Wood Green School



Candidate Information Pack

Teacher of Science

Details of the Post

Job Title:	Teacher of Science
Start date:	September 2020
Status of post:	Permanent, Full Time Main or Upper Pay Range
Closing date for application:	Monday 20th January 2020 (12 noon)
Interview Date:	23rd or 24th January 2020

WELCOME – *Headteacher*

Dear Prospective Candidate

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. To achieve our core purpose 'Excellence for All', we are developing our Baccalaureate that celebrates and encourages everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles. Everything is underpinned by our LearnWELL values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust has been co-founded by four schools: Wood Green School, Chalgrove Primary School, Icknield Community College and Matthew Arnold School.

All four schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are: Trust, Collaboration and Opportunity.



Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe

that investing in staff is crucial to achieving Excellence for All. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Our Science department has a justly deserved reputation for excellent teaching and outcomes for students. GCSE results have regularly been in the top 15% nationally for student progress. Take up at A Level is high as a result. The department offers a range of extra-curricular activities which support lessons in inspiring our students to develop a real love for Science. There are real opportunities for a new team member to contribute and the department is an excellent place to develop as a teacher.

When you make an application, please include a covering letter as well as the Acer Trust Application Form. Your letter should be no longer than two sides of A4 in a minimum of 11point font, and should include comments on your experience and qualities which you feel are of particular relevance to the job description and person specification.

You can add any further information about yourself in the section of the form 'Relevant Skills and Experience'. It would be helpful to include email addresses for your referees, and to advise them that we will be requesting references within a tight timescale.

Your letter and application form should be submitted either by email to vacancies@wgswitney.org.uk or by post. Postal applications will be acknowledged if a stamped addressed envelope is enclosed.

You are most welcome to visit Wood Green School before making your application. If you would like to be shown round the school, or to talk with the Head of Department or the Headteacher, please contact Faith Green, HR Officer, to make an appointment.

Wood Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS clearance is required for appointment to this post.

I hope the information about this post inspires you to apply to Wood Green School; I look forward to hearing from you.

Yours sincerely



Rob Shadbolt

Headteacher

Our Vision and Values

The vision for our school is clear: a school which encourages learning and personal development, which celebrates effort as well as success and which requires everyone to contribute to our community.

We expect all staff and parents to have belief in every child and to ensure that the support we provide is exceptional for everyone, just as we would want for our own child. Everything in our school is linked to our LEARN WELL values:

LEARNING

EFFORT

ASPIRATION

RESPECT

NUTURE

WELLBEING

Department Information

The Science Department has an excellent reputation within the School and enjoys outstanding GCSE and A level results. The Department would like to appoint a committed and enthusiastic teacher of Science and Biology A'level to teach across the age and ability range. The Department is centrally located and comprises of ten laboratories, all with ICT facilities and three preparation rooms. Each teacher is based largely in one laboratory and teaches all three Sciences in Key Stages 3 and 4. Specialist equipment is localised in designated laboratories and these are used for teaching in Key Stage 5. There is a science staff workroom.

Staffing

The Department comprises of a team of six full time and three part-time teachers and two technicians. The Head of Science has responsibility for Key Stage 3, as well as being supported by a Key Stage 4, a Key Stage 5 Leader and a Biology Lead teacher.

The department works as a team giving mutual support through discussion, the sharing of ideas and resources, and corporate decision making; there is a friendly and supportive atmosphere within the department. Opportunities are provided for staff development to promote department initiatives and to develop skills before seeking promotion.

Department Ethos

The department is committed to developing independent learners who are capable of thinking scientifically about the world around them and how it works. We place significant emphasis on assessment for learning across the curriculum, setting personal targets for individuals to enable them to make progress and aspire to the best outcomes possible.

Students are taught the skills to enable them to think critically about scientific ideas and data that they could be asked to process, linking these to real-life situations. Maths and literacy skills are integrated throughout the key stages to build confidence and prepare students for their GCSE examinations.

We are committed to grouping students in ways which will enable staff to focus effectively on the range of needs of a particular cohort; this includes teaching mixed ability groups at KS3. At KS4 the students are offered three different routes, teachers support students to make the correct choice of route, dependant on their ability and their desired direction after GCSE.

