



Chingford
Academies
Trust

Forward Thinking, Cohesive, Proud

Candidate brief for the position of

Teacher of Science (Part-Time)

Tenure: Permanent Part-Time (0.4 FTE)

Salary: MPS/UPS





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CHINGFORD ACADEMIES TRUST

Forward Thinking, Cohesive, Proud

Chief Executive Officer/Executive Principal
Jane Benton MA Med
Chingford Academies Trust
Nevin Drive
Chingford
London E4 7LT

Tel: 020 8529 1853

Dear Applicant

Thank you for expressing an interest in the post of Teacher of Science at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

This pivotal role is part-time and available from September 2021 and offers an exciting opportunity to join a passionate and focused team of colleagues dedicated to improving the lives of the more than 2000 students within our Trust.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

We are looking for a skilled, professional and enthusiastic individual to help us ensure that in every way the schools within Chingford Academies Trust move to outstanding schools. There remains a lot of work ahead of us, but with innovative, inspirational leadership there is no limit to what we can achieve for our students, as we start an exciting new chapter in our story.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description. If you have any questions, please contact me via my PA, Amanda Crowley on the above number or via email on crowley@chingfordfs.org.uk

We very much look forward to receiving your application.

Yours sincerely

Jane Benton
Chief Executive Officer

Chingford Academies Trust is a charitable company limited by guarantee registered in England and Wales
with registration number 08179498
Registered Office: Chingford Foundation School, 31 Nevin Drive, Chingford, London, United Kingdom, E4 7LT



An Introduction to the Science Department

The Science department is a large faculty that is comprised of 13 teachers across all three specialisms supported by 4 technicians. All teachers teach Biology, Chemistry and Physics up to and including GCSE level. They then specialise in one discipline for A Level teaching. The department is lucky enough to be recently renovated, with 3 brand new labs and a computer room added to the dedicated Science building. The new facilities help to make sure that pupils get the best possible experience in their Science lessons.

The Science Faculty believes that pupils of all ability ranges should be given the opportunity to maximise their potential as well as develop a life-long love for science through independent learning. Innovative, creative and practical lessons that inspire both colleagues and pupils alike are openly encouraged.

We are looking for an enthusiastic individual with strong subject knowledge who can encourage pupils to recognise the power of rational explanation, but also create a sense of excitement about the natural phenomena they are surrounded by.

Through delivery of the curriculum you will foster student's natural curiosity about the world and equip them with the scientific knowledge required to understand the uses and implications of science both today and for the future.

At Key Stage 3, the department follows the Exploring Science scheme of work by Pearson. Students are taught in mixed ability groups in Key Stage 3, which enables all pupils with the opportunity to positively engage with Science, and helps to embed the key scientific fundamentals that will prepare them for the demands of GCSE.

At Key Stage 4, students will be placed into set ability groups and will follow either the AQA Combined Science Trilogy course or AQA Separate Sciences courses.

Pupils that show an interest to further their scientific studies have the option to study Biology, Chemistry and Physics at A-level. The A-level subjects are extremely popular options for pupils with a year on year increase in the number of pupils selecting to continue their scientific education at Chingford Foundation School. In particular, the uptake of Physics has grown largely in the last two years.

The Science department prides itself in going above and beyond to provide support and guidance to both its staff and pupils.

This is an opportunity to become part of a friendly and collaborative department that works hard to deliver excellent learning experiences and outcomes for all of our students.



An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

Our strengths, including what Ofsted say about our schools:

The Schools serve a diverse community and are inclusive in their approach.

Pupils say that they are encouraged to respect others and treat everyone equally.

Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.

Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.

Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."

Parents, carers and staff are overwhelmingly positive about the Schools' work.

Positive relationships between teachers and pupils underpin engaging and effective learning.



Job Description and Person Specification

| | |
|-------------------------|---|
| School: | Chingford Foundation School Chingford Academies Trust |
| Title of Post: | Teacher of Science |
| Grade/Pay Range: | MPS/UPS |
| Department: | Science |
| Reporting to: | Head of Science |
| Responsible for: | None |

PURPOSE OF THE JOB

To provide an effective and efficient teaching service within the Science Department.

MAIN DUTIES / RESPONSIBILITIES

1. To prepare, teach, mark and evaluate pupils' work according to the Science Department and school policies.
2. To teach Science (at Key Stages 3 and / or 4); to teach a Science subject to A-Level if required.
3. To support all students taught to make good progress in Science, demonstrating a good understanding of how to differentiate for specific learning needs and challenge all students.
4. To keep detailed records and evidence of pupils' progress to inform target setting and the reporting cycle.
5. To attend Department meetings.
6. To play an active role in developing and implementing departmental policy.
7. To keep informed of curricular developments in Science.
8. To keep informed of whole school policies and to play an active role in implementing them.
9. To carry out the duties of Form Tutor (as directed) as outlined in the school's staff handbook.
10. To attend pastoral meetings and play an active role in developing and implementing year-team policy.
11. To attend parents' evenings.
12. To carry out a share of supervisory duties in accordance with published schedules.
13. To participate in appraisal and development procedures.



General

1. These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
2. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
3. To be committed to, and comply with, all school policies.
4. To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
5. To participate in appraisals annually in line with school policy.
6. To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
7. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
8. To work effectively and successfully in your team within school.

Other requirements

To have an up-to date Enhanced DBS Disclosure.

Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWBF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.



Person Specification and Assessment

| JOB REQUIREMENTS | Essential | Desirable | Method of Assessment (I/T/A/R)* |
|--|-----------|-----------|---------------------------------|
| Qualifications | | | |
| Qualified teacher status (or current PGCE / GTP student) | ✓ | | A |
| Degree or equivalent (Science related) | ✓ | | A |
| Experience | | | |
| Experience of teaching Science at Key Stage 3 and 4 with excellent classroom management. | ✓ | | A/I/R |
| Capacity to teach a science subject at AS-Level and A-Level | | ✓ | A/I/R |
| Experience of Teaching Physics or Chemistry at KS3/4 | ✓ | | |
| Skills, Knowledge and Understanding | | | |
| Ability to communicate effectively at all levels. | ✓ | | I/L/R |
| Good interpersonal skills | ✓ | | I/L/R |
| Good presentation skills | ✓ | | L/R |
| Clear understanding of Health & Safety requirements, risk assessment and appropriateness / suitability of control measures | ✓ | | I/L |
| Ability to use initiative and prioritise work | ✓ | | A/R |
| Ability to work to deadlines | ✓ | | A/R |
| Confident user of ICT | ✓ | | AR |
| Understanding of the implications of Equal Opportunities in Science education | ✓ | | I/R |
| Other Requirements | | | |
| Flexible approach to work | ✓ | | I/R |
| Ability to work well as part of a team | ✓ | | A/I/R |



| | | | |
|--|---|--|-----|
| Ability to quickly gain the respect of all students and staff and foster appropriate relationships | ✓ | | L/R |
| Committed to school ethos and direction | ✓ | | I |
| Understanding of Safeguarding Procedures | ✓ | | I/R |
| High standard of punctuality | ✓ | | I/R |
| Commitment to raising standards of behaviour through improved teaching and learning skills. | ✓ | | L |
| A commitment to on-going personal development and willingness to undertake appropriate training | ✓ | | I |
| Appointment to the post is subject to a satisfactory enhanced DBS check | ✓ | | |

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

"The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf". (Ref: Safeguarding Children and Safer Recruitment in Education 2007).

*I – Interview/Lesson Observation R – Reference



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The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

You can find out more information by taking a look at our websites:

www.chingfordfoundation.org and www.southchingfordfoundation.org.uk

To arrange a visit to the Trust schools please contact Amanda Crowley on 020 8529 1853 extn: 222 or email crowley@chingfordfs.org.uk

Closing date: 9am on 19th April 2021

Interview date: TBC

Please return your completed application to jobs@chingfordfs.org.uk

The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.





How to Apply

- i. Read carefully all the information about this post.
- ii. If you have any questions, or would like to speak to the Chief Executive Officer, please do not hesitate to telephone or email the PA, Amanda Crowley on 020 8529 1853 extn: 222 or crowley@chingfordfs.org.uk
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iv. Send your completed application form by email (if downloaded) to:
jobs@chingfordfs.org.uk or post to:

Human Resources
Chingford Academies Trust
31 Nevin Drive
Chingford
London
E4 7LT

Your application must be received by 9am on 19th April 2021



Appointment Process

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Under normal circumstances candidates invited to interview will:

- be given a tour of the school
- have an opportunity to meet with key staff
- undergo a selection process
- have an interview with members of the Trust

Due to the current Covid-19 pandemic, it is unlikely that tours will be provided and interviews may be held online.

Pre-employment Checks

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Chief Executive Officer/Headteacher/employer. It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.



OUR TRUST CHARTER

Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.

This Charter supports CAT Strategic Objectives 3 and 4:

Strategic Objective 3:

To develop a culture within the constituent Academies of the MAT in which all employees and students show outstanding behaviour and attitudes to one another, their learning and the community of schools

Strategic Objective 4:

To nurture a culture in which personal development contributes to the creation of a harmonious community

How do we deliver on the Trust Charter?

Creating the Right Environment

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

Building Relationships

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

Repairing Relationships

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

Reflecting and Improving

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.



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