



## **ST GREGORY'S CATHOLIC SCIENCE COLLEGE**

### **CANDIDATE INFORMATION PACK**

**Role:** Full Time Science Teacher (suitable for ECTs)

**Pay Scale:** Inner London, MPS/UPS dependent on experience

**Closing Date:** 12 noon on Friday 25th April

**Start Date:** September 2025 (July for ECTs)

*We reserve the right to close this vacancy at any time so early applications are encouraged.*



## A Welcome from the Headteacher

Thank you for your interest in a role at St Gregory's Catholic Science College, part of the All Saints' Trust.

Every St Gregory's student is treated as an individual and we have the highest expectations for them. Our mission statement is "Pro Deo, For God the Best and the Greatest" and our

hardworking and committed staff ensure that pupils develop in their faith, increase their knowledge, skills, confidence and resilience so that, when they leave us, they have the very best life chances.

I believe that St Gregory's is a very special to work with a collaborative and supportive culture. This view has been endorsed by Ofsted who have confirmed that St Gregory's remains outstanding (March 2025). Every department works hard towards delivering their objectives but middle leaders will always make time to support colleagues, share skills and knowledge and the whole school comes together for major events.

I look forward to welcoming you to our school community.

**Mrs Madeleine Moran**

Headteacher

### Why Work At St Gregory's?

- Inner London Payscale
- Regular social events
- The opportunity to support educational visits
- Access to Educational Support
- A two week October half term and a long weekend in November
- Additional PPA time
- Excellent CPD opportunities and high levels of teaching expertise
- Visible SLT in a Lead Behaviour Hub school

# JOB DESCRIPTION

**Job Title:** Teacher of Science

**Line Manager:** Head of Science

**Salary:** Inner London MPS/UPS (dependent on experience)

## Key Responsibilities:

To ensure high standards of teaching and learning of Science across Key Stages 3, 4 and 5 as set out in the curriculum in accordance to departmental and school policy.

## General Responsibilities:

### TEACHING AND LEARNING

- identify clear teaching objectives and specify how they will be taught and assessed
- set appropriate and challenging tasks in lessons
- set clear targets, building on prior attainment, and make effective use of assessment
- be aware of, and make provision for, SEN students in your class
- provide clear structures for lessons maintaining pace, motivation and challenge
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

### ASSESSMENT AND REPORTING

- mark and monitor students' work and set targets for progress in accordance with the school policy
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving

### PASTORAL DUTIES

- be a Form Tutor: register students, accompany them to Mass and assemblies, encourage participation in other aspects of school life
- contribute to PSHE/RSE
- contribute to the broader life of the school by supporting and leading curricular and extra-curricular events.

## Other Requirements:

- a sound knowledge of Teachers' Standards
- operate at all times within the stated policies and procedures of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- offer every student the opportunity to reach their potential
- work collaboratively with other staff to ensure effective use of resources
- support the school's Catholic vision, values and ethos
- participate in events such as Open Evenings, Parents Evenings and Prize Night



## Department Information:

Science is a very successful and well resourced department, staffed with subject specialists. We have 7 labs with two technicians to support for practical lessons. There are opportunities to teach GCSE Combined Science, GCSE Separate Sciences and A level Biology, Chemistry and Physics.

We have strong Progress 8 as follows:

Combined Science P8 of 0.23

Biology P8 of 1.51

Chemistry P8 of 1.22

Physics P8 of 1.37

There is also a separate Science staffroom.

## PERSON SPECIFICATION

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|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications/<br/>Professional<br/>Development</b> | Degree in relevant subject<br>QTS<br>Record of excellent classroom practice<br>Evidence of continuing professional development<br>Evidence of further professional/educational study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Essential<br>Essential<br>Essential<br>Desirable<br>Desirable                                                                                          |
| <b>Experience</b>                                       | Experience of delivering outstanding outcomes through own teaching and working with others<br>Experience of teaching widely across the age and ability range at Key Stages 3 and 4 and 5<br>Involvement in school self-evaluation and department planning<br>Evidence of working with students with special educational needs<br>Record of extra participation such as organising extra-curricular activities or working for an exam board.                                                                                                                                                                                                                                                                                                                                                                                                                                           | Essential<br><br>Essential<br><br>Desirable<br>Essential<br><br>Desirable                                                                              |
| <b>Skills and<br/>knowledge</b>                         | The ability to create resources for teaching that engage students in their learning<br>A confident grasp of strategies to differentiate and personalise learning<br>The ability to project a positive image of the department across the school community<br>Excellent inter-personal skills<br>Able to contribute effectively to the Teaching and Learning team<br>Able to build effective working relationships<br>Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment<br>A thorough knowledge of the National Curriculum<br>An understanding of the needs of students in a Catholic school community<br>Effective communication<br>Good time management and the ability to prioritise and problem solve<br>A commitment to the effective safeguarding of children | Essential<br><br>Essential<br><br>Essential<br><br>Desirable<br>Desirable<br><br>Essential<br>Essential<br><br>Essential<br>Essential<br><br>Essential |

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks may not be identified above. Employees are expected to comply with any reasonable request from their Line Manager, a member of SLT or the Headteacher to undertake work of a similar level that is not included within this job description. It is understood that areas of responsibility are also subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

## How to Apply

Thank you for your interest in working with us at St Gregory's. We encourage you to apply as soon as possible as we reserve the right to interview applicants prior to the advertised closing date. Please note that we only accept applications submitted on our application form (CVs are not accepted). We look forward to receiving your application; our application forms can be found [here](#) or email the Headteacher's PA, Ms Catherine Meah, on [cmeah2.304@lgflmail.org](mailto:cmeah2.304@lgflmail.org) for the application pack. Interested candidates who wish to visit the school are invited to book appointments via Ms Meah.

## Safeguarding Notice

Effective safeguarding, data protection and promoting the welfare of pupils is our utmost priority. Shortlisted candidates will be subject to online searches in line with the latest Keeping Children Safe in Education guidance. References will be sought and the successful candidate will be required to undertake an enhanced DBS check. A respect for the Catholic ethos of the school is essential.