



# Teacher of Science at Bishop Luffa School





“Always our best because  
everyone matters”







# Bishop Luffa School



Thank you for your interest in the post of Teacher of Science at Bishop Luffa School.

The successful applicant would be available to start from January 2020 or Easter 2020, and would have experience of working at Key Stages 3, 4 and 5. This would be an ideal role for an NQT or an experienced teacher. There is the possibility of a TLR 2a for a suitably qualified candidate.

The successful applicant will believe passionately that science is the most important subject on the curriculum. They will want to enthuse our young people with a love of scientific knowledge and enquiry, and a rigorous approach to supporting them to be creative, reflective and resilient learners. He or she will share our aspiration to help realise the school's vision, *Always our best because everyone matters*.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, The Sixth Form Fashion Show and Charity Week. We have recently run trips to Tanzania and Russia and have visits to Rome and Beijing planned for this year.

Bishop Luffa School is a fully comprehensive 11-18 Church School. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Mr Austen Hindman  
Head Teacher



## Our Vision

**Always our best because everyone matters**

With the shared involvement of every individual, we aspire to be a confident outward looking Christian community in which every member

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds supportive and lasting relationships





# About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1467 pupils including 271 Sixth Form students, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Directors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Pupils and parents are strongly supportive of the school.



Our 91 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an Investor in People, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school. The Ofsted Inspection of November 2008 judged the school to be "Outstanding", with grade 1 in every category.

The Anglican Schools' Inspection (SIAMS) in February 2015 calls the school "an outstanding Church school" and judges every category as "outstanding".

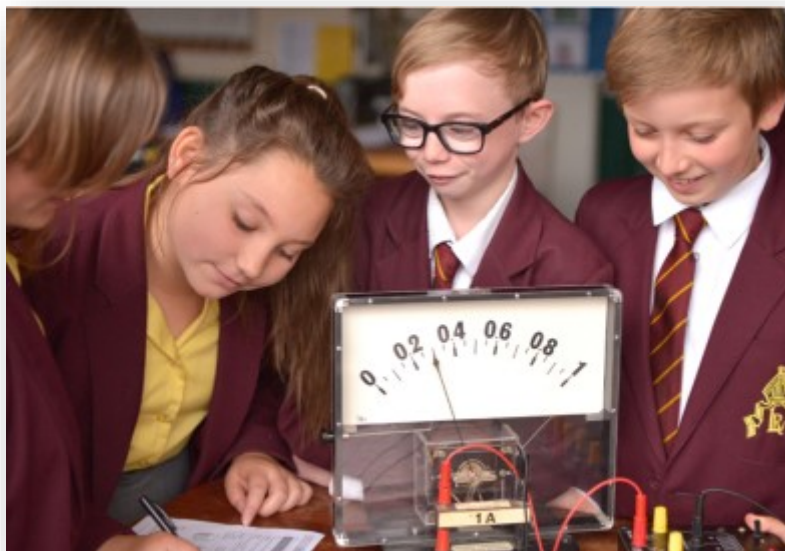
Not all members of staff are practising Christians, though many are; all support the Christian ethos of the School.



# Science at Bishop Luffa School

The Science Faculty covers three main science subjects—Biology, Chemistry and Physics at KS3, KS4 and KS5, with the addition of Psychology at A-Level.

The Science Faculty is forward-thinking and enjoys a high profile in the school. This is demonstrated by impressive numbers of pupils choosing to take triple science at GCSE and students taking science A levels.



## Aims

As a team of experienced and enthusiastic scientists, we offer an exciting variety of learning experiences. We aim for a balance of student-centred and teacher-led activities that give all our pupils the opportunity to achieve their potential. Practical work is integral to this balance, providing a key context for learning skills of scientific method and achieving an understanding of the major scientific concepts. FROG, the school's virtual Learning Platform, is an essential learning tool for all key stages, and datalogging, both short and long term, is an integral part of all our courses.



The Science Faculty is deeply involved in collaborative work with our local primary schools. Partnerships have included producing pupil friendly information for the Amberley Museum and Heritage Centre, and working with Noah's Ark, the Blue Reef Aquarium in Portsmouth and Marwell Zoo. Primary school work includes making rockets, running numerous days at local primary schools, for example 'Science of Trifles', 'Exploring Water' and a Forensic Science course for parents. We believe such outward looking activities help enrich pupils' experience in the classroom.



## Staff and Resources

The Head of Faculty is supported by the Faculty Coach, and Team Leaders for KS3 and KS4/5. Where possible teachers teach GCSE to their subject specialism. The majority of teaching staff teach up to A Level. The technician team includes three full-time, term time technicians, one each in Biology, Chemistry and Physics, with two part-time technicians supporting them. There are 11 fully equipped Science laboratories with four prep rooms, and makes use, where appropriate, of a lecture-style classroom. Science shares a Resource Room with Humanities.



### Key Stage 3

All pupils in Years 7 and 8 have six one-hour science lessons each fortnight (12% curriculum time). The three-year Science course is supported by the 'exploring science' scheme of work and materials developed in the Faculty over the last three years. The course is divided into Biology, Chemistry and Physics units.

In Year 9 pupils have seven one-hour science lessons each fortnight with elements of the GCSE course taught both during the year and after Easter. Pupils are taught in mixed ability groups in Year 7 and 8 and in sets in Year 9.

