

**Duke of Kent School
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**Duke of Kent School Application Pack
TEACHER OF SCIENCE**

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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 child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. All teaching staff are required to submit a self-declaration form confirming their suitability to work with children across our age range. Appointment will be subject to satisfactory references and pre-employment checks as detailed in our Recruitment Policy.

1. Advertisement: Teacher of Science

Duke of Kent School, Ewhurst: Co-educational independent school (Nursery-Year 11) in the Surrey Hills. Competitive salary.

We seek to appoint from September 2018 a **Teacher of Science** to teach KS3 and KS4.

An outstanding Science teacher is required to join our innovative department. The ideal candidate will inspire enthusiasm and confidence in our students, will be an excellent communicator and will be a team player, keen to share ideas with colleagues and committed to lifelong learning.

Applicants will specialise in Chemistry and / or Physics, however the ability to teach all of the Sciences up to GCSE would be a definite advantage.

Newly Qualified Teachers are welcome to apply. Staff and students are all provided with an iPad for use in class and personal study, experience of teaching through this technology would be useful but training and support will be provided.

Our class sizes are small (currently a maximum of 20) which allows teachers to form excellent relationships with the students and support them individually.

Duke of Kent School aims to provide an excellent and stimulating education on our beautiful forest site. We aim to foster curiosity and the love of learning in our pupils; teachers benefit from a friendly and supportive staff room, excellent pupil behaviour, innovative approaches to teaching and learning and a strong home-school partnership.

The closing date for this post is noon on 19th February 2018. Interviews will be held w/c 26th February. Job details and an application form are available on our website. The Deputy Head (Academic) Mr David Hubbard, will be happy to speak informally to prospective candidates and can be contacted via our Assistant Bursar (HR & Operations), Rachel Harris - rharris@dokschool.org

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2. Letter for Prospective Applicants: Teacher of Science

Dear Prospective Applicant,

Thank you for your interest in Duke of Kent School. The information attached is designed to inform you about our School and the post of Teacher of Science 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.

The closing date for this post is noon on 19th February 2018. Interviews will be held w/c

All applications must be made via the School Application Form which can be obtained from the School website <http://www.dukeofkentschool.org.uk/school-community/vacancies> .

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

We look forward to receiving your completed application.

Yours faithfully,

Rachel Harris

Assistant Bursar (HR & Operations)

3. School Information

Duke of Kent School is a co-educational school with 300 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).

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.

The average class size in the Senior School is 18 and 16 in the Prep. Very significant change has taken place over the past seven years. The original prep school expanded to offer GCSE education in 2008, with the first Year 11 pupils graduating in Summer 2011. Since September 2014 we have operated as a day school; bus services bring day pupils from Guildford, Horsham and surrounding villages. Our Extended Day model, with prep and activities available on site daily until 7.30pm, is staffed by teachers on a rota basis. In addition to lunchtime sessions such as chess tournaments and a History Society, the after school Activity Programme, with courses on offer as diverse as Magic Club, Gardening, Photography, Film-making, Football, Dog Training, Crime Scene Investigation and Fencing, provides 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 School, John Wilson, and Head of Prep School, Cathy Wilson. 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 Prep and of Senior 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 Macs and PCs. Very significant investment in technology over the last three years has brought the School a dedicated fibre optic line; the campus has an extensive wi-fi network and all staff and pupils from Year 2 upwards are equipped with an iPad for learning and teaching. All classrooms have Apple TV to mirror iPad screens for teaching purposes.

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. Duke of Kent School makes a significant investment in training its staff and teachers can apply to the Head for funding for courses from a day's INSET to Masters level or doctoral study. A full programme of induction for Newly Qualified Teachers is in operation.

Children of Duke of Kent School staff, subject to the standard admission requirements, are eligible for a 50% remission of fees.

4. The Post: Teacher of Science

The Science Department

The Duke of Kent Science Department aims to develop a range of practical skills: understanding concepts, problem solving, using different research methods, handling and displaying information, conducting practical investigations.

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 iPads in teaching and learning, regularly recording experiments, making presentations. In Years 9-11 homework is generally set and can be accessed remotely via the VLE (*Firefly*: Virtual Learning Environment).

The Science Department has recently started 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 for the AQA GCSE in Biology, Chemistry and Physics, which extends through Years 9, 10 and 11. The pupils follow either the AQA Triple Science Award achieving 3 GCSEs or the Dual award courses for 2 GCSEs.

We work closely with the Learning Development Department to ensure that pupils 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 the Salters' Science Challenge for Year 7 pupils or through other competitions and visits.

We aim to extend and develop a love and interest in Science in the world both in the laboratory and beyond. Visits to the Royal Institution in London and reciprocal visits with researchers from the University of Surrey and University of Sussex have enabled GCSE pupils to explore research labs and to enjoy hearing inspirational lectures from working scientists, providing enrichment beyond the curriculum. The department took a group of Year 10 students to the CERN facility last academic school year.

The Post

An outstanding Science teacher is required to join our department and to teach General Science to Years 7-8, and one or more Science subjects up to GCSE. A teacher with a Chemistry or Physics specialism would be preferred but the ability to teach all of the Sciences up to GCSE would be an advantage. Experience of teaching the new Science specification would also be an advantage.

Experienced or Newly Qualified Teachers are equally welcome to apply.

The ideal candidate will inspire enthusiasm and confidence in our students, will be an excellent communicator and will be a team player, keen to share ideas with colleagues and committed to lifelong learning.

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 purpose built 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 iPads and the Virtual Learning Environment. All pupils and staff are equipped with iPads; experience with this technology is desirable but training can be provided.

Prospective candidates are welcome to contact the Deputy Head (Academic), Mr David Hubbard, in the first instance c/o rharris@dokschool.org.uk to arrange an informal discussion about the post.

5. Person Specification : Teacher of Science

Applicants must be capable of carrying out the duties and fulfilling the responsibilities set out in the attached Job Description. Suitability for the post will be determined during the application process from the following: application form, interviews, lesson observation, brief writing task at interview and references

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	Excellent classroom practitioner Ability to plan and teach inspiring and engaging lessons Ability to communicate love of learning, to establish classroom routines and develop habits of excellence Commitment to supporting pupils to achieve individual 'personal bests' Ability to work to deadlines Effective communicator with pupils, parents and colleagues	Experience of innovation in education; Experience of iPad use in teaching	Application Form, Interview, References, Lesson Observation, Brief Written task at interview

	<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>Administrative skills</p>		
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>		<p>Application Form, Interview, References, Lesson Observation</p>

6. Job Description: Teacher of Science

<p>Duke of Kent School Role Description: Teacher of Science</p>	
Role Title:	Teacher of Science
Role Purpose:	To teaching Science across the senior age range; to contribute to the extra-curricular programme
Structure:	All staff report to the Head, Judith Fremont-Barnes, and Deputy Head (Academic) David Hubbard; The Head of Science, Mr Kettle, will be line manager for this post.
<p><i>Duke of Kent School is committed to safeguarding and promoting the welfare of children and young people. All volunteers and employees should regard safeguarding and promoting the welfare of children and young people as a primary responsibility.</i></p> <p><i>This role description stands in addition to the standard expectations of Duke of Kent School teachers and to any contractual arrangements.</i></p> <p>All Duke of Kent teachers are expected:</p>	

1. 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

Note: this role description identifies the key responsibilities attached to the post described, and is subject to amendment from time to time within the terms of conditions of employment, as the needs of the School may require, after consultation. Successful candidates will require clearance from the Disclosure and Barring service and pre-employment checks including satisfactory references.