Curriculum

Key Stage 3

The department has recently moved to a two year KS3, this will allow more time for students to study their GCSE subjects. In Year 7 students are taught in mixed ability tutor groups and in year 8 they are taught in mixed ability teaching groups. The Department has written schemes of work for Key Stage 3 that have used guidance from the National Curriculum, as well as the requirements of students in preparation for Key Stage 4, and are supported by the new AQA Key Stage 3 Science Resources, which Prepares students for the step up to GCSE with maths and literacy skills integrated throughout and homework tasks that build confidence in answering longer GCSE-style questions.

Groups are taught by a member of staff with support for teaching off-specialism being provided through these schemes of work and by department INSET. Wherever possible, students are encouraged to take responsibility for their own learning with independent "pre-learning" tasks set. There is a strong focus on science skills, which are assessed through both formative and summative assessments each term. The high standard of resources at KS3 ensures that a wide variety of teaching and learning styles are used and the course ensures progression through the Key Stage and onto GCSE studies which begin in year 9.

Key Stage 4

Students in Year 9 will start to cover the AQA Science syllabus and extent their maths and literacy skills and encourages students to think and work scientifically.

Students in Years 10 and 11 follow the AQA Science syllabus and students may select the Separate Sciences (Biology, Chemistry and Physics), Combined Science: Trilogy or Combined Science: Synergy. Students are set according to ability within their option choices. The Separate Science course is currently an option course and is taught by three subject specific teachers. The Combined Science courses are taught by three members of staff where each member teaches their own specialism. INSET is provided by the department when necessary. The Department has written schemes of work for Key Stage 4 that has used guidance from the National Curriculum, as well as the relevant AQA GCSE syllabi and are supported by the new AQA Key Stage 4 Science Resources.

Key Stage 5

A levels are offered in the three separate sciences. The syllabuses in current use are Biology (OCR), Chemistry (Edexcel) and Physics (OCR).

Extra-Curricular Activities

A KS3 Science Club is attended weekly by students and the department organises events for the annual Science & Engineering Week. Science Speakers are invited into the department to give talks to Triple GCSE and AS/A-level students.

The department also organises a trip to the CERN Science Facility in Geneva on a bi-annual basis.

