

Duke of Kent School
Peaslake Road
Ewhurst
Surrey GU6 7NS
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Application Pack: TEACHER OF SCIENCE (Maternity Cover effective from 20th April 2020)

Contents:

- Letter to Prospective Applicants
- School Information
- Job Description & Person Specification

Duke of Kent School is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. Applicants must be willing to undergo Safeguarding compliance checks appropriate to the post, as detailed in our Recruitment policy, including satisfactory reference requests with past employers and an Enhanced Disclosure and Barring Service check.

Letter to Prospective Applicants:

Dear Applicant,

Thank you for your interest in applying for the above post at Duke of Kent School. The information attached is designed to inform you about our School and the above post and should be read in conjunction with our Safeguarding Policy, available on our website. All staff and volunteers at Duke of Kent School are responsible for the safeguarding of children and young people and for promoting their welfare.

All applications must be made via the School Application Form which can be obtained from the School website, under School Community, Vacancies or from rharris@dokschoo.org or 01483 277313. Please enclose a letter supporting your application, addressed to Rachel Harris, Assistant Bursar (HR & Operations).

Please note that references will, where possible, be taken up prior to interview.

We look forward to receiving your completed application.

Please note the deadline for applications is *Monday 11th November 8am*.

Shortlisting applications: *w/c 11th November*

Interviews will take place: *w/c 18th November*

Start date: *Monday 20th April 20*

Yours faithfully,

Rachel Harris
Assistant Bursar (HR & Operations)

School Information:

Please do take a look on our website to familiarise yourself with the School

www.dukeofkentschool.org.uk

The School: Duke of Kent School is a co-educational school with approximately 314 pupils from Nursery to Year 11. The School is organized into three sections: Pre-prep (Nursery –Year 2); Prep (Year 3 - Year 6) and Senior (Year 7 – Year 11).

Our core values are Kindness, Effort, Respect, Responsibility and Honesty and are core pillars of all we say and do.

The School has an inclusive ethos and we are proud of meeting the needs of pupils across a broad range of academic ability. We seek to enable each pupil to achieve his or her potential, to address challenges and to develop interests and aptitudes.

Our small size enables us to know each pupil as an individual and we aim to ensure that our programme of learning inside and beyond the classroom meets the needs of that individual: social, academic, spiritual, sporting, cultural. We place great value on personal progress and expect our pupils to strive for a series of personal bests. In all aspects of school life we pursue a dual strand of participation for all and the pursuit of excellence. We have a 'growth mindset' and expect pupils to invest considerable effort in all aspects of their school experience.

Our Extended Day model, with prep and activities available on site daily until 7.30pm, is staffed by teachers on a rota basis. The after school Activity Programme, offers clubs as diverse as Gardening, Photography, Film-making, and Football, providing opportunities for personal development for pupils. All teachers contribute to the programme and are encouraged to offer a course in an area of particular expertise or interest.

Form teachers take responsibility for the pastoral care of the pupils in their form and report to the Head of Senior, John Wilson, and Head of Pre-prep and Prep School, Rebecca Green. We enjoy excellent home-school partnerships with our families and the form teacher is the first point of contact with parents on pastoral or academic matters. Teachers throughout the School work with parents to encourage pupils to develop confidence, intellectual and social independence, and to reflect on, and take personal responsibility for, their learning. Where necessary all teachers and support staff work with the Head of Learning Development to ensure pupils' individual learning needs are met.

The School enjoys excellent facilities including large areas of forest, extensive sports pitches, an indoor swimming pool, sports hall, Performing Arts Hall, Prep and Senior library areas, laboratories and ICT facilities with both iPads and PCs.

We place great value on learning beyond the classroom and pupils enjoy frequent trips, including residential visits, and opportunities to camp on site. Forest School and Duke of Edinburgh activities are popular aspects of School life. We have a varied programme of visiting speakers at the school and arrange a wide variety of educational visits and experiences outside the classroom.

