008) girls’ comprehensive school with an eighth form entry in the main school and a co-educational sixth form making a total roll of 1253. The Holt is one of 11 secondary schools in Wokingham town.

The school, situated on the western side of the town, was founded in 1931. The original school was an old Dower House dating from 1648. This house is now used chiefly for administrative purposes. The shrubbery and gardens, together with playing fields extend to 13 acres and form a pleasant setting for the school.

The Holt maintains a number of traditions and extols traditional values whilst at the same time embracing change. As well as the broad and balanced formal curriculum, students at The Holt enjoy a rich and varied extra-curricular programme. We are very fortunate to have an extremely talented and hardworking staff all of whom are committed to providing the best possible education both in and outside of the classroom. Teaching and support staff give generously of their time to provide a wide range of enrichment activities. As a school with a global outlook, we actively encourage all our students to step outside “the Wokingham bubble” and experience other cultures through exchanges, trips and expeditions. Relationships between staff and students are excellent and across the whole school community there is an atmosphere of mutual respect.

The school’s success is a reflection of the dedication from its staff as well as the hard work from the students. The examination results at GCSE and ‘A’ level are amongst the best in the county. Most students go on to take 10 GCSEs and 90% of students achieve 5 or more standard passes including English and Maths at Level 4. ‘A’ level results are excellent with 61% of entries achieving A*AB and 30% A*A.

The school operates a 50 period fortnight with teachers on the main scale teaching 42 periods. This enables us to provide a balanced curriculum in Key Stage 3 and to increase option choices in Key Stage 4.

INSPIRE - CHALLENGE - ACHIEVE

“To **inspire** all members of the Holt community by **challenging** them to maintain a safe and caring environment in which they **achieve** success whilst preparing for a future in an ever changing global society.”

We have a staff of over 130: 88 teachers (some part-time) and 50 support staff (administrators, technical support, technicians, cover supervisors, learning support assistants, site team and lunchtime supervisors).

There is an excellent programme of training and professional development in which all staff are encouraged to participate. Personalised pathways of CPD including coaching and leadership training for middle and senior leaders.

Please contact us if you have any questions or to arrange a visit.

We look forward to hearing from you and to receiving your application.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced Disclosure and Barring

The Science Faculty

Science is a strong and successful faculty achieving outstanding results at all Key Stages. In science in 2019 we had 92% 9-4 GCSE Science pass rate from the combined science course, with 22% achieving GCSE grade of 9-7. Our GCSE biologists achieved 82% grade 9-7, chemists 82% 9-7 and physicists 71% 9-7. All triple science students gained 100% 9-5.

Faculty Staffing

The science faculty currently has 10 full time and 3 part time specialist science teachers - 5 biologists, 4 chemists, 4 physicists. We have 3 technicians supporting the faculty. It is a strong faculty, which works well together, supporting each other and sharing resources. We pride ourselves on being innovative and enjoy rising to a challenge.

Faculty Accommodation

The Science Faculty has nine labs, which have all been recently refurbished. All have whiteboards and projectors. We have one room which has a set of computers and 1 other lab has half a suite of computers. All labs are well stocked with both general and specialist equipment. We have two science offices, where each member of staff has their own space in which to work as well as a central meeting area.

Science Teaching

At KS3, students follow an in house programme of study, which is supported by schemes of work and is fully resourced. Year 7 are taught in mixed ability groups with Years 8 and 9 taught in ability groups. A single teacher usually teaches the groups at this level but there is an easily identifiable theme of Biology/Chemistry/Physics in each of the topics. Students are regularly assessed throughout the year and movement occurs between sets at the end of the academic year. We complete our KS3 teaching by end of Year 8 and begin the GCSE Science courses at the start of Year 9. At this stage, students are taught the separate sciences by 3 subject specialist teachers.

At GCSE, we follow the OCR Gateway Science course, which is tailored, to suit individual student strengths. A significant number of students follow the triple science route; others complete the Combined Science course and a small number follow one single science. The 3 sciences in all the GCSE courses are taught by subject specialists.

All the science subjects have a high uptake at A level. We offer 3 A level courses, all following OCR specifications – Biology, Chemistry and Physics. We currently have over 70 students studying A level Biology, over 50 studying Chemistry and over 10 Physics.

Extra Curricular

We acquired Science College status in 2009 and we are a centre of excellence for science regularly hosting events and speakers, not only for our own students but also for schools in the local area. The faculty also organises a range of enrichment activities including scientists from the 'Speakers for Schools' scheme and visits to local universities and participation in Stemnet activities.

