



ST AMBROSE BARLOW R C HIGH SCHOOL

TEACHER OF SCIENCE (BIOLOGY)



LOVE



LEARN



LEAD

www.stambrosebarlowswinton.org



Equality Statement

As an equal opportunities employer, our policy is that no current or prospective employee, or third party, will receive less favourable treatment on the grounds of their race (including nationality, ethnicity or national origin), religion or belief, sex, marital status or civil partnership, gender reassignment, sexual orientation, pregnancy and maternity, age or disability. We recognise the nine protected characteristics of the Equality Act 2010 and are committed to applying the provisions of the Act in full, in all areas of our business.

We aspire to have a diverse workforce because, in our view, diversity enables better outcomes for all young people. We also believe that a more inclusive workplace, where people of different backgrounds work together, ensures better outcomes and experiences for all staff. From application to interview, we place equality, diversity and inclusion at the heart of all we do.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an Enhanced DBS Disclosure.

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WELCOME

Ben Davis - Headteacher

By joining the staff of St. Ambrose Barlow RC High School, you will become part of a wonderful story of success. We are a mission-led school, living out our values to **Love, Learn** and **Lead** every day. We are also a place where staff can flourish so that young people can thrive. We are welcoming, friendly and inclusive, dedicated to keeping and developing the people who work for us: we are all about growing great people deliberately. You will be supported and developed to care for and know our pupils well, putting them first in all that you do. Our professional development programme will ensure that you teach with **compassion, wisdom** and **knowledge** (I'm sure you already do) and you will be working as one of over 120 adults who serve our local community with **integrity** and **determination**.

As you'll know already, being an educator (whatever your role, in a Catholic school all adults are educators) means that you often don't get to see the fruits of your labour. However, we do what we do because we know that our work can transform lives and inspire young people to take action through successful learning. You will be teaching and working with young people who will change the lives of others for the better – that is a huge privilege and one we meet with humility and deep respect.

What does our mission look like in practice? **Love** means that we put relationships first, the dignity of every human being, in all that we do and we always expect the best of everyone. We **learn** by empowering brilliance in one another so that young people can go on to **lead** the life they want to lead for the good of others. Our priority is to ensure we are always a '**School That Matters**' – offering a culture of belonging and care and a curriculum that promises excellence for all.

If you like the sound of this, please get in touch and put in an application. Come and visit us and you will be able to see for yourself the great working and learning environment we have created at St. Ambrose Barlow. You can walk the corridors, speak to pupils and staff and test whether the reality matches the vision – I'm confident you will find it does.

A School That Matters



VISION, MISSION AND VALUES

We express our mission simply: **Love, Learn, Lead**. For us these three words express our core values and commitment to our faith and describe the journey of learning and development that young people undertake at St. Ambrose Barlow RC High School.

Our **vision** is to provide Inclusive Catholic Excellence.



A place of love where **everyone is welcome and respected**

A family of faith where **everybody matters**; where we are **unique together**; where we plant the seed that will one day **flourish**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence**



A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others



A place to lead where young people grow to become people for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope, and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

Testimonials

Kirby Hickling - Teacher of Chemistry

As part of my job, I work closely with Nick Cohen to run the Chemistry side of the department. This includes the lesson sequence, assessments within the topics, any grade boundaries or grades and the mock exams that we do in year 10 and 11.

My department have been incredibly welcoming and have made me feel part of the team very quickly.

Working here has been amazing as it is all collaborative and if I am ever struggling, I know there are people there to help and support me. The department work closely as a team and has made my first year here very enjoyable.

Suzanne Hesketh - Learning Support Officer

I have been at St Ambrose Barlow for 10 years in the SEND Department supporting young students with additional needs. During this time, I have found it too be extremely rewarding and satisfying helping students overcome barriers to learning and achieve so much.

Within the school there is a warm feeling of community and when support is needed there is always someone to talk to be it a department colleague or a member of SLT, everyone is there to help each other.

I love coming to work every day as no two days are the same



Testimonials



Andrea Coccorese - Teacher of History

As a new ECT at St. Ambrose Barlow , I've found the support from my mentors and the training provided to be very helpful in developing my teaching practice.

The school offers a no-judgment environment, focusing on support rather than evaluating performance, which has allowed me to grow without added pressure.

There is a good level of flexibility, and my colleagues have been approachable and willing to assist when needed. Overall, it has been a positive start to my teaching career.

Gillian Saldanha de Magalhaes - Headteacher's PA and Admin Manager

I have worked for St Ambrose for 3 years now following a career in the NHS and am so glad I took a leap of faith and moved to the education sector.

I work as part of a supportive, hard-working team and we are led by a fantastic manager who is dedicated and fair.

One thing I love about Ambrose is that we continually strive to be better and do better as a school. I thoroughly enjoy my role and coming to work each day.

School That Matters for all our

Iftikhar Hussain, Head of Physics

I have worked at St Ambrose Barlow RC High school since May 2023. I have worked at 9 other schools since 1995 before arriving at St Ambrose. At St Ambrose the students, well-being is a high priority and students as a result receive outstanding support from staff in all areas, whether it's pastoral or academic.

The LOVE, LEARN and LEAD ethos allows all students to thrive and succeed in all areas of school life . It is a very inclusive school and all students get a very rich and diverse experience – Culture day/Ramadan assembly/black history month, Christmas, Easter, Celebration evening etc. all are included through the many activities which students experience so that when they leave St Ambrose they are confident young adults ready to contribute positively to the wider diverse communities.

Staff well-being is also a high priority. The morning briefings are very informative and the staff are acknowledged for their hard work with a thank you on Friday which is really nice. Staff are given opportunities to contribute to the development of the school and their own professional development.



Current Opportunity



TEACHER OF SCIENCE (BIOLOGY)

Are you passionate about inspiring young minds and shaping the future through science? Join us as a Biology Teacher and make a difference by delivering excellent teaching and fostering a love for scientific enquiry and discovery. Working alongside the Head of Science, you will contribute to a challenging and engaging curriculum that brings biology to life, while supporting professional development within a strong, inclusive team.

Together, we aim to achieve the best outcomes for all students, especially the most disadvantaged. If you value collaboration, high standards, and a supportive environment, we'd love to hear from you.

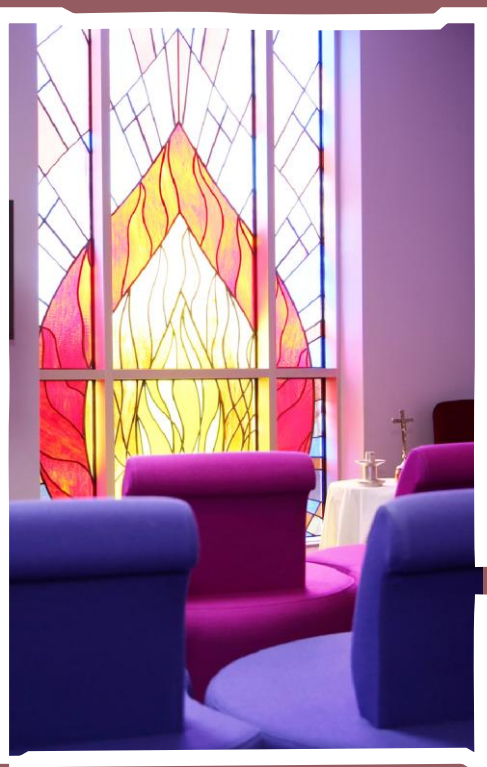


OUR SCIENCE DEPARTMENT

We aspire to produce learners who are skilled critical thinkers, problem solvers, innovators and team players. Students will develop their minds by accessing a stimulating and challenging curriculum supported by a programme of opportunities that will support the creativity and curiosity of each and every one of them.

At the conclusion of their high school career, our students will be capable of applying their scientific knowledge to contemporary issues, making connections between scientific disciplines, and pursuing post-secondary education or careers in the many and varied disciplines of science and engineering.

JOB DESCRIPTION



Job Title Teacher of Science (Biology)

Salary Scale Main scale/UPS depending on experience

Start Date Jan 2027

Accountability Head of Science

Interview TBC

Closing Date 25 Sep 2026

How to Apply You can apply by completing the Teacher Application Form and emailing it to hr@stambrosebarlowswinton.org

Contract Details:	Permanent
Conditions	Subject to satisfactory medical, police check clearances and references. Holiday pay and sickness entitlements dependent on previous service
Hours of Duty	Teacher contracted hours.
Additional	To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school. General Information and Working Arrangements. The below duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team. To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.



LOVE



LEARN



LEAD

JOB DESCRIPTION

JOB PURPOSE

Drive Outstanding Outcomes and Life Chances:

Work alongside the Head of Science to build strong relationships, ensure consistently excellent teaching, and deliver a challenging, engaging biology curriculum that secures the best possible outcomes and future opportunities for all students, with a particular focus on supporting the most disadvantaged.

