

April 2019

Dear Applicant

RE: Teacher of Science (part time / job share applications are welcome)

Thank you for your interest in the above post at The King Edmund School (KES) to start September 2019.

We summarise our aims as a school by the phrase 'IN PURSUIT OF EXCELLENCE'. We want every student to strive to achieve the very best they can, in every aspect of school life – from their studies, to participation in school shows, sporting activities, extra-curricular activities and so on.

The key to achieving this is home, student and school working in partnership. By working together, we can ensure students receive the right guidance, support and challenge to achieve their best.

The wellbeing of our students is something we also take seriously, since we want students to be happy, well-adjusted and resilient during their time at KES and beyond. A happy, secure student is far more likely to be successful throughout life. The opportunities on offer at KES allow students to develop in this way and to develop the skills and attributes they need to face the future with confidence.

Science Faculty

The Science team is made up of 13 subject specialists. Selected teaching staff also have additional responsibilities, for example, Co-ordinator of Key Stages, Head of Faculty, 2nd in Faculty and Lead Practitioner. The team is a highly experienced one, but also where the members are keen to further develop their practice to support student progress further. SEN provision at KES has been reorganised in recent years with the introduction of 1 Subject Specific Assistant to the faculty who works under the direction of the Head of Faculty.

The Science Faculty has had a £550,000 refurbishment and there are 10 Science laboratories equipped with the latest technologies including interactive whiteboards, teaching wall and teacher's demonstration area. There is also a team of 5 specialist Technicians who provide full technician support, particularly in the preparation and cleaning/clearing of lesson materials. The Science team are very supportive of each other and, together with new team members this academic year, seek to develop this curriculum area further.

During Years' 7 to 9, students study all three areas of Science. The aim is to ensure they have a solid grounding preparing them for GCSE. Current reviews of the curriculum are very likely to lead to the introduction of a 3-year Key Stage 4. At GCSE, around 20% of each cohort study Triple Science. All other students take two Science GCSEs. Students who are part of the KES Sixth Form are able to study A Levels in Biology, Chemistry or Physics, as well as a BTEC in Applied Science.

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The faculty have made significant progress in recent years and have seen substantial progress in terms of results to match. Core Science A*-C increased by 26.5% (from 25.5 to 51.0%) in 2016, while Additional Science increased by 13.4% (36.6 to 50.0). The new Head of Chemistry will be joining a highly supportive team who are hungry for further success.

Curriculum Set up

We spend a considerable amount of time as a school developing the quality of teaching and learning. The quality of schemes of work are a fundamental part of this. The Science team has continued to refine their schemes of work across KS3 and KS4 over the last 12 months, integrating a variety of practical learning opportunities and a large range of resources. The aim is to equip teachers with all the resources needed to teach engaging, dynamic lessons that support and challenge students in equal measure. All students are expected to complete homework in Science. Homework is placed on the 'Show My Homework' site so that parents and students may access it at any time. Work is set and marked in line school policy. This means that detailed marking with feedback takes place at least once every 5 lessons; other forms of assessment (peer marking, self-assessment etc.) are used alongside this.

The Post

This is a fantastic opportunity for a newly qualified or experienced Teacher of Science, preferably with a specialism in physics to join this 'Good' school and a faculty passionate about their students and about those students succeeding and achieving their 'Personal Best'.

Applications will be welcomed from those seeking a fulltime job role, as well as those seeking part time or job share work patterns. Applicants will need to specify this clearly in their application, on both the application form, as well as in their covering letter.

Applicants will need to demonstrate the ability to accept new ideas and a thorough commitment to student learning with evidence of high level of subject specialism and professional development, as well as a flexible and adaptable attitude to meet the needs of the school. We want staff with the vision and determination to ensure all our students receive a first class education and who will rise to the challenge of building on success.

In return the successful candidate can expect:

- Comprehensive tailored induction programmes
- Initial Teacher Training Support including a personal NQT Mentor
- Mentor / Buddy System
- Outstanding Teacher Programmes
- An extensive support programme, including a system of twilights
- Commitment to continuing professional development, including MA / MSc and other courses
- Excellent career development opportunities
- Various staff benefits including access to the gymnasium and swimming pool

I believe it is important for all applicants to see the school in full operation during a normal school day. Therefore, visits to the school are warmly welcomed and positively encouraged to assist you in your application. Please contact the HR department on 01702 545771 extension 3288 to arrange a visit.

If you feel that The King Edmund School is the type of school you are seeking, please apply by completing the application form available from our school website and email to recruitment@kes.essex.sch.uk.

Closing Date for applications is midday on Friday 26 April 2019

Interviews will be held week commencing 29 April 2019

I look forward to receiving your application.

Yours sincerely



Jonathan Osborn