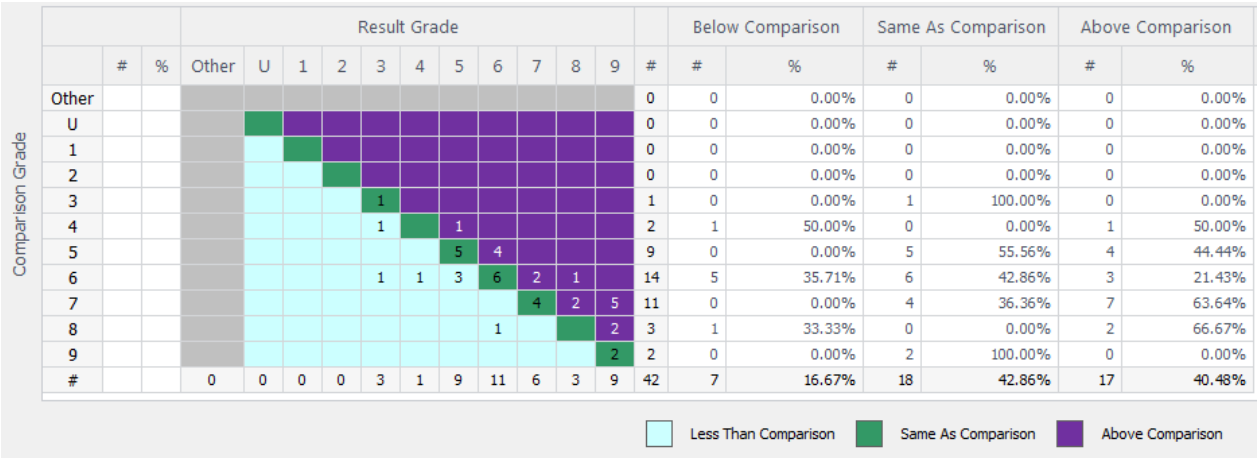
Department Development and Future Plans

The department is in the process of embedding systems that will support the students in becoming independent learners and allow them to take responsibility for their own learning. We are aiming to ensure that the new two year KS3 allows all students to be "GCSE ready" and then start to embed the important ideas during year 9 to allow students to make the correct choice of course during year 10 and 11. We also aim to increase the numbers of students at KS4 taking the AQA separate science route for GCSE, this will allow greater numbers of students to complete science to a higher level and have more choices later in life. The department is exploring the ways in which older students in the school can mentor and support students lower down the school. This will then benefit all the students involved in the process and improve outcomes for all.

Examination Results 2019

GCSE Results (all results are compared to Fisher Family Trust 50% estimates)

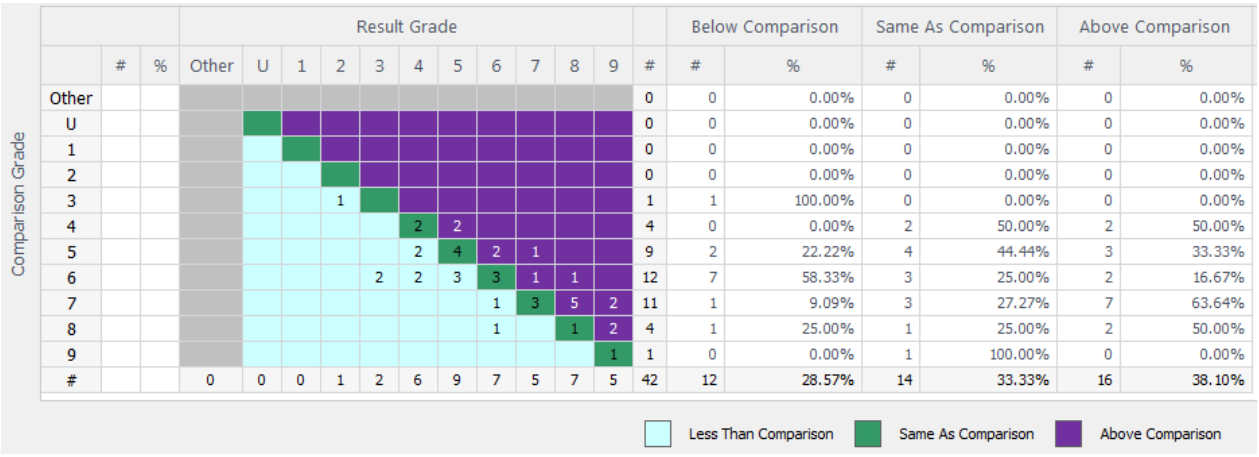
Biology



Comparison Grade	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	Below Comparison #	Below Comparison %	Same As Comparison #	Same As Comparison %	Above Comparison #	Above Comparison %
Other														0	0	0.00%	0	0.00%	0	0.00%
U														0	0	0.00%	0	0.00%	0	0.00%
1														0	0	0.00%	0	0.00%	0	0.00%
2														0	0	0.00%	0	0.00%	0	0.00%
3							1							1	0	0.00%	1	100.00%	0	0.00%
4							1		1					2	1	50.00%	0	0.00%	1	50.00%
5									5	4				9	0	0.00%	5	55.56%	4	44.44%
6							1	1	3	6	2	1		14	5	35.71%	6	42.86%	3	21.43%
7											4	2	5	11	0	0.00%	4	36.36%	7	63.64%
8										1			2	3	1	33.33%	0	0.00%	2	66.67%
9													2	2	0	0.00%	2	100.00%	0	0.00%
#			0	0	0	0	3	1	9	11	6	3	9	42	7	16.67%	18	42.86%	17	40.48%

