



# JOHN F KENNEDY

## CATHOLIC SCHOOL

INSPIRE • ACHIEVE • SERVE



## Teacher of Science

### Information for applicants



Diocese of Westminster

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## **Teacher of Science**

**Start date: as soon as possible**

**Salary: MPS/UPS plus London Fringe**

### **Introduction**

Thank you for your interest in this post at John F Kennedy Catholic School (JFK).

The Governors and I are seeking to appoint a Teacher of Science to join this successful department, building upon the current high standards. The successful candidate will be an inspiring, dynamic teacher with a passion for learning and have the vision to develop further in this popular and successful department.

You will have a good track record of excellent classroom practice, be committed to high standards of learning and student progress, with the energy and vision to build on current progress and have ambitions for yourself and our school.

We welcome applications from candidates of all faiths and none, though support for our Catholic ethos is expected.

I hope that you find the following details useful and informative. They are intended to help you to decide whether or not JFK is the school in which you would be happy, be able to make a positive contribution and prepare yourself for the next stage of your career.

### **John F Kennedy Catholic School**

JFK is a mixed 11-18 comprehensive school located in the suburban environment of Hemel Hempstead. It is a voluntary aided school with approximately 1100 students on roll. The school enjoys an excellent reputation and is always over-subscribed; for the 2019-20 intake of 180 places there were 615 applicants, with 210 putting JFK as first choice. The intake has, in recent years, been almost entirely Catholic - currently 93% of students. JFK serves the Catholic communities of Hemel Hempstead and a very wide surrounding area, including parts of Hertfordshire, Luton and Bedfordshire; in addition to seven main feeder primary schools, it regularly takes children from over twenty other schools. Unsurprisingly, its students come from a diverse socio-economic background, ranging from a very affluent commuter town to an area with high social deprivation. Overall, however, the school deprivation factor is just below the national average. Currently 14% of students are eligible for Free School Meals. The number of students from minority ethnic backgrounds has increased over the past ten years and is now above the national average. The prior attainment of students is significantly higher than the national average. Additionally the profile of current cohorts is generally skewed towards the 'middle' and 'high' prior attainment categories. The local parish church, St Mark's, is on the school site and the Parish Priest is a Foundation Governor.

For many years the school has enjoyed an excellent reputation, with successive pleasing Ofsted judgements. In March 2017 the school underwent its most recent inspection and was judged to be 'good'. This inspection was followed a term later by a Section 48 Inspection which judged the school to be 'good' in terms of classroom RE and the Catholic life of the school. We were delighted to receive the SSAT Educational Outcomes Award 2018 in recognition for being in the top 20% of non-selective schools nationally for student attainment in the 2018 end of KS4 exams. JFK was also invited to be included in the 2019/20 Secondary Education edition of The Parliamentary Review, hard copies of which are available to view in school.

The school's Progress 8 score has been as follows:

2016: 0.1      2017: 0.09      2018: 0.26

Visitors to the school frequently comment on the ethos and atmosphere they sense as they come to the school for the first time. This friendliness and sense of community is part of something wider; it is rooted in the fact that we are a Catholic school. As such everything that we do is based on our Mission Statement, summarised by words: Inspire • Achieve • Serve. We are an inclusive school that values the uniqueness of each member of our community. In this way we uphold the Gospel values and ensure that everyone has the opportunity to fulfil their potential.

Outside the formal curriculum there are numerous opportunities for students to take part in a very wide range of activities. These include drama, sport, music, retreats, trips at home and abroad and the Duke of Edinburgh Award Scheme.

### **The Science Department**

The Science Department consists of eight full time teachers and three colleagues who are part time. They are supported by two full time technicians and additional administrative support. The department is very well resourced. There are ten laboratories and a dedicated ICT room. There is a very good provision of multimedia facilities in each room and ICT is well embedded within all the schemes of work.

Science is a busy and successful curriculum area. A Level science subjects are popular in the sixth form, with many students progressing to science, engineering and medical-based degree courses at university including Oxbridge (almost 20% of all Higher Education courses followed by our students this year were Science based). The combined pass rate for the separate Sciences has been 93% over the last five years.

At Key Stage 4, all students follow either the combined GCSE science route or the separate sciences. GCSE results are consistently good. In recent years, students have averaged 2 higher pass rates of 80%.