Sport is an important aspect of both the curriculum and the extra-curricular programme. Swimming, hockey, netball, rugby, football, tennis, cricket, athletics, rounders and cross-country are all taught and, in addition to house events, a busy fixture list brings regular opportunities for pupils to represent the School. A large proportion of our teachers are involved in the sport programme and suitably qualified candidates will have opportunities for coaching and supervision of sports.

Art is a striking and central activity at Duke of Kent School. Music and Drama are vital aspects of School life, with pupils participating in choir and annual productions and many taking individual music lessons; pupils have regular opportunities to perform.

Behaviour throughout the School is extremely good and the focus on moral, cultural and spiritual development of pupils is very strong. Duke of Kent School has a kind, caring and supportive ethos of which pupils and staff are proud and which we strive to maintain. Regular assemblies celebrate achievement and clarify expectations. Pupils are keenly involved in a range of environmental and charity activities, as well as a School Council. The House system and initiatives such as paired reading schemes bring together pupils of different ages across the School community.

All staff are expected to participate in Professional Development and to attend external and internal training relevant to their work.

Children of Duke of Kent School staff, subject to the standard admission requirements, are eligible for a 30% remission of fees, or pro-rata if part-time.

The Science Department

The Duke of Kent Science Department aims to instill an enthusiasm for science in our students. We have three Science Laboratories for teaching in the Senior school. Lessons are engaging and offer a balance of practical and theoretical work. We make excellent use of technology in teaching and learning, for example to support AfL, recording experiments, sharing information and making presentations. In Years 7-11 homework is set weekly and can be accessed remotely via the VLE (Virtual Learning Environment).

The Science Department delivers the new AQA KS3 and KS4 course using the online 'Kerboodle' resource to introduce senior pupils to Science in an up-to-date, dynamic and interactive way. The course prepares pupils at KS3 for the AQA GCSE in Biology, Chemistry and Physics or Combined Science.

We work closely with the pro-active and supportive Learning Development Department to ensure that students receive any necessary support. The highest achieving students benefit from activities designed to stretch and challenge them further, at School and further afield, such as House competitions, dissections beyond the curriculum, the Salters' Science Challenges and external competitions.

We aim to extend and develop a love and interest in Science in the world both in the laboratory through practical work and beyond. Recent visits to the Royal Institution in London, local Universities and an Aspiring Medics workshop have enabled GCSE pupils to explore research labs and hear inspirational lectures from working scientists, providing enrichment beyond the curriculum. We have an exciting programme of Science events lined up for 2019/20 including Medical Mavericks workshop, celebrations planned for Biology Week and to mark International Year of the Periodic Table, as well as school trips relevant to GCSE and KS3 students.

Job Description – Teacher of Science

Job Purpose: To teach Science within the Senior school, providing a high quality educational experience for all pupils ensuring they make sustained progress.

An outstanding Science teacher is required to join our innovative department to teach KS3 Science to Years 7-8, and one or more Science subjects to GCSE level. A teacher with a Biology specialism would be preferred however the ability to teach all of the Sciences up to GCSE in line with the current science specifications would be an advantage.

The ideal candidate will have high professional standards, inspire enthusiasm for science in our students, be committed to lifelong learning and a team player, keen to share ideas with colleagues.

The successful candidate will teach Science throughout our senior section (Years 7-11). A highly effective classroom practitioner, the post-holder will enjoy teaching across our inclusive ability range. In addition to preparing our pupils for GCSE examinations, our teachers provide a rigorous preparation to those of our students who aspire to study their subject at A Level and beyond.

The Department is housed in three laboratories and is well resourced. We place a strong emphasis on practical work. Members of the Department have taken a lead in the School on the use of technology and the Virtual Learning Environment. All pupils and staff are equipped with iPads or Chromebooks; experience with this technology is desirable but training can be provided.

