

Teacher of Science
(part time, 3 days)

From September 2024
(fixed term, one year contract)



Information about the post for candidates

The School

Awarded 'Excellent' in all areas inspected by ISI in 2022, Channing School is summed up by its vision, 'Girls Enjoying Success'.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.



Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe, supported by Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, has been known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community.

Going beyond Academic Achievement

We believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond what they might have thought possible.

Virtually all pupils leaving at the end of Sixth Form go on to study at top universities, both in the UK and further afield.

Community Spirit

Though large enough to ensure academic rigour and excellent facilities, the school is small enough for the Head and members of staff to know every girl personally and as an individual. We have a strong family tradition and a supportive Parents' Association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge range of extra-curricular activities on offer to pupils and it is expected that all staff will contribute in some way to this side of the life of the school. Opportunities exist for involvement in cultural, dramatic, sporting and intellectual pursuits and staff assist in areas where they have a genuine interest and enthusiasm.



Exceptional Setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. Our ambitious £13m building programme, completed in 2017, has provided us with excellent dining facilities, a Music School, a new Sixth Form Centre, Sports Hall with fitness suite and a Performing Arts Centre.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole school Teaching and Learning focus is on developing Fearless Learners. We believe that it is possible to teach pupils to become more confident, proactive, independent learners in such a way that they become more courageous, fearless learners. To this end we have worked with both teachers and pupils to develop a range of resources that support us all to become more fearless in our learning. These include:

- An Infographic generated from discussions with all teachers ~ [What do Fearless Teachers look like at Channing?](#)
- A student-friendly Infographic based on what our student body thinks [Fearless Learners look like at Channing](#)

'Spotlight' is Channing Senior School's Teaching & Learning publication. It supports the professional development of our teaching staff. It is distributed twice monthly and focuses on the development of classroom practice and current educational research. All teaching staff are encouraged to contribute, and it reflects our commitment to being a collaborative, learning community. Recent titles include: *What causes a fear of failure? Why is failure a good thing? How to use Cold Calling, Think, Pair, Share and how to use iPads as Show-me boards.* The Spotlights can be [found on our website](#).

T&L Briefings are held every other Friday. These are an opportunity for teaching staff to come together to discuss educational research and how it might impact on their pedagogy. Recent themes have included: *The impact of parental views of failure; What can we do to support students to be Fearless Learners?; What is the Production Effect and why does it work?*

At Channing, we acknowledge that each teacher has their own style but that pupils make the most progress when teachers plan lessons that focus on learning. We believe that great Teaching & Learning cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective. That is to say there are clear, recognised 'moves' of the 'Expert Teacher' that make pupil progress and learning more likely. These 'moves' are reflected in our bespoke document [Defining the Principles of Great Teaching at Channing](#).

The Vacancy

We seek a well-qualified and experienced Teacher of Science from September 2024. This position is part time, 3 days per week. A full time position may be available for applicants who can also offer Psychology up to A Level. This position will be for a fixed term, one year contract in the first instance.

The Science Department

The Science Department consists of 7 full-time and 5 part-time members of teaching staff supported by three technicians. There are eight laboratories situated over four floors.

Teaching is based on the National Curriculum Orders for Science Knowledge and scientific skills are developed progressively throughout the years. The Science Curriculum is developed as follows:

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| Years 7-8 | An integrated course based on topic modules in groups of approximately 24 pupils. |
| Years 9 -11 | The IGCSE Pearson-Edexcel Triple Award and Double Science syllabi are followed, taught by subject specialists. |
| Years 12/13 | Physics (Pearson-Edexcel), Chemistry (AQA) and Biology (AQA) are offered at A level. |

Results at both IGCSE and A level are strong and there is an increasing number of students pursuing science-based courses at university, including Medicine and Natural Sciences. Extra-curricular activities in the department include participation in the three science Olympiads, the Cambridge Chemistry Race and the C3L6, Medical Discussion Group, Anatomy Club, Biology Club, Science Club, essay competitions and visits from outside speakers.

Job Description – Teacher of Science

All staff are responsible, in every aspect of their work, for implementing and promoting the school's core values of courtesy, care and consideration for everyone in our community. Equally, we all have a responsibility to make sure that each girl is challenged and extended, so that her education is a fulfilling and a satisfying experience for her.

Subject teachers are responsible for:

- lesson preparation, assessment, record keeping and the setting and marking of appropriate homework, in line with departmental policy and schemes of work
- delivering the subject in a manner which is effective and appropriate to the class, taking into account the needs of all its members, including those with special education needs
- adopting and reinforcing appropriate health and safety procedures
- expecting and maintaining a high standard of work, punctuality, good discipline and order and general courtesy from girls at all times and leading by example
- alerting the Head of Department, Form Tutor and Section Head as appropriate if there is cause for concern about a girl's behaviour or academic progress
- assisting, as requested by the Head of Department, in the preparation and marking of internal examinations, and in the administration, invigilation and assessment of public ones, including the entrance examination, as appropriate
- contributing to the department's programme of self-evaluation and its drive towards improvement by taking a full part in INSET opportunities of all kinds
- keeping clear records of girls' attendance in lessons
- setting appropriate work for classes during absence, where possible
- completing any reports/grade-sheets/reference-requests punctually, both external and internal
- attending INSET, departmental and staff meetings, parents' consultation meetings and any other similar meetings requested by the Head
- taking a full part in the department's programme of outings and activities, organising them and/or acting as escort if the Head of Department so requires
- treating school equipment and resources with care and reporting any problems immediately to the Head of Department/support staff/Bursar, as appropriate

- covering lessons for absent colleagues
- undertaking such other duties as the Head may reasonably request

Person Specification – Teacher of Science

It is essential that in your written application you give evidence of examples of proven experience in each of the criteria listed in the Person Specification.

The person appointed will have demonstrated competence in the following areas:

<u>Qualifications:</u>	Degree and teaching qualification in Biology, Chemistry or Physics, or an appropriate related subject. An enthusiastic teacher with suitable qualifications who can motivate and inspire children to learn and achieve their potential.
<u>Experience:</u>	Must have successful teaching experience in a secondary school and a working knowledge of Safeguarding issues in the workplace.
<u>Knowledge:</u>	Sound understanding of secondary curriculum and Post 16 education. An awareness and understanding of current issues and developments in Science. Knowledge of successful strategies to develop independent learners. Demonstrate a commitment to continuing professional development.
<u>Relating to others</u>	Ability to establish positive relationships with staff, pupils and parents. A person willing to work as a team member – giving as well as receiving advice, discussing ideas and experiences as a shared purpose. Demonstrate flexibility and be able to develop links between the school and community. A person with a calm and professional approach, able to sustain working relationships with organisations and individuals.
<u>Organisational Skills:</u>	Plan and organise lessons effectively. Demonstrate a high level of organisational skills and the ability to delegate effectively.
<u>Decision Making:</u>	A decisive problem solver able to see the bigger picture and the impact of decisions.
<u>Communication Skills:</u>	An effective and open communicator - with children, adults, colleagues and professionals. A firm commitment to consultation and communication both internally and externally supported by excellent communication skills. Able to promote the school and the Science Department. Computer literate Channing is a Google School and all staff are issued with an iPad and a laptop. Students are issued with their own iPads (Years 7-9) and Chromebooks (Years 10-11). They are free to use these devices or bring their own devices (usually laptops) in the Sixth Form.

Applications

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application, please email it to recruitment@channing.co.uk.

Deadline for applications: Thursday 9 May 2024

Interviews: Friday 17 May 2024

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. In line with our Recruitment Policy, all shortlisted candidates will be subject to online searches including social media. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.