### **JFK and the future**

I believe there are many features that make JFK a great school but I also recognise there are areas needing development. We must never be complacent and we must embrace new ideas that will benefit the educational opportunities of the students in our care.

### **Next steps**

I hope that having read this letter and the information about the school that you will choose to apply. To do so, you are asked to complete the application form in full but instead of a supporting statement please write a letter of application which relates your experience to the job description and person specification. In your letter you should also outline your personal educational philosophy, your vision and the contribution that you can make to John F Kennedy Catholic School.

Please post your application or submit it to Ms Eva Final by email to: [efinal@jfk.herts.sch.uk](mailto:efinal@jfk.herts.sch.uk)

Applications should be submitted immediately and candidates will be considered and potentially called for interview as applications are received. The school reserves the right to close the vacancy at any time.

I am always happy to welcome visitors to the school and I would strongly encourage you to come and visit us to see the school for yourself. If you would like more information about the school please visit our website [www.jfk.herts.sch.uk](http://www.jfk.herts.sch.uk) where you will find our online

prospectus and other information. If you would like to know more about the post itself or to arrange a visit, please do not hesitate to contact my PA, Ms Eva Final (email: [efinal@jfk.herts.sch.uk](mailto:efinal@jfk.herts.sch.uk)), who will be very happy to help you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'P. Neves'. The signature is written in a cursive, flowing style.

**Mr Paul Neves**  
Headteacher



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### Person Specification – Teacher of Science

	Essential	Desirable
<b>Education and qualifications</b>	<ul style="list-style-type: none"><li>• Graduate</li><li>• Qualified Teacher Status</li><li>• Ability to teach Science to KS3 and KS4</li><li>• Evidence of professional development relevant to the post</li></ul>	<ul style="list-style-type: none"><li>• Further relevant qualifications</li><li>• Evidence of further study relevant to Science teaching</li><li>• Ability to teach either Physics, Chemistry or Biology at KS5</li></ul>
<b>Catholic education</b>	<ul style="list-style-type: none"><li>• Understanding of the core values of a Catholic school</li><li>• Practising Catholic or committed to supporting and developing the Catholic ethos</li><li>• Capacity to be a good role model for all members of the school community</li></ul>	
<b>Teaching</b>	<ul style="list-style-type: none"><li>• Evidence of excellent classroom practice</li><li>• Excellent understanding of effective and engaging teaching methods</li><li>• Able to incorporate assessment for learning strategies into everyday practice</li><li>• The ability to engage, enthuse and motivate students</li><li>• Able to use ICT to enhance teaching and learning</li></ul>	<ul style="list-style-type: none"><li>• Experience in developing and implementing schemes of work in Science</li><li>• Willing and enthusiastic contributor to a range of extra-curricular and enrichment activities with a commitment to lead and develop such activities in the future</li><li>• Capable of initiating and maintaining innovative curriculum design and delivery</li></ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Knowledge of the characteristics of high quality teaching in Science</li><li>• Understanding of strategies for raising student attainment</li><li>• Knowledge of statutory curriculum, assessment, recording and reporting requirements for Science</li><li>• Knowledge of current educational trends and planned curriculum developments and educational initiatives</li></ul>	<ul style="list-style-type: none"><li>• Understanding of how to use comparative data, together with information about students' prior attainment to set targets for improvement</li></ul>

<b>Skills and attributes</b>	<ul style="list-style-type: none"> <li>• Excellent oral and written communication skills</li> <li>• Good working knowledge of ICT</li> <li>• Ability to think analytically and strategically</li> <li>• A commitment to professional development</li> <li>• Resilient and respond well to challenge</li> <li>• Enthusiasm, drive and a love for the job</li> <li>• Ability to organise, plan and prioritise time effectively</li> <li>• Flexibility, adaptability and creativity</li> <li>• Excellent attendance and punctuality record</li> <li>• High standards of commitment, integrity and loyalty</li> <li>• Ability to work as an effective team member</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of commitment to one's own personal development and training and realistic ambition for personal career development</li> </ul>
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#### **Personal Qualities:**

- Commitment to actively support and contribute to the Catholic ethos
- Commitment to team working
- Commitment to equal opportunities and the equal value of all members of the school community
- High personal standards – dress, conduct and presentation

#### **Note:**

We are committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required for this post.

