

Recruitment Pack
Biology Teacher

“Attitudes to learning are good and students work hard. They are fiercely proud of their school, come well prepared for lessons, enjoy taking part”

OFSTED

Advert for the position of Biology Teacher

PERMANENT POSITION - Required from 1st January 2020

The Governors of Flixton Girls School are seeking to appoint an inspiring, dynamic and well-qualified individual with high expectations and standards to join our Science Department.

The successful candidate will be required to deliver schemes of work across Biology, Chemistry and Physics through Key Stages 3 & 4; and in addition, A Level Biology at Key Stage 5.

At FGS we inspire girls and staff to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve their personal best. Exceptional opportunities encourage girls of all abilities, interests and aptitudes to develop their individual characters and talents and to fulfil their dreams and aspirations.

In choosing Flixton Girls School you will be joining a school that is well respected in its local community and has a national reputation for work in many areas.

This is an exciting opportunity to work in a forward thinking, high achieving "can do" culture.

If you wish to be considered for this vacancy you should complete the enclosed application form. In addition, you are asked to submit a **concise** letter of application. This should be typed or word-processed and should not exceed two pages in length. Your letter should describe how your experience and particular achievements make you a strong candidate for this position.

Applications are welcomed from NQT's.

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Please note that only applications on the school's application form will be considered. Candidates who submit a CV only will not be shortlisted. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned, unfolded, to:

Mrs J Buckley
HR Officer/ Personal Assistant to Headteacher
Flixton Girls School
Flixton Road
Flixton
Urmston
Manchester M41 5DR

OR

Email completed application forms to - recruitment@flixtongirls.com

Tel: 0161 912 2949

The closing date for applications is noon **on Monday 14th October 2019**. Please ensure that you put the correct postage on the envelope as this could result in your application not being considered due to late arrival. Please supply a stamped, self-addressed envelope if an acknowledgement is required.

If you have not heard from us within three weeks of the closing date, regretfully you must assume that your application has not been successful on this occasion, in which case the Governors would like to thank you for your time and interest in the school.

Unfortunately, we are unable to provide individual feedback to candidates on unsuccessful applications.

Flixton Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in the commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check.

Closing Date: 12 Noon on Monday 14th October 2019

Interview Date: TBC - but during the week commencing 14th October 2019

Applications will only be accepted on fully completed application forms.

Background information:

The successful candidate will join an experienced and well-motivated team of staff who are committed to raising standards. The Science department has seen success in results year on year and last year over 60% of combined science students achieved 2 grades 9 - 4 and over 89% of triple science students gained 3 grades 9 - 4 in science qualifications.

The Science Department at Flixton consists of a committed and forward thinking team of specialists who have developed systems and strategies to raise the attainment of students in Science.

Regular departmental meetings are held to ensure that good practice is shared and that staff are supported and provided with opportunities for professional development.

Year 7-11 are taught in ability sets with attention to students' needs and learning styles.

At Key Stage 3 they complete an engaging mastery curriculum which allows students time to deepen their understanding of key scientific ideas as well as develop the apparatus, technical and mathematical skills they need to have the level of practical competency that GCSE demands.

At Key Stage 4, the majority of students complete the AQA Combined Science: Trilogy course and we have a cohort in year 9, 10 and 11 that follow the AQA separate science courses of Biology, Chemistry and Physics. It is of the utmost importance in the Science department for all the girls to receive the highest level of teaching; with this in mind, we strive to ensure that each set is taught by a specialist so that they may promote a love for their Science in the girls during their school life and beyond.

We also currently deliver A level Chemistry and Biology in our Sixth Form.

The Department offers students a range of extra-curricular and enrichment activities, including annual Christmas lectures and STEM fair, university trips and engagement in national competitions.

Job Description

Post Title:	**Teacher of Biology**
Purpose:	• To implement and deliver an appropriately broad, balanced relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate • To monitor and support the overall progress and development of students as a teacher/ form tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of student attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Reporting to:	Head of Department
Responsible for:	The provision of a full learning experience and support for students
Conditions of Service:	Reference should be made to the School Teachers' Pay and Conditions Document, including the specific provisions referred to in this job description and the National Standards for Qualified Teacher Status published by the Teacher Development Agency. This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation
Liaising with:	Head/ deputy/SLT, teaching/ support staff, LA representatives, external agencies and parents
Working Time:	195 days per year **- PERMANENT**
Salary/Grade:	Main pay scale
Disclosure Level:	Enhanced
MAIN (CORE) DUTIES	
Operational/Strategic planning	• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department • To contribute to the department's development plan and its implementation • To plan and prepare courses and lessons • To contribute to the whole school's planning activities
Curriculum Provision:	• To work with the Head of Department and colleagues, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives • Have a developed knowledge and understanding of the subject, including how learning progresses within it • To ensure that the curriculum is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to students' development and well-being

	• To adjust the curriculum to effectively meet the needs of students • To support with cross-curricular provision including literacy, numeracy and ICT • To contribute to curriculum enrichment opportunities
Curriculum Development:	• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of the students
Staffing **Staff Development:** **Recruitment/Deployment of Staff**	• To take part in the school's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management Review process • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school
Student Behaviour	• Have high expectations of students including a commitment to ensuring that they can achieve their full potential • To follow the school's Pivotal Curriculum in dealing with behaviour • To establish a fair, respectful, trusting, supportive and constructive relationship with students • To demonstrate that student behaviour makes and strong contribution to good learning in lessons by students showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other • To commit to safeguarding and the promotion of welfare and equal opportunities amongst all students and colleagues • Where necessary to resolve conflict between students and staff and empower students to use appropriate strategies to settle differences
Quality Assurance:	• To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area / department in line with agreed school procedures • To seek/ implement modification and improvement in professional practice where required • To review as necessary, methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information:	• To maintain appropriate records and to provide relevant accurate and up-to-date information for registers etc. • To complete the relevant documentation to assist in the tracking of students • To maintain and submit up-to-date assessment data regarding pupil progress as required

	• To track pupil progress and use information to inform teaching and learning
Communications:	• To communicate effectively with the parents/ guardians of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside school
External Liaison:	• To take part in events such as Open Evenings, Parents' Evenings, and liaison events with partners schools • To contribute to the development of effective subject links with external agencies
Management of Resources:	• To contribute to the process of the ordering and allocation of equipment and materials • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
Pastoral System:	• To act as Form Tutor to a group of students • To promote the academic general progress and well-being of individual students and of the Form Tutor Group as a whole • To liaise with the Head of House to ensure the implementation of the school's pastoral system
Teaching:	To ensure that teaching promotes good learning, progress and enjoyment for all students by: • Having high expectations of all students and ensuring that effective support is given to accelerate the progress of any student who is falling behind their peers • By demonstrating a range of teaching styles and activities which sustain students' concentration, motivation and application • Using time, resources, technology and other adults to contribute to the quality of learning • Having excellent subject knowledge which is used to inspire students and build their understanding • Planning lessons which are linked to current assessment of students' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all students • Using effective questioning techniques which gauge students' understanding and reshape explanations and tasks where this is needed • By assessing students' progress accurately, both orally and through marking and to allow students to make good progress • To teach students according to their individual educational needs, including the setting and marking of work to be carried out by students in school and elsewhere • To set appropriate aims/ objectives and statements of learning outcomes

	• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of students • To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experiences of students • To undertake a designated programme of teaching ensuring progressive sequences of work • To ensure a high quality and motivating learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of teaching styles which will stimulate learning appropriate to the pupil needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards or work and homework • To undertake assessment of students as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required setting effective targets to allow students to improve their level of attainment

Specific duties as agreed with Head Of Department (to be reviewed annually)
Other Specific Duties: To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. Demonstrate ambition and drive for improvement. Act as an excellent role model for pastoral care, classroom practice and behaviour management. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. To undertake any other duty as specified by the STPCD not mentioned in the above. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

Please note that Flixton Girls School 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 required to apply for an Enhanced DBS Disclosure (formerly CRB).

REVIEW ARRANGEMENTS

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, Flixton Girls School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

Date Job Description prepared/revised: October 2019

Prepared by: Mrs J Hazeldine, Headteacher

PERSON SPECIFICATION FOR THE POST OF BIOLOGY TEACHER

In order to augment a well-established and experienced Science team, we are looking for a candidate who meets the following requirements:

Qualifications	**Essential**	**Desirable**
Qualified Teacher Status (or expectation of obtaining this prior to appointment)	Y	
Relevant good honours degree	Y	
A Level Biology	Y	
Experience of	**Essential**	**Desirable**
Experience of teaching across key stages 3, 4 & 5	Y	
Experience of teaching A Level Biology	Y	
Raising student achievement and adding value within the Science Curriculum		Y
Working effectively within a team	Y	
Effective liaison with parents	Y	
CPD demonstrating a secure knowledge of current thinking in Science pedagogy and practice	Y	
Knowledge and understanding of the AQA Science specifications at KS3, KS4 & KS5	Y	
Knowledge & Skills including	**Essential**	**Desirable**
Consistently good or better classroom practice	Y	
Excellent organisational skills	Y	
Excellent communication skills	Y	
Confidence in using, applying and interpreting student data		Y
The ability to work collaboratively within a team	Y	
The ability to teach GCSE Biology, Physics & Chemistry	Y	
Ability to experiment with new technologies that can enhance learning		Y
Personal attributes	**Essential**	**Desirable**
Enjoy working with young people and have enthusiasm for teaching and learning	Y	
Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students	Y	
Capacity to work hard under pressure and to possess a sense of humour	Y	
Flexibility and adaptability	Y	
Resilience	Y	
A willingness to give freely of the considerable time required to meet the needs of the post	Y	
Excellent time management	Y	
Able to inspire and motivate others	Y	

Prepared by: Mrs J Hazeldine, Headteacher, October 2019

Person Specification – Biology Teacher

Welcome to Flixton Girls School &

The Healthy Learning Trust

What is the Healthy Learning Trust?