There is a flourishing science club running in Year 7 and students in Year 8 take part in a House Science competition when the science curriculum is collapsed to allow a range of activities and presentations to take place. We also enter our students for the Salters Chemistry Competition.

We enter KS5 students for Olympiad competitions in Biology, Chemistry and Physics and have had pleasing success in all 3 competitions regularly winning Silver and Bronze Medals. KS4 students participate successfully in Biology, Chemistry and Physics Challenge competitions.

There is an UCAS early entry structured programme to support their UCAS applications in the science field. The science prefects have a significant role within the science department and run assemblies and science support drop ins.

THE HOLT SCHOOL

JOB DESCRIPTION



Job Title:	Teacher of Science - Chemistry or Biology	Name:	
Reports to:	Head of Department	Issued/Reviewed:	October 2019
Pay Scale:		FTE	0.6
Employment Status	Permanent		
Allowance:			

To be line managed by:

1. **Teaching and Learning:** (26/50 teaching periods)

- To promote a Growth Mindset at all times
- To be responsible for the planning lessons using Higher Order Thinking Skills (HOTS), and delivery and assessment of differentiated, challenging lessons
- To prepare students for external/internal exams and qualifications; ensuring exam board requirements are met
- To be involved in the setting/marking of home learning projects, assignments and/or coursework/Controlled assessment in line with department/faculty policy using FROG.
- To provide accurate, developmental written and oral feedback to students and ensure there is an opportunity for feedback and improvement time (FIT)
- Communicate effectively with parents through reports, reviews; parents consultation evenings, with pastoral team including Tutors/ and with HoD/HoF
- To take all reasonable steps to ensure the safety of students and report any concerns / disclosures at the first opportunity
- To foster positive relationships with students in your classes
- To monitor attendance.
- To support HoYs and the SENCO by completing requests for information and commentary for students who are "on report", for 'round robins' or for SEN annual reviews or exam concessions assessments. To use the school's Curiosity, Perseverance and Reflection (CPR) system to recognise hard work, effort and positive learning behavior
- To use the school's B4L policy to maintain the highest standards of behavior at all times

2. **Additional Responsibilities - Optional**

3. **Pastoral Support**

- To be a form tutor and foster a positive relationship with students
- To communicate with the Head of Year and Student Support
- To take the register and refer any students for whom you have concerns over attendance and punctuality.
- To ensure Daily Briefing is available to students and pass on all information/letters as required
- To support each member of the tutor group through academic mentoring three times a year.
- To ensure that the registration activities follow the timetable set by the Head of Year including TftW.
- To provide written reports on personal, social and academic progress as requested
- To monitor academic performance using the information provided from termly reviews with special attention to those with EAL, SEN, PHA and the disadvantaged
- To encourage students' involvement in extracurricular activities and support House activities as appropriate

4. Professional Development

- To actively engage in the Performance Management process
- To participate in CPD activities in school
- To pursue own interests and development by keeping up to date with subject knowledge and teaching methods.

5. Life of School

- To support the ethos of the school through the Mission Statement
- To comply with the School's Health and Safety Policy
- To carry out duties as published
- To attend meetings within the directed time.

This job description is not intended to be a comprehensive definition of the post and will additionally include any task which the Co-Headteachers may reasonably require the post holder to complete as part of the role. It will be reviewed annually and may be subject to modification or amendment after consultation

Signed: Date:
Post Holder

Signed: Date:
Co-Headteacher

Person Specification: Classroom Teacher	Essential	Desirable
Education and Experience		
Good honours degree	✓	
Qualified Teacher Status	✓	
Experience of teaching 6 th Form	✓	
Record of continuing professional development		✓

Knowledge		
Good subject knowledge and passion for subject	✓	
Knowledge of National Curriculum and initiatives		✓
Good knowledge of pedagogy	✓	
Knowledge of effective assessment strategies	✓	
Knowledge of how to use data for target setting		✓

Skills		
Good classroom practitioner using effective behaviour management	✓	
Ability to inspire and motivate students	✓	
Creativity, energy and enthusiasm	✓	
Flexible and adaptable	✓	
Excellent relationships with students and colleagues	✓	
Good communication; orally and written	✓	
Good IT skills		✓

Committed to:		
Promoting and safeguarding the welfare of students	✓	
Inclusion and a positive “can do” approach	✓	
Flexible working practice, willing to go the “extra mile”		✓
Raising the profile of your subject within the school and community	✓	
CPSD (continuing professional self-development)		✓