# SOUTHEND HIGH SCHOOL FOR BOYS

RECRUITMENT
INFORMATION PACK

## Message from Dr Robin Bevan, Headteacher

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values, offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

*"Contemporary traditions: one with future and with past"*

**Information about the school**

Southend High School for Boys is an '*Outstanding*' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective schools within the Borough of Southend. The main school, years 7 to 11, is single sex boys whilst the large sixth form is coeducational. It is situated thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge.

Southend High School for Boys has '*an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school*' (Ofsted 2015) At Southend High School for Boys, talent is nurtured. Learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Southend High School for Boys is not only a lively and stimulating institution, but also a welcoming community with an open and friendly approach. Thank you for taking an interest in our school.

In April 2006 we became a Leading Edge school. This accolade gave recognition to our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff has achieved higher degrees during their time with us. We regularly support other colleagues in other schools and have a wide ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the 22nd school nationally. Assessors in the report commented: '*Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life'.* We are also pleased to be in receipt of the Sportsmark Award which recognises the excellent provision and opportunities given to our sportsmen. We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won 20 national titles in the last 10 years. Likewise our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions.

At the turn of the century, Southend High School for Boys was designated as a specialist Language College. As such the school has been recognised as a centre of excellence for the teaching and learning of modern foreign languages, both with respect to our own pupils and to the wider community. More recently we received the Leading Aspect Award in recognition of the foreign language work we have undertaken with local primary schools. We are in receipt of the full International Award.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others; hence, we have activities ranging from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

The pupils on roll benefit from modern and specialist facilities. In September 2005, our new Sports & Music Centre was opened, which comprises a 5-court sports hall, a recording studio and music practice rooms and in July 2007 we completed building our new Drama Studio. Members of staff are encouraged to use the facilities and as such a number use the gym. In science we have extended a number of laboratories to cater for the increased numbers of students who have opted to follow science courses in the sixth form. Further investment has been made in ICT resources with an upgrade of three computer suites as well as all classrooms having interactive whiteboards and/ or projectors. A new dedicated Maths building was completed in 2011. The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 62 full-time equivalent, with 49 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 08.30am -3.30pm.

February 2018

Dear Applicant

**Post: Teacher of Biology**

Thank you very much for viewing this recruitment information pack. The school and the governing body are committed to providing a high quality service so that every child fulfils his or her potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post.

If you are unclear about any aspect of the application procedure, please do not hesitate to telephone Ms Amanda Lane, HR Manager, on 01702 606208 (or email amanda.lane@shsb.org.uk)

Application for this role is via an application form only (lone CV's are not accepted and will not be considered). Southend High School for Boys application form is located on our website www.shsb.org.uk and is available in various formats for ease of use. Application forms via Essex Schools Jobs and TES will also be accepted.

*Please return all completed forms by midday on Friday 2nd March 2018.*

**Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible.**

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from me within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

Robin M Bevan
**Headteacher**

**‘This is an outstanding school’ *(Ofsted)***

**SOUTHEND HIGH SCHOOL FOR BOYS**

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# Teacher of Biology

## Required from September 2018

We are an oversubscribed grammar school, **complimented by a latest (2015) outstanding OFSTED inspection** on all aspects, including our success in promoting good pupil attitudes and behaviour.

We are looking for an additional well-qualified, enthusiastic and motivated Teacher of Biology to join a friendly and supportive department from September 2018.

The Science department has a thriving programme of extra-curricular activities.

Teaching from KS3 – 5 is required.

This post would suit either an experienced teacher or a new entrant to the profession, for whom the school has a good record of support and development.

A relocation support scheme may be available.

The successful applicant will be subject to an enhanced DBS check.

Full details of the role and department are on our website - www.shsb.org.uk

**Closing date: Midday 2nd March 2018**

# SOUTHEND HIGH SCHOOL FOR BOYS
# SCIENCE DEPARTMENT

Southend High School for Boys 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 applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

**Aims**

The department has a good reputation and excellent results. We seek to promote an interest in and understanding of science, whilst developing thinking, oral, written and practical/investigational skills.