The Healthy Learning Trust is a Multi Academy Trust established on 1st September 2017 with Flixton Girls School (FGS) in Trafford, being the lead school. The MAT members and trustees are composed of high level professionals working regionally, nationally and internationally in Education, Health, Finance, Post-16 Education, Community Safety, Physical Education, Sport and Outdoor Learning. Their considerable professional expertise, networks and partnerships bring additional benefits and opportunities for our schools going way beyond those offered in standard multi academy trusts.

Our Trustees share a common commitment and desire to bring about healthy and successful futures for young people leading to tangible social mobility including routes into health related careers and the best possible opportunities for young people of all abilities, interests and backgrounds.

Working together with member schools the Healthy Learning Trust is able to provide central support services delivering financial efficiencies alongside our Education Consultancy where our schools collectively provide expertise, advice and support based on a proven track record of success.

Our Vision

The Healthy Learning Trust empowers young people to enhance their own lives and the lives of others through our FIVE PATHWAYS to **HEALTH & WELL-BEING & SCHOLARSHIP.** We secure progression into health related careers through strategic partnerships with the NHS, universities and health and well-being providers to create opportunities for health-related career progression.



Our Values

HOLISTIC

HLT believes in the inter-connectedness of 5 key aspects of human life and that optimising performance across all leads to successful, healthy lives.

INCLUSIVE

HLT is relentless in the seeking out and removal of barriers to deliver equality of access and entitlement to a successful, healthy future for all.

ALTRUISTIC

HLT promotes the selfless pursuit of service to others for the future benefit of children, families and communities and recognises the contribution of public duty to society.

Our Key Partners:

NHS
Health Education England
Youth Sports Trust
Outward Bound Trust
Pivotal Education Ltd
Trafford Local Authority
GMP
Trafford Community Sport and Leisure Trust
Trafford College

Welcome to Flixton Girls School

There has never been a better time to join Flixton Girls School. At FGS we inspire girls to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve her personal best.

Flixton Girls School was founded in 1933 and on August 1st 2011 the school became an academy, reflecting the high standards and quality of education that have come to be our hallmark and in 2017 the school converted to a multi academy trust.

At FGS we are specialists in girls' education providing a nurturing, supportive and challenging environment where girls excel. Exceptional opportunities allow girls to develop their individual characters and talents and to fulfil their dreams and aspirations. We welcome girls of all abilities, interests and aptitudes. At FGS everyone is special.

In choosing FGS you will be joining a school that is well respected in its local community and has a national reputation for work in many areas.

If you feel you have the relevant credentials to join our successful team, please complete your application paying particular attention to the job description and person specification, demonstrating how you meet the requirements as this will be used to shortlist candidates through to the next stage in the process. I look forward to receive your fully completed application form by 12 noon on Monday 14th October 2019 either by post or by email to recruitment@flixtongirls.com

If you are successfully shortlisted and invited to interview, references will be obtained at this stage unless you specify otherwise.

During the interview you may be asked specific questions on any discrepancies or gaps in your application form.

Thank you for showing an interest in joining Flixton Girls School and good luck with your application.

Julie Hazeldine MSc
Headteacher

Our Founding Principles

At FGS we inspire girls to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve her personal best.

Aspiration

Aspiration, the first of our founding principles is vital in instilling in each girl the desire to be successful in her chosen field and to have high ambition for the future. Our highly qualified and dedicated staff team deliver rich experiences and opportunities that enable each girl to find and develop her talents. We work hard to ensure that she is aware of the opportunities available to her and that she is fully supported to achieve her goals. Our curriculum together with our wide and varied enrichment programme introduces girls to many new activities and is underpinned by a commitment to the development of self-confidence, self-worth and a love of learning.

Empowerment

Empowerment, the second of our founding principles, ensures that each girl is equipped with the skills and abilities she needs in order to achieve success. At FGS we believe that the empowerment of a young woman is the key to her future happiness and success, as well as to the future of our community and our society.

Excellence

Excellence, our third founding principle, permeates our actions and drives ambition; the unlimited ability to do ordinary things extraordinarily well. Flixton girls are proud of their school and benefit from our deep commitment to traditional standards, courtesy and respect, leading to outstanding achievements and academic success.

At FGS we believe that each girl deserves the very best education and has limitless potential. We consider it our duty to help her to discover and fulfil that potential. We are privileged to guide each girl as we share with you the most enjoyable, challenging and exciting journey of her life; from girl to woman.

Our values

All in our school:

- Nurture ambition and recognise talent
- Develop abilities
- Respect and value each other
- Celebrate diversity and achievement
- Promote self-belief, confidence and a ‘can-do’ attitude
- Promote healthy lifestyles and participation in physical activity
- Provide stretch, challenge and support
- Encourage reflection
- Pursue and achieve excellence