Less Than Comparison Same As Comparison Above Comparison

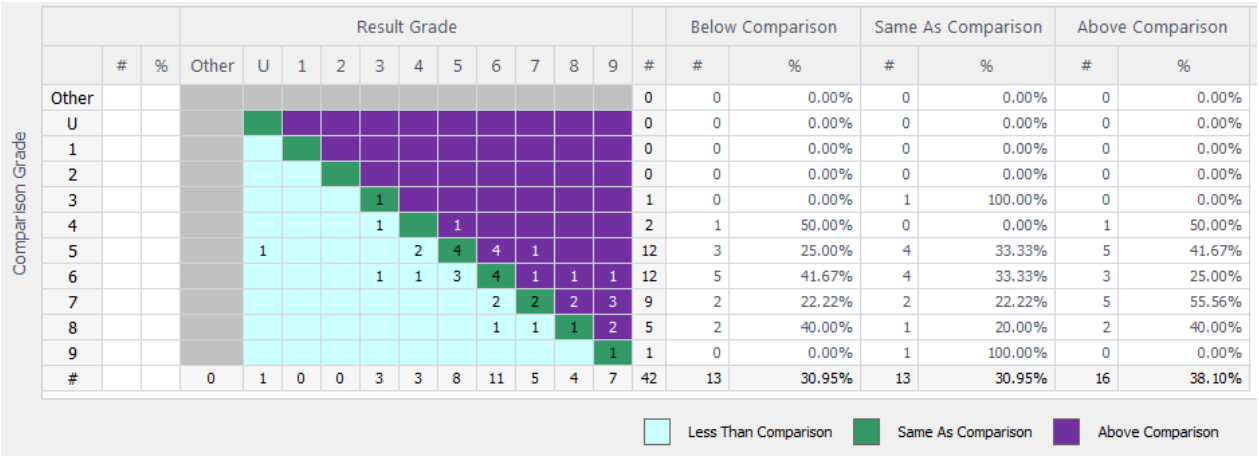
Chemistry



Comparison Grade	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	Below Comparison #	Below Comparison %	Same As Comparison #	Same As Comparison %	Above Comparison #	Above Comparison %
Other														0	0	0.00%	0	0.00%	0	0.00%
U														0	0	0.00%	0	0.00%	0	0.00%
1														0	0	0.00%	0	0.00%	0	0.00%
2														0	0	0.00%	0	0.00%	0	0.00%
3						1								1	1	100.00%	0	0.00%	0	0.00%
4								2	2					4	0	0.00%	2	50.00%	2	50.00%
5								2	4	2	1			9	2	22.22%	4	44.44%	3	33.33%
6							2	2	3	3	1	1		12	7	58.33%	3	25.00%	2	16.67%
7										1	3	5	2	11	1	9.09%	3	27.27%	7	63.64%
8										1		1	2	4	1	25.00%	1	25.00%	2	50.00%
9													1	1	0	0.00%	1	100.00%	0	0.00%
#			0	0	0	1	2	6	9	7	5	7	5	42	12	28.57%	14	33.33%	16	38.10%

Less Than Comparison Same As Comparison Above Comparison

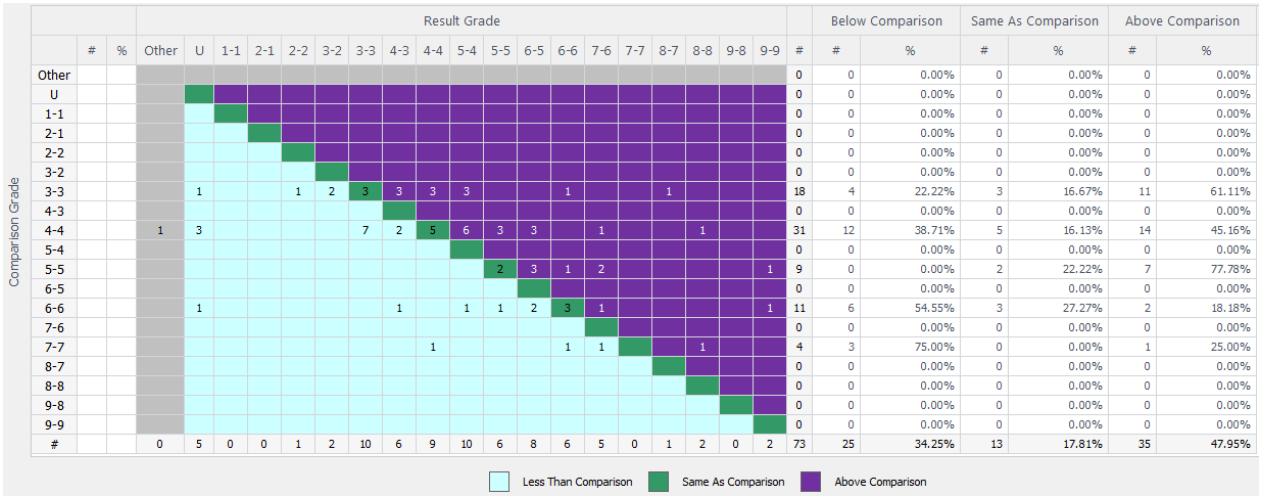
Physics



Comparison Grade	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	Below Comparison #	Below Comparison %	Same As Comparison #	Same As Comparison %	Above Comparison #	Above Comparison %
Other														0	0	0.00%	0	0.00%	0	0.00%
U														0	0	0.00%	0	0.00%	0	0.00%
1														0	0	0.00%	0	0.00%	0	0.00%
2														0	0	0.00%	0	0.00%	0	0.00%
3							1							1	0	0.00%	1	100.00%	0	0.00%
4							1		1					2	1	50.00%	0	0.00%	1	50.00%
5				1				2	4	4	1			12	3	25.00%	4	33.33%	5	41.67%
6							1	1	3	4	1	1	1	12	5	41.67%	4	33.33%	3	25.00%
7										2	2	2	3	9	2	22.22%	2	22.22%	5	55.56%
8										1	1	1	2	5	2	40.00%	1	20.00%	2	40.00%
9													1	1	0	0.00%	1	100.00%	0	0.00%
#			0	1	0	0	3	3	8	11	5	4	7	42	13	30.95%	13	30.95%	16	38.10%

Less Than Comparison Same As Comparison Above Comparison

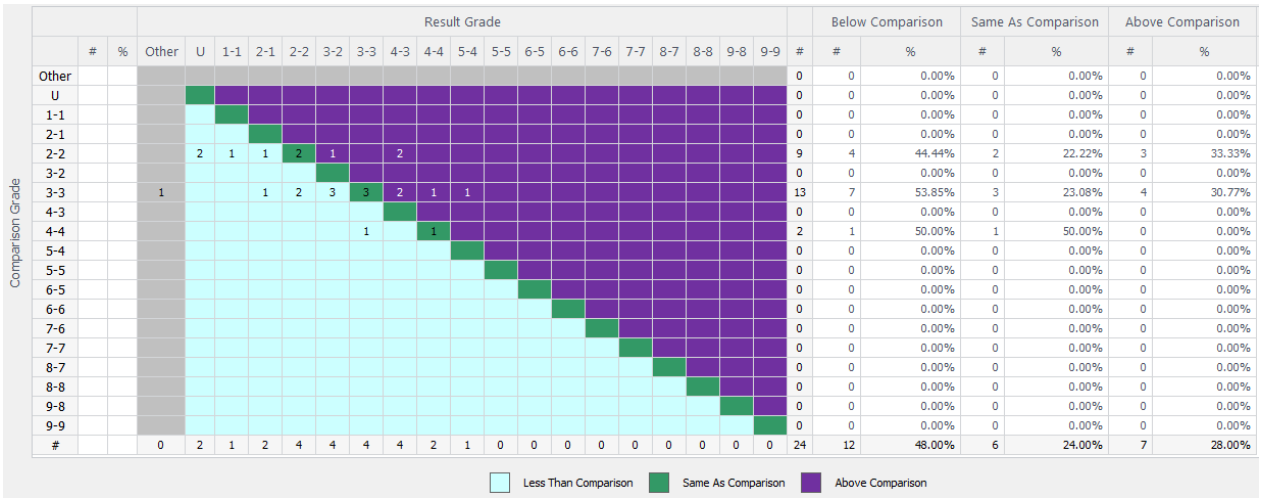
Double: Science Trilogy



Comparison Grade	#	%	Result Grade: Other	U	1-1	2-1	2-2	3-2	3-3	4-3	4-4	5-4	5-5	6-5	6-6	7-6	7-7	8-7	8-8	9-8	9-9	#	Below Comparison #	Below Comparison %	Same As Comparison #	Same As Comparison %	Above Comparison #	Above Comparison %
Other																						0	0	0.00%	0	0.00%	0	0.00%
U																						0	0	0.00%	0	0.00%	0	0.00%
1-1																						0	0	0.00%	0	0.00%	0	0.00%
2-1																						0	0	0.00%	0	0.00%	0	0.00%
2-2																						0	0	0.00%	0	0.00%	0	0.00%
3-2																						0	0	0.00%	0	0.00%	0	0.00%
3-3				1			1	2	3	3	3	3			1			1				18	4	22.22%	3	16.67%	11	61.11%
4-3																						0	0	0.00%	0	0.00%	0	0.00%
4-4			1	3					7	2	5	6	3	3		1			1			31	12	38.71%	5	16.13%	14	45.16%
5-4																						0	0	0.00%	0	0.00%	0	0.00%
5-5													2	3	1	2					1	9	0	0.00%	2	22.22%	7	77.78%
6-5																						0	0	0.00%	0	0.00%	0	0.00%
6-6				1						1		1	1	2	3	1					1	11	6	54.55%	3	27.27%	2	18.18%
7-6																						0	0	0.00%	0	0.00%	0	0.00%
7-7											1				1	1			1			4	3	75.00%	0	0.00%	1	25.00%
8-7																						0	0	0.00%	0	0.00%	0	0.00%
8-8																						0	0	0.00%	0	0.00%	0	0.00%
9-8																						0	0	0.00%	0	0.00%	0	0.00%
9-9																						0	0	0.00%	0	0.00%	0	0.00%
#			0	5	0	0	1	2	10	6	9	10	6	8	6	5	0	1	2	0	2	73	25	34.25%	13	17.81%	35	47.95%

Less Than Comparison Same As Comparison Above Comparison

Double: Science Synergy



Comparison Grade	#	%	Result Grade: Other	U	1-1	2-1	2-2	3-2	3-3	4-3	4-4	5-4	5-5	6-5	6-6	7-6	7-7	8-7	8-8	9-8	9-9	#	Below Comparison #	Below Comparison %	Same As Comparison #	Same As Comparison %	Above Comparison #	Above Comparison %
Other																						0	0	0.00%	0	0.00%	0	0.00%
U																						0	0	0.00%	0	0.00%	0	0.00%
1-1																						0	0	0.00%	0	0.00%	0	0.00%
2-1																						0	0	0.00%	0	0.00%	0	0.00%
2-2				2	1	1	2	1		2												9	4	44.44%	2	22.22%	3	33.33%
3-2																						0	0	0.00%	0	0.00%	0	0.00%
3-3			1			1	2	3	3	2	1	1										13	7	53.85%	3	23.08%	4	30.77%
4-3																						0	0	0.00%	0	0.00%	0	0.00%
4-4									1		1											2	1	50.00%	1	50.00%	0	0.00%
5-4																						0	0	0.00%	0	0.00%	0	0.00%
5-5																						0	0	0.00%	0	0.00%	0	0.00%
6-5																						0	0	0.00%	0	0.00%	0	0.00%
6-6																						0	0	0.00%	0	0.00%	0	0.00%
7-6																						0	0	0.00%	0	0.00%	0	0.00%
7-7																						0	0	0.00%	0	0.00%	0	0.00%
8-7																						0	0	0.00%	0	0.00%	0	0.00%
8-8																						0	0	0.00%	0	0.00%	0	0.00%
9-8																						0	0	0.00%	0	0.00%	0	0.00%
9-9																						0	0	0.00%	0	0.00%	0	0.00%
#			0	2	1	2	4	4	4	4	2	1	0	0	0	0	0	0	0	0	0	24	12	48.00%	6	24.00%	7	28.00%

Less Than Comparison Same As Comparison Above Comparison

A level Results 2019

Subject Name	Entries	APS	A* to A #	A* to A %	A* to B #	A* to B %	A* to C #	A* to C %	Grades A*	A	B	C	D	E	U
A - Biology	28	27	5	18	9	32	13	46	1	4	4	4	8	6	1
A - Chemistry	16	35	5	31	9	56	12	75		5	4	3	2	2	
A - Physics	11	43	3	27	9	82	11	100	2	1	6	2			

Job Description

Job Title	**Teacher of Science**
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	January 2020
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of Science
Responsible for:	Teaching and supporting all designated classes in Science
Purpose of Post	• 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
Teaching	• To undertake a designated programme of teaching across all key stages • Teach consistently high quality lessons • Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 • Be a role model for students, inspiring them to be actively interested in Science • To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers • To complete the relevant documentation to assist in the tracking of students • Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching • Prioritise and manage time effectively, ensuring continued professional development in line with the role • To follow the school policies and procedures • To ensure the effective/efficient deployment of classroom support • To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • Follow schemes of work for Science at all Key stages • Promote aspects of Personal Development related to Science • Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Science • Promote Science learning through out of hours activities.

	• Ensuring a high quality learning environment throughout the Science area.
Assessment, Feedback and Tracking	• To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy • To follow department monitoring and tracking systems relating to students attainment, progress and achievement • Mark, grade and give written/verbal and diagnostic feedback as required • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in Science at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	• To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	• To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole. • To liaise with the relevant pastoral leaders to ensure the progress of students. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To lead the National Baccalaureate within the tutor group • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams

	• Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.
Communications, Marketing and Liaison	• To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and cooperate with persons or bodies outside the school. • To follow agreed policies for communications in the school • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.
Personal Responsibilities	• 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 • To support the school in meeting its legal requirements for worship • To actively promote school policies and procedures • To be responsible for own continued professional development • To comply with the school's Health & Safety policy and undertake risk assessments as appropriate. • To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment • To undertake duties before the school day, at break, and after the school day on a rota basis • To attend meetings scheduled in the school calendar punctually • To set cover work during any leave of absence • To adhere to the School's Safeguarding Policy.
Notes:	The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

Person Specification

Criteria	Essential	Desirable
Qualifications and experience	• Good honours degree or equivalent • QTS or PGCE • Have a secure knowledge of the Science curriculum and related pedagogy • An awareness of the impact that their subject can make to the whole school • Ability to teach Science at KS 3,4 and Biology at KS5	Graduate of Olevi programme or awareness of DRICE principles Coaching experience
Teaching	• Evidence of excellent classroom practice appropriate to career stage • Excellent understanding of effective and engaging teaching methods that will 'light fires' • The ability to engage, enthuse and motivate all students. • Able to use technology to enhance Teaching and Learning • Able to incorporate assessment for learning practices into everyday practice	Evidence of using teaching to raise student attainment
Assessment	• Full understanding of the use of assessment to inform planning • Able to mark, record and give feedback in line with whole school and departmental policy • An understanding of assessment at KS3	Understanding of how to mark GCSE and A level
Planning	• The ability to plan lessons and sequences with clear objectives to ensure progression for all students • The ability to adapt schemes of work to suit the needs of students and groups of students • A clear understanding of planning for progression between the key stages	Experience of planning in accordance with the GCSE and A level specifications
Professional attributes	• Highly motivated and a willingness to continue learning • A positive role model for staff and students • Resilient and responds well to challenge • Excellent communication skills • Team player • Initiative • Able to prioritise and meet deadlines	Career teacher, interested in long term career development

Relationships with young people	• Have high expectations for all young people including a commitment to ensuring that they can achieve their full educational potential. • Establishing fair, respectful, supportive and constructive relationships with students. • Hold positive values and attitudes and adopt high standards of behaviour in their professional role	
Personal qualities	• Enthusiasm, drive and a love for the job • Clear vision and an innovative approach to Teaching and Learning • A passion for ensuring that all aspects of school life demonstrate integrity and respect • Commitment to a high profile presence in and around the school. • A good sense of humour • Excellent communication skills, both verbal and written • Good time management • Flexibility, adaptability and creativity	Ability to enthuse others and be a positive role model Willingness to challenge others to produce positive outcomes

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.