

MOULSHAM HIGH SCHOOL



JOB DESCRIPTION

FACULTY: SCIENCE

JOB TITLE: TEACHER OF SCIENCE (ECT- PHYSICS)
MPR

ACCOUNTABLE TO: HEAD OF SCIENCE

Science is large and forward-looking faculty; staff are very supportive of each other, with good practice and resources being shared regularly. The very experienced Head of Faculty provides strong leadership.

STAFFING

There are currently 11 specialist teaching staff in science. Faculty meetings are held weekly, and the views of all staff are valued.

Post holders are as follows:

- Head Of Faculty.
- Subject Leader Physics.
- Subject Leader Chemistry.
- Subject Leader Biology.
- Raising Achievement And Progress Co-ordinator: Years 7-9.

The work of the faculty is supported by a team of five technicians, which includes a Senior Technician and a specialist for each of Biology, Chemistry and Physics.

FACILITIES AND RESOURCES

The school provides superb facilities for teaching science. There are seven laboratories in the main school building and a purpose- built science block which was opened in 2019, containing four laboratories and a general classroom. These have greatly enhanced the learning environment in science.

Members of the science faculty have wireless-linked laptops that can connect to the school intranet and the internet from any laboratory. Every room also has a multimedia projector and electronic whiteboard. The faculty has comprehensive schemes of learning in place that are available to all staff electronically, with the equipment and books appropriate to lessons readily available.

AIMS

Science teaching at Moulsham High School should:

- stimulate interest in, encourage curiosity about and provide enjoyment from the study of science.
- encourage students to take responsibility for their own learning.
- improve the way in which knowledge is organised and data is presented and interpreted.

- meet the requirements of the National Curriculum and other external assessment schemes.
- show the importance and influence of science in everyday life.

PROVISION

To meet its stated aims, the faculty is continually revising and improving its courses to ensure they provide tasks that challenge students of all abilities and allow them to achieve their full potential.

Key Stage 5

Courses are offered leading to AS and A Levels in Biology, Chemistry and Physics. The number of students studying post-16 Science courses has increased substantially over recent years, bucking the national trend.

A Level Results 2024

	% A*-B	% A*-C	% A*-E
Biology	45.16	70.97	100
Chemistry	48.15	74.07	100
Physics	53.85	76.92	100

Students follow the Edexcel A level physics syllabus. They take the AS Physics exam at the end of Year 12.

Key Stage 4

Triple Science is offered as an option to all students and currently has a take-up of approximately 80. Most of these students have high prior attainment and are very well motivated.

Triple Science Results 2024

	Physics	Chemistry	Biology
% 9-7	56.06	65.15	69.7
% 9-5	84.85	89.39	90.91
% 9-4	92.42	93.94	95.45

Students take the AQA G.C.S.E. Physics course.

Combined Science is compulsory for the rest of the cohort. In 2024, 71.2 % students gained grades 9-4. The faculty begins to teach the G.C.S.E. course in Year 9.

ENRICHMENT

The Science Faculty offers a wide range of enrichment opportunities both within and outside of the taught curriculum. These include Year 7 science club, Dissection Live, Year 9 biology fieldwork at Rainham Marshes and A level biology residential fieldwork at Flatford Mill, Suffolk.

THE POST

This post is for a fulltime ECT teacher of science with physics as their specialism. The successful candidate will work alongside the Subject Leader for Physics, teaching up to and including A level.

Career Entry teachers have a reduced timetable of 40 out of 50 lessons a fortnight in Year 1. They also are allocated a mentor within their faculty and take part in a thorough induction programme, led by an Assistant Headteacher and validated by the Saffron Teaching Alliance.

NOTE:

All staff at Moulsham High School are expected to:

- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding policies can be found on the school website: www.moulshamhigh.org

This post is subject to an enhanced DBS check and is not suitable for anyone who has been barred in any way from working with children.

See person specification below.

(November 2024)

PERSON SPECIFICATION

POST: ECT TEACHER OF SCIENCE (PHYSICS)– MPR

The qualities and attributes marked 'Essential' must be demonstrable at the point of interview. Over time we would also expect the successful candidate to acquire those marked 'Desirable.'

Qualities and Attributes	Essential	Desirable
Qualifications		
Good quality honours degree in science (physics as specialism).	√	
PGCE, or equivalent, in Secondary Education or in the process of working for this.	√	
Qualified Teacher Status or working towards this.	√	
Experience		
Experience of teaching science up to KS3.	√	
Experience of teaching science and/or physics at G.C.S.E. level.	√	
Experience of teaching physics at A level.		√
Knowledge / Skills		
Strong subject knowledge	√	
Good and imaginative use of resources including new technologies		√
A developing understanding of when Assessment for Learning needs to take place and the strategies which allow this to be done effectively.	√	
A developing understanding of what adaptive teaching is and the strategies which allow this to be done effectively.	√	
A developing understanding of how to develop students' reading fluency and comprehension skills through science.		√
Developing behaviour management skills	√	
An ability to forge good working relationships with staff and students	√	
Organisational skills	√	
Knowledge and understanding of current curriculum developments in physics.		√
Ensure that whole school policies are implemented consistently, including those relating to safeguarding, child protection and student behaviour.	√	
Personal		
Ability to prioritise and meet deadlines	√	
Commitment to continued personal development	√	
Commitment to contribute to extra-curricular activities and educational visits		√
General		
Good attendance and punctuality record	√	
Professional dress	√	