## **Job Description – Teacher**

**Reporting to:** Subject Leader

**Responsible for:** teaching and learning of assigned students

**Liaising with:** Subject Leader, Assistant Subject Leader and relevant staff with cross-curricular responsibilities, Pastoral Leaders, relevant support staff, staff across WDPfL, LEA/Diocesan staff as appropriate, parents and students

### **Purpose**

With a clear understanding and focus on how students learn each teacher is expected:

- to give full support to the School's distinctive Catholic ethos and act as an appropriate role model
- to instil in students a positive attitude to learning
- to support students in their spiritual, moral, social, cultural and academic development
- to contribute to curriculum development in order to improve the quality of student learning and to raise standards of student attainment and achievement within the Department
- to be accountable for student progress for groups taught
- to be accountable for delivering a relevant and differentiated curriculum
- to promote and contribute to activities that enhance and extend the curriculum
- to support links with home, parish and the wider community
- to develop and enhance one's own pedagogy and practice
- to use available resources efficiently and effectively

### **Key Responsibilities**

#### **Teaching and Learning**

- Understand the distinctive contribution that the subject makes to the whole curriculum and the fulfilment of the School's Mission Statement
- Carry out teaching duties in accordance with the Department's schemes of work and the defined National Curriculum
- Keep up-to-date with developments in pedagogy and practice
- Evaluate one's own teaching methods in the light of developments
- Contribute to the development of teaching and learning within the Department
- Support students in their spiritual, moral, social and cultural development
- Plan and prepare courses and contribute to the production and preparation of schemes of work
- Plan and deliver lessons and other learning activities in accordance with schemes of work
- Ensure that the content of teaching materials is in line with Catholic teaching
- Provide suitably differentiated materials in order to challenge all students
- Work closely with teaching assistants in delivering "personalised learning", liaising with other colleagues to deliver units of work in a collaborative way where appropriate
- Set targets for student attainment levels (using prior data provided)
- Set work for students absent from lessons in accordance with School policy
- Set appropriate work for classes when absent, including work for sixth form students, and send this to the Subject Leader
- Cover classes for absent colleagues as required, teaching the students where practicable

- Contribute to the extra-curricular learning opportunities offered, including sessions to support revision and coursework
- Take part in the review, development and management of activities related to both the curriculum and pastoral functions of the School

### **Assessment, Recording and Reporting**

- Maintain a “teacher planner” that includes lesson plans, student attendance, student data as appropriate, the recording of student attainment, and homework set
- Set, mark and return work, offering feedback for improvement and progress for each student on a regular basis and at least once every two teaching weeks
- Undertake regular formal and informal assessment of student progress, including the setting and marking of tests and internal examinations
- Monitor student attainment and achievement against targets and respond appropriately to findings
- Use assessment information to ensure that achievements are set in the context of the whole child
- Monitor, record and report on the personal and social needs of students as appropriate
- Liaise with the Pastoral Leader to ensure the well being and sound progress of students
- Communicate with persons and bodies outside the School as appropriate
- Provide assessment reports when periodically required within the School’s assessment cycle and additional “round robin” reports when specifically requested
- Prepare subject reports in accordance with School policy
- Provide oral and written assessments of individual students and groups of students as required
- Liaise with parents on students’ progress using the Home-School Record book, letters, telephone calls and consultation evenings where reasonable and appropriate
- Work within the code of practice relating to Special Educational Needs
- Ensure examination entries are passed on to the Subject Leader in good time, with students being entered at the correct level for their potential ability

### **Professional Standards**

- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the School’s Behaviour and Uniform policies in a consistent, firm and non-confrontational manner
- Supervise students before, during and after school sessions as appropriate and in keeping with the duty rota
- Attend assemblies
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the School’s prescribed sanctions and rewards
- Carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year discussing with the Subject Leader, both the achievements and any corrective actions which might subsequently follow
- Keep abreast of relevant curriculum developments and innovations
- Participate in arrangements for performance management and as a consequence, take responsibility for one’s own personal development and progression making full use of the School’s professional development opportunities and training
- Attend briefing, team meetings, staff meetings and other meetings as appropriate, contributing actively whenever possible
- Promote the work of the Department and School at events e.g. Open Evenings
- Contribute to the formulation of the Departmental Development Plan, taking account of whole school priorities and judgements from the Departmental Self Evaluation Form (SEF)
- Ensure Departmental and School policies and procedures are implemented as expected



- Ensure Health and Safety policies and practices, including Risk Assessments, for all teaching groups and activities undertaken are in line with School and national requirements and are updated where necessary