We provide a variety of teaching approaches to encourage both individual and group work. Many year 9 pupils chose to study separate sciences at GCSE. Sciences are consistently amongst the most popular choices for 6th form students, many of whom go on to study science at university; there are normally 2-3 successful Oxbridge candidates in science / maths each year.

**Curriculum and Assessment**

Key Stage 3 students study our own home produced course based on the QCA scheme of work

| | | Fortnightly timetable allocation | No. of classes | Average class size |
|---|---|---|---|---|
| Year 7 | Combined Science | 6 x 1 hour | 6 | 30 |
| Year8 | Combined Science | 6 x 1 hour | 8 | 23 |
| Year 9 | Biological Science | 3 x 1 hour | 8 | 23 |
| | Physical Science | 3 x 1 hour | 8 | 23 |

Key Stage 4 students choose combined (double award) or separate sciences

| Option | Typical % | Subject | Fortnightly timetable allocation | Average class size |
|---|---|---|---|---|
| Combined Science (Trilogy) (AQA) | 50 | Biology | 3 x 1 hour | 23 |
| | | Chemistry | 3 x 1 hour | |
| | | Physics | 3 x 1 hour | |
| Separate Sciences (AQA) | 50 | Biology | 4.7 x 1 hour | |
| | | Chemistry | 4.7 x 1 hour | |
| | | Physics | 4.7 x 1 hour | |

Sixth form

| Subject | | No. of classes | Fortnightly timetable allocation |
|---|---|---|---|
| Biology (Edexcel) | Yr 12 | 4 | 8 x 1 hour |
| | Yr 13 | 4 | |
| Chemistry (Edexcel) | Yr 12 | 4 | |
| | Yr 13 | 5 | |
| Physics (AQA) | Yr 12 | 4 | |
| | Yr 13 | 4 | |

**Exam Results (percentages)**

| | GCSE | | AS | | | A | | |
|---|---|---|---|---|---|---|---|---|
| | A*-A | A*-C | entries | A-C | A-E | entries | A*-A | A*-C |
| 2013 | 77 | 97 | 166 | 77 | 96 | 109 | 46 | 91 |
| 2014 | 76 | 100 | 169 | 82 | 98 | 111 | 38 | 85 |
| 2015 | 60 | 98 | 183 | 70 | 97 | 115 | 39 | 84 |
| 2016 | 67 | 99 | 208 | 73 | 96 | 106 | 36 | 88 |
| 2017 | 58 | 99 | 188 | 70 | 97 | 128 | 38 | 84 |

Extra-curricular activities include flourishing, independently funded science clubs with innovative activities and regular out of hours visits to scientific events and GCSE astronomy. The school encourages all departments to play a role in promoting the international dimension. The science department has for a number of years run a year 10 trip to space camp in Belgium, and more recently a sixth form trip to CERN, as well as enthusiastically delivering science masterclasses.

**Current Developments**

A-level sciences are increasingly popular, next year we anticipate having 5 year 12 classes in both chemistry and biology.

The department is committed to personal professional development. In recent years colleagues have completed M.Ed.s and MAs in education. Other colleagues have undertaken action research into teaching and learning. Support for CPD activities is wide ranging; up to and including post graduate study.

**Staffing**

The department currently has eleven full time and three part-time members of teaching staff. The Leader of Science coordinates across the key stages. There are subject leaders of Biology, Chemistry and Physics. The department works as a set of overlapping teams and any one member is responsible to several team leaders.

The teaching staff are ably supported by an experienced team of one full-time and four part-time technicians.

The staff are friendly and professional with a strong commitment to high standards and developing pupils' interest and enjoyment of science for its own sake. All members of the department work closely as a team, sharing ideas and materials and contributing towards schemes of work and producing tests and examination papers.

**Accommodation/Resources**

The department has twelve laboratories, most of which have been refurbished in the last ten years and are fitted with interactive whiteboards.

The majority of staff are able to teach all of their lessons in the same laboratory. There is Wi Fi throughout the department, all staff have laptops.

There are two prep rooms; one services Physics and K.S. 3 Science, the other is a modern, well-equipped base for Biology and Chemistry.

# SOUTHEND HIGH SCHOOL FOR BOYS
# SCIENCE DEPARTMENT

## THE POST

### Teacher of Biology

We are seeking for September 2018 an effective, enthusiastic and inspiring teacher to join a strong and friendly department. The ability to teach up to A level is desirable.

This post will suit a teacher keen to play a full part in the life of the school. As a selective school we have a number of very able students but we are looking for a well-qualified scientist able to motivate and challenge *all* our students.

Teaching at Southend High School for Boys is an immensely fulfilling experience where students are readily engaged and respond particularly well to creative and challenging lessons.

The most recent Ofsted inspection (2015), which deemed the school to be outstanding in all categories, commented most favourably on staff-student relationships, and on the positive attitudes of the boys.

The ability to stretch and motivate our students, work with other staff and be a good team member is very important. Your attention is drawn to the attached Person Specification.

Applicants invited for interview will be given an opportunity to display their teaching skills in front of a class.

# SOUTHEND HIGH SCHOOL FOR BOYS
# JOB DESCRIPTION

**Southend High School for Boys 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 applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)**

| | |
|---|---|
| **Post title** | Teacher |
| **Salary and grade:** | Dependent on experience |
| **Line manager/s:** | The Headteacher, members of the senior leadership team (SLT), subject leader(s) and the governing body |
| **Supervisory responsibility:** | The post holder may be responsible for the deployment and supervision of the teaching assistants relevant to their responsibilities |

**Duties and responsibilities**

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document (*https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay*)

Teachers should also have due regard to the current Teacher Standards https://www.gov.uk/government/publications/teachers-standards as their performance will be assessed against those standards as part of the appraisal process, relevant to their role in the school.

**Main Teaching purpose at SHSB (in line with the current *School Teachers' Pay and Conditions Document)***

A teacher (other than a head teacher) may be required to undertake the following duties in line with all school policies:

**Teaching**

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Promote pupil learning so that all achieve highly.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

**Whole school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and, so far as practical, teach any pupils where the normal timetabled teacher to take the class is not able to do so.

**Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

**Management of staff and resources**

- Direct and supervise support staff assigned to you and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to you.

**Professional development**

- Take responsibility for the appraisal and review of your own performance, and, where appropriate, that of other teachers and support staff.
- Arrange your own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

**Communication**

- Communicate professionally and effectively with students, parents and carers.

**Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

*You may be expected to perform duties of a similar or related nature to those outlined in the job description.*

*This job description, in consultation with you, may be changed by the head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.*

## PERSON SPECIFICATION - CLASSROOM TEACHER

| | Essential | Desirable |
|---|---|---|
| **Qualifications** | Qualified Teacher Status<br><br>Degree or equivalent | Post graduate study<br><br>Evidence of further professional development |
| **Experience** | Successful teaching experience or teaching practice delivering the National Curriculum in a secondary school | Experience of using ICT in the classroom<br><br>Experience of A level teaching<br><br>Contribution to extra-curricular activities |
| **Knowledge** | Knowledge of teaching and learning styles and strategies<br><br>Knowledge of the nature and purpose of a range of assessment strategies | Knowledge of current curriculum issues |
| **Skills and Abilities** | An ability to:<br>• review, evaluate, plan and lead by example<br>• analyse and make balanced judgements in a variety of situations<br>• encourage a collaborative approach and to work as a member of a team<br>• encourage the best from pupils and from oneself<br>• foster good relationships with pupils, parents, and with colleagues<br>• remain calm and positive, even when under pressure<br>• work to deadlines<br><br>Good inter-personal skills | Ability to encourage the best from one's colleagues |
| **Other Key Qualities** | Good record of attendance and punctuality<br><br>Sense of humour<br><br>A commitment to the values of the School, in particular to high-quality teaching and learning<br><br>An awareness of the issues involved in child protection measures | Willingness to 'go the extra mile' to secure succ<br><br>A commitment to extra-curricular activities |

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.