All Duke of Kent teachers are expected:

I. Teaching and Learning

- a. to remain conversant both with general developments in education research and debate relevant to the subject and key stage, undertaking any training necessary for the role and for professional development
- b. to assist in the development, review and maintenance of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- c. to create and maintain a stimulating teaching environment
- d. to plan and organise lessons to support pupil engagement and progress, submitting planning records to the Director of Studies
- e. to establish high expectations of pupil behaviour, managing behaviour effectively to ensure a good and safe learning environment
- f. to understand, and differentiate for, individual learning differences of pupils, adapting teaching to respond to the strengths and needs of all pupils, liaising with the Head of Learning Development as necessary
- g. to be aspirational in approach, selecting challenges which are achievable for pupils but which stretch them and enable them to improve to the best of their potential, working above and beyond curriculum requirements
- h. to integrate IT in teaching and learning
- i. to manage learning resources within the classroom including issue and return
- j. to foster social and academic independence in pupils, establishing habits of excellence
- k. to monitor progress, set and review targets, making accurate and productive use of assessment

2. Communications:

- a. to establish effective and positive working relationships with colleagues and support staff
- b. to attend Staff Meetings and INSET as required
- c. to adopt a collaborative approach to teaching, sharing best practice formally and informally on a regular basis
- d. to write pupil progress reports and attend parents' meetings to review pupil progress and development
- e. to liaise as necessary with form tutors who act as first point of contact with parents in social or academic matters, communicating concerns and celebrating achievements
- f. to contribute to home-school partnership in support of pupil progress

3. Professional Practice

- a. to be aware of and have a proper and professional regard for the School's policies and procedures
- b. to provide reasonable cover in the event of colleague absence
- c. to maintain individual pupil records, attendance registers and internal reports as required
- d. to attend and support School events and functions, involving evening and occasional weekend attendance, including Open Mornings, Sports Day, concerts, plays
- e. to undertake (on a rota basis) lunchtime, break-time and after school duties, as required
- f. to participate (on a rota basis) in the School Activity Programme, as required
- g. to model at all times the high standards of behaviour, courtesy and respect required from our pupils
- h. to make a positive contribution to the life of the community, working to maintain the kind, caring and supportive ethos of the School
- i. to promote equality for all members of the community
- j. to undertake any other reasonable duties as requested by the Head

Person Specification : Teacher of Science

Assessment Area	Essential	Desirable	Assessment Method
Safeguarding	Commitment to safeguarding and promoting the welfare of children and young people	Qualification in Safeguarding	Application Form, Interview, References
Academic Qualifications/ Professional Status	Qualified to degree level in a Science or a closely allied subject	QTS Experience of GCSE teaching	Application Form, Interview, References
Professional Skills	<p>Excellent classroom practitioner</p> <p>Ability to plan and teach inspiring and engaging lessons</p> <p>Ability to communicate love of learning, to establish classroom routines and develop habits of excellence</p> <p>Commitment to supporting pupils to achieve individual 'personal bests'</p> <p>Ability to work to deadlines</p> <p>Effective communicator with pupils, parents and colleagues</p> <p>Keen to contribute to extra-curricular programme</p> <p>Dedication to achievement of highest possible academic and personal outcomes for all pupils</p> <p>Passionate about the development and use of new technologies</p> <p>Able to lead, develop and enhance extra-curricular Science opportunities for students throughout the School</p>	<p>Experience of innovation in education;</p> <p>Experience of iPad use in teaching</p>	Application Form, Interview, References, Lesson Observation
Personal Qualities	<p>Collaborative approach</p> <p>Flexible and resilient</p> <p>Empathetic and imaginative</p> <p>Highly organised</p> <p>Capacity for initiative</p> <p>Open to new ideas or approaches</p> <p>Able to inspire pupils and communicate with Colleagues, parents and fellow professionals</p>		Application Form, Interview, References, Lesson Observation