Lead Professional Development in Science:

Collaborate with the Head of Science to design and deliver subject-specific professional development, equipping staff with the skills and knowledge needed to excel in teaching biology and across the wider science curriculum.

Foster a Culture of Learning Rooted in Catholic Values:

Partner with the Head of Science to cultivate and sustain a positive, high-expectation learning environment within the science department, grounded in our Catholic mission and values, and inspiring both staff and students.

MISSION, VISION AND CULTURE

- Live out the school's values and mission in all interactions
- Work with staff and Governors to develop the distinctive vision and aims of the school
- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school.

JOB DESCRIPTION

DUTIES AND RESPONSIBILITIES

1. PLANNING, DEVELOPMENT AND COORDINATION

To set challenging teaching and learning objectives which are relevant to all students' in their classes.

- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines. To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to Science and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

To manage the resources available for the subject and department and make recommendations in order to maintain and develop curriculum.

2. MONITORING AND ASSESSMENT

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students with differing levels of prior attainment and those experiencing behavioural, emotional, and social difficulties.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students as appropriate.

3. TEACHING AND CLASS MANAGEMENT

- To have high expectations of students and build successful relationships that foster an excellent culture for teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To adapt teaching to meet the needs of all students considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
 - To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
 - To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
 - To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 - To attend and participate in regular meetings.
 - To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

General Information and Working Arrangements

- The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.

PERSON SPECIFICATION

EXPERIENCE/QUALIFICATIONS/TRAINING ETC.

Qualified Teacher Status	Essential	Application form/Interview
To hold an Honours Degree or equivalent in relevant subject area	Essential	Application form/Interview
Ability to teach Science effectively, specifically Biology	Essential	Application form/Interview
Proven record of raising achievement for students through quality first teaching and / or intervention	Essential	Application form/Interview
Experience of participation in whole school policies	Essential	Application form/Interview
Proven skills and a positive impact of working with a wide range of students at KS3 and KS4	Essential	Application form/Interview
The ability to promote the social, moral, spiritual and cultural development of students through teaching	Essential	Application form/Interview

SKILLS, COMPETENCY AND KNOWLEDGE

Knowledge and understanding of the Science curriculum and GCSE specifications	Essential	Application, Form/Interview
Understanding of monitoring, review and evaluation to inform strategic planning and development	Essential	Application, Form/Interview
Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards	Essential	Application, Form/Interview
Awareness and understanding of narrowing the 'achievement gap'	Essential	Application, Form/Interview
Excellent interpersonal and communication skills	Essential	Application, Form/Interview

PERSON SPECIFICATION

Skills, Competency and Knowledge		
Good level of personal organisation skills	Essential	Application, Form/Interview
Ability to deliver training sessions to staff	Desirable	Application, Form/Interview
Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Essential	Application, Form/Interview
Developing Self and Others - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others' learning and share learning with others	Essential	Application, Form/Interview
Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Essential	Application, Form/Interview
Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Essential	Application, Form/Interview

PERSON SPECIFICATION

Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from	Essential	Application form/Interview
Energy, enthusiasm and dedication for work with young	Essential	Application form/Interview
Creative and innovative in their approach to raising standards	Essential	Application form /Interview
Flexibility and an ability to respond creatively to changing circumstances	Essential	Application form/Interview
Can demonstrate humility and uses this to reflect and improve their own and others performance	Essential	Application form / Interview
Works effectively as part of a team and is positive even in the face of adversity	Essential	Interview
Ability to relate well with colleagues and students	Essential	Application form / Interview
Constant and consistent expectations of high standards	Essential	Application form / Interview
Note to Applicants: Please try to show in your application form and supporting letter, how best you meet these requirements		
Date Job Description prepared/updated		Sep 26
Person Specification prepared by		Sep 26

PERSONAL STYLE AND BEHAVIOUR

- Tact and diplomacy in all interpersonal relationships with colleagues and stakeholders
- Being solution focused.
- Seeing the best in people and situations.
- Contributes to a positive, collaborative environment and helps build rapport with colleagues and students.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards
- The flexibility to adapt to changing workloads demands and new school challenges
- Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users
- Personal commitment to continuous self-development
- Personal commitment to continuous school improvement
- Personal commitment to the school's professional standards, including dress code as appropriate.

Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service)

The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect to individual children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. The job description is subject to review