



Farringtons SCHOOL

CANDIDATE INFORMATION PACK

FOR THE POST OF SCIENCE TEACHER

Full Time and NQTs encouraged to apply

**Closing Date for applications:
12 noon on Friday 24 May 2019**

Interviews to be held week commencing 20 May 2019





As one of Kent's leading independent co-educational day and boarding schools, Farringtons takes great pride in its high standards of academic teaching. Our school motto is "Posside Sapientiam" and we encourage all our students to "Grow in Wisdom" intellectually, socially and emotionally.

Our school provides education for boys and girls from age three to eighteen and an integrated community of pupils, parents and teachers that results in a close, secure and happy learning environment.

The wide variety of academic, extra-curricular pursuits and leadership opportunities that we offer, as well as the excellent pastoral care and supportive Christian values of our school, produces young people who have integrity, enquiring minds and a generosity of spirit.

Our desire is that Farringtons School will enable each child to develop and shine.

A handwritten signature in black ink that reads "Dorothy A. Nancekivill". The signature is written in a cursive style.

Mrs Dorothy Nancekivill

Head

January 2019

Dear Applicant

Thank you for your interest in working at Farringtons School. The post we have available is for a full time or part time Science Teacher, teaching all three sciences up to KS3 Science.

We warmly invite NQTs to apply for this position. We also have on site accommodation available for the right candidate. This can be discussed at interview.

We are expanding our Science department and are looking to appoint enthusiastic, qualified and highly motivated teachers to inspire and educate in this key academic subject area, who will motivate and do the very best for our students to enable them to develop and shine. You will be able to work both independently and collaboratively as part of a team.

You should be ICT literate, prepared to be a Form Tutor and contribute to extracurricular activities. The most important requirement, however, is innovation; we are looking for a creative and imaginative classroom practitioner who will be willing to contribute to the on-going development of the Science department.

The successful candidate will need to teach up to and including Advanced Level in Biology, and Physics including practical examination work. Recent students have entered Degree courses in Veterinary Science, Forensic Science, Marine Conservation, and Medicine.

In your supporting statement, please include the following points:

1. Your experience to date
2. Your views and beliefs about the teaching of science within a wide ability setting
3. What you can bring to Farringtons School

Farringtons School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure & Barring Service.

If you would like any further information please do not hesitate to contact me. You may like to look at our website www.farringtons.org.uk as a further source of information. Completed applications can be returned by e-mail to recruitment@farringtons.kent.sch.uk. The closing date for applications is 12 noon on Friday 24 May 2019, but early applications are recommended as we reserve the right to appoint before the closing date.

I look forward to receiving your application.

Yours sincerely



Mrs Dorothy A Nancekievill
Head

The Science department is housed in a recently extended and refurbished building which is shared with the Mathematics Department. There are five laboratories, one built in 2015, at which time the rest of the laboratories were refurbished.

Presently there are seven science teachers in the department, ably assisted by three very helpful technicians. The team aim to support each other to deliver a curriculum which is both engaging and challenging.

Years 7 and 8 are mainly taught on a rotation with each topic taught by the subject specialist.

The KS3 programme aims to build skills but also foster a love of science through enjoyment.

At KS4 the pupils are studying Edexcel IGCSE, some pupils will be taking separate sciences whilst others will be following the double award qualification.

There school has enjoyed success with A level science – last year 75% of Chemistry students achieved either A* or A grades and 100% A* to C for Biology. Recent students have progressed to studying Medicine and Veterinary Medicine at university.

The current Year 13 students have offers to study science or engineering courses from a range of institutions including UCL.

There are many opportunities to be involved in science enrichment. There is a weekly lower school science club and various trips and activities throughout the year. Science week is a high point of the school year with plans for next year including indoor skydiving, Medical Mavericks and a magician.

Job Description

The core purpose of this post is to contribute to the continuing development of the Science curriculum and to the overall development of the Science Department. It is expected that the successful candidate will consistently plan and deliver outstanding lessons within the Department. You will be expected to work within the teachers' standards framework.

You should be ICT Literate, be prepared to be a Form Tutor and contribute to extracurricular activities. You will be expected to attend staff meetings before and after school, as well as parents evenings throughout the year.

We will expect you to:

- Teach full time which is a minimum of 32 teaching periods per week out of 40 periods, you may be required for cover and this is allocated on a rota basis.
- Teaching loads vary for part time staff
- Attend early morning briefings presently at 8.10am on Monday and Thursday mornings.
- Attend meetings after work including parents evenings
- Have a tutor group

Specific Responsibilities to this post:

- To teach Science across the key stages up to and including A-Level in accordance with the department's schemes of work, programme of study and policies of best practice.
- Contribute to the regular assessment of students, ensuring tracking of students' progress and report writing within the department.
- To promote and encourage interest in and enjoyment of Science to students at all levels.
- To attend regular department meetings, full staff meetings, staff training sessions and parents' evenings.
- To attend INSET courses as appropriate and necessary.
- Establish links with the wider community to enhance learning.
- Communicate and co-operate with other departments, including sharing good practice, development of Gifted and Talented, SEN and EAL students.
- To add any input considered appropriate to the annual review of the Science Department Handbook, Programme of Study, Schemes of Work, Development Plan and the day to day smooth running of the Department.
- To provide accurate information for parents as directed by School and Department and to attend parents' evenings and other presentation meetings as directed.
- To organise systems of recording, examinations and assessment in line with the policy of the school, to adhere to these policies.
- To contribute to the greater ethos of the school through co-ordinating and organising extra-curricular activities.
- To be innovative in creating opportunities to celebrate the students' achievement and broaden their experiences in relation to the subjects within the Science Department.

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably be requested by the Headmistress or members of SMT/SLT

Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children.
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Although there is no direct responsibility for children, this role will involve daily contact with pupils.
- All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure and Barring Service.

Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The School is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

Data Protection

- All employees should familiarise themselves with and follow the Data Protection guidelines and practices.

Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct.
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
 - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - All Employees must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Person Specification

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Degree or comparable qualification Qualified Teacher status 	<ul style="list-style-type: none"> Higher degree or evidence of further study
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development 	<ul style="list-style-type: none"> Experience of delivering continuing professional development
Experience	<ul style="list-style-type: none"> Ability to undertake teaching of one of the Sciences to A level Ability to teach all three sciences to GCSE level An understanding of the learning needs of students of all academic abilities committed to individual learning pathways and assessment for learning Experience of monitoring and evaluating student performance 	<ul style="list-style-type: none"> Experience of the specific responsibilities within the job description Monitoring the effectiveness of teaching and learning
Knowledge and Skills	<ul style="list-style-type: none"> strives for excellence in all aspects of work sets high standards and expectations of colleagues and students A clear understanding of the latest curriculum developments in Science and associated curriculum areas Range of approaches to engage young people and to encourage them to engage with learning an innovator – excited by change, able to turn innovative thinking into practical and successful classroom outcomes motivate students at all levels of ability, thus ensuring that all students fully access the Science curriculum committed to cross curricular collaboