



Uckfield College

Recruitment Information Booklet

**Teacher of Science
MPS/UPS**

Contents

Welcome letter from the Principal	2
About Uckfield College	3
Uckfield College Vision and Ethos	4
Our Staff	4
Advert for Teacher of Science	5
Job Description for Teacher of Science	6-8
Person Specification for Teacher of Science	9
Role of Form Mentor	10
Department Structure and Organisation	11-12
The Application and Appointment Arrangements	13



Dear Candidate

We are delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special environment that is Uckfield College.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and I will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1101.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Hugh Hennebry
Principal



About our College

In our most recent Ofsted report the Inspection team were full of praise for our great team of staff:

- "Teachers make better use of assessment information to plan work that meets the needs of all pupils."
- "Teachers make good use of technology available."
- "Teachers have worked collaboratively... to increase the level of challenge for pupils."
- "Teachers... ensure a consistent approach to feedback."
- "Pastoral leaders now have a more rigorous approach in place which ensures greater consistency across all year groups."
- "Pupils feel that their teachers listen to them in lessons and that they are well challenged."
- "Students said that the extra-curricular provision has expanded."



The Lead Inspector also wrote some wonderful comments about our students:

- "Pupils are typically very well behaved."
- "Pupils are friendly, polite and there is a harmonious atmosphere in the school."
- "Pupils say that homework tasks extend their current learning and provide additional challenge."
- "Pupils appreciate the guidance their teachers give them and they say that they know very specifically how to improve their skills and knowledge."

What runs through the letter are Ofsted's findings that our College is a Good school and is improving. What is also clear is that the positive relationships between teachers, parents and students, with students at the heart of everything we do, is such an important part of these improvements.



Our Vision and Ethos

In feedback to the Lead Inspector during our recent Ofsted Inspection, one parent summed up the ethos of the school as **"Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another."**



Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



Teacher of Science (MPS/UPS)

Hours	Full time
Commencement	1st September 2020
Contract	Permanent

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of Monday 27th January at 10.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview.

If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our Personnel Assistant, Christine Howell, on 01825 764844 extension 1232 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Meetings with key members of the team
- Lesson Observation
- Tour of the College
- Safeguarding Interview
- Panel Interview

East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance for this authority.



Job Description

Job Title:	Teacher of Science
Responsible To:	Curriculum Leader of Science

Main Purpose of the Job

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice.
- To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities

Strategic Direction and Development: Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.

Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;



- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Curriculum Development

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent.

Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organization of the college.

Communication

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.

Deployment of Resources

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers;
- be responsible, careful and economical with the use of budgets, resources, consumables, buildings, buildings' contents and energy/utilities so that departmental capitation is not wasted, college resources last, consumables are used sparingly and the college's energy and utility bills are as low as possible.



Quality Assurance

- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Person Specification: Teacher of Science

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Good Honours Grade
Subject		<ul style="list-style-type: none"> • Able to teach subject to A Level
Personal	<ul style="list-style-type: none"> • Excellent classroom teacher • High quality interpersonal skills • Displays commitment to the protection and Safeguarding of children and young people • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the College • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing • Resilience • Positive 'can do' attitude 	<ul style="list-style-type: none"> • Aware of strategies to raise student achievement



Role of Form Mentor

Line Manager: Director of Year

Professional Duties

- To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
- To get to know the students in the mentor group and strive to be aware of backgrounds as these will affect the student's performance in college.
- To establish a positive relationship between mentor and the student so that the mentor is aware of both danger signs and indications that the group and individuals are functioning well.
- To encourage each student to take a full part in college activities.
- To be a source of information about the college and to interpret college policy to the students as it affects them.
- To maintain high standards of college uniform with all students in the group.
- To liaise with senior pastoral staff about students in difficulty or trouble.
- To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
- To check (using Google Classroom) and encourage students to:
 - complete homework that is set; and
 - hand homework in on time.
- To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Mentor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
- To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
- To coordinate appropriate intervention strategies to support students' academic and social progress.
- To deliver the set mentor programme during Personal Development Time and Life Learning (PSHCE).



Departmental Structure and Organisation 2019/2020

Science Department

Mike Ball	Curriculum Leader of Science
Vacancy	Subject Leader of Chemistry
George Scott-Smith	Subject Leader of Biology
Marica Dowell	Subject Leader of Physics
Peter Munroe	KS3 Coordinator of Science
Bea Messenger	KS4 Coordinator of Science
Lucy Griffin	Teacher of Science & Lead Practitioner in differentiation
Darrell Hamilton	Teacher of Science & STEAM Co-ordinator
Martin Bradley	Teacher of Science & Deputy Principal
Nell Travers	Teacher of Science
Ruby King	Teacher of Science
Tascia Ingino	Teacher of Science
Katie Smith	Teacher of Science
David Barham	Teacher of Science
Katharine Jones	Teacher of Science
Eoin Mitchell	Teacher of Science and Health Studies & Director of Year 8
Sarah Preston	Teacher of Science
Sam Crisp	Senior Science Technician
Jayne Williams	Science Technician
Shalma King	Science Technician

Accommodation

The Department is well appointed and benefits from 14 Laboratories. The Department has several prep rooms located throughout the building. All teaching rooms have a networked desktop computer connected to an LED screen.

The majority of the school is having new buildings. The Science department and prep rooms will all be located on one floor in the main new building and will move in during the summer 2020.



Public Examinations

▪ Key Stage 3

The Science Department follows an internally written scheme of work for Years 7-8. The units at Key Stage 3 are designed to promote excitement and enthusiasm for science. Assessment is both summative and formative throughout all schemes.

▪ Key Stage 4

KS4 Science delivers the AQA GCSE syllabus. Students can follow one of two pathways: Single (triple) science or Trilogy (combined) science. Both of these KS4 courses commence in September of year 9. Students are guided towards one of these pathways towards the end of year 8.

▪ Key Stage 5

The department offers sciences at A Level as below.

Biology – AQA

Chemistry – AQA

Physics – AQA



The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to Christine Howell, Personnel Assistant at Uckfield College, hr@uckfield.college. Your application should comprise:

- A letter of application (2 sides A4 max), which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is Monday 27th January at 10.00 a.m. Short-listing will take place shortly afterwards and interviews will be held as soon as possible. The selection process will include meetings with key members of the team, a lesson observation, a tour of the College and formal interviews.

If you require any further information please contact Christine Howell at Uckfield College on 01825 764844, extension 1232 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1101, or email t.fletcher@uckfield.college.



Uckfield College

Love Learning for Life



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