### Key Stage 4

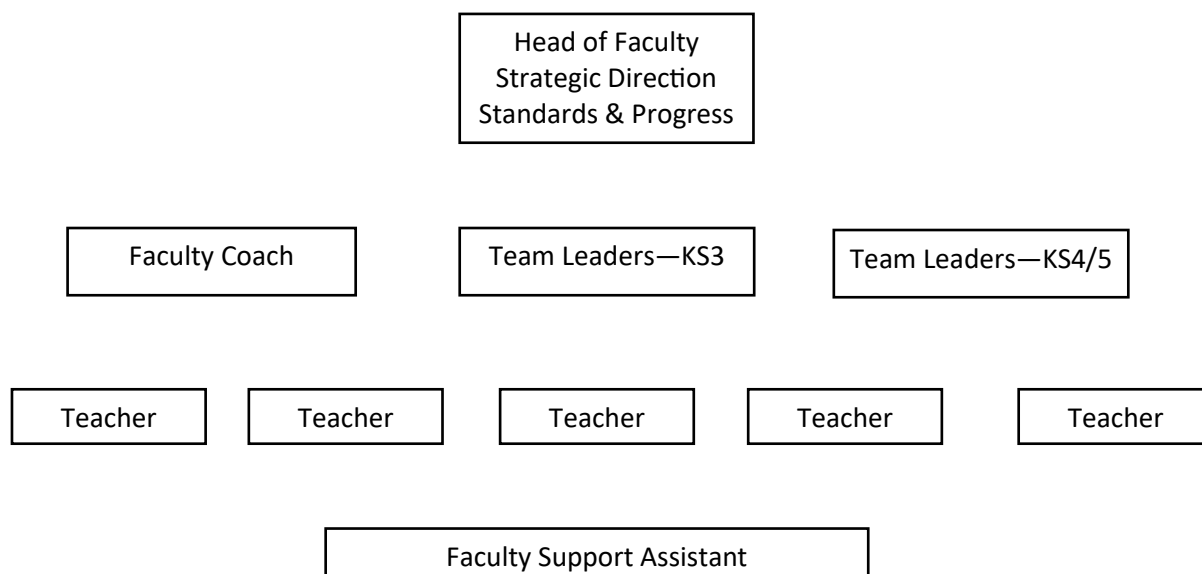
There are three groups taking the triple science (15 periods) in both Year 10 and 11, and seven groups each year taking double combined science (9 periods). The faculty follows AQA GCSEs, supported by Nelson Thornes 'Science' texts and revision books plus the on line 'Kerboodle' support service. This includes access to an e book version of text for all students plus interactive resources for homework and revision.



### A Level

Science is popular at A level with between four and six teaching groups in each of the four subjects offered. Groups taking the three main sciences each have two specialist teachers and there is a specialist Psychology teacher.

# The Faculty Structure



## Rationale

The Faculty aims to ensure that all pupils experience consistently outstanding learning. The Head of Faculty sets the strategic vision for the Faculty and, supported by Team Leaders, ensures outstanding pupil progress across the age and ability range by monitoring at interim and public exams stages, evaluating the effectiveness of provision and curriculum, and planning changes where appropriate. The Faculty Coach liaises with Head of Faculty and Team Leaders to discuss the quality of teaching and to lead improvement through Faculty and individual cpd.

## Head of Faculty – TLR 1

- sets targets and monitors and evaluates pupil progress towards these targets
- takes early intervention action at a Faculty level
- ensures effective communication across the Faculty and effective performance of
  - Faculty coach for developing teachers' classroom skills,
  - Team Leaders for key stage based issues of curriculum and pupil progress
  - Faculty Support Assistant in terms of administrative tasks
- Responsible for pupil progress at one key stage (KS3, KS4 or KS5)
- takes a key leadership responsibility in the school

## Faculty Coach – Teaching & Learning - TLR 2

- supports and develops the standard of the Faculty's teaching and learning
- implements effective Thinking & Learning skills from Years 7-13
- supports appropriate differentiation and classroom management for pupils
- evaluates progress and identifies CPD needs in the Faculty.

## Team Leaders

- take charge of subject development across all Key Stages
- responsible for pupil progress at all Key Stages, where appropriate (KS3, KS4 or KS5)

## Faculty Support Assistant

- supports the Faculty by means of carrying out the Faculty's administrative tasks.



# Job Description

## Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our pupils.

### Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

### Strategic

Teach allocated pupils by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
  - for all pupils
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with pupils in similar settings
  - effectively, managing other adults in the classroom

### Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

- be a form tutor to an assigned group of pupils
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register pupils, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy

#### Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- maintain an up to date knowledge of good practice in teaching techniques
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and pupils' learning, and
  - apply outcomes and identify impact
  - share outcomes with colleagues
  - take responsibility for professional learning (for example, using the “Transforming Learning” tool)

#### For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
  - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
  - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.



## **How to fulfil the role**

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

### **Professionalism**

- *Challenge & support: a commitment to do everything possible for each pupil and enable all pupils to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

### **Thinking**

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

### **Leading**

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing pupils: the drive and the ability to provide clear direction to pupils, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

### **Planning and setting expectations**

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

### **Relating to others**

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

### **Developing people**

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

### **Reflecting**

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

### **Inspiring**

- *Be able to inspire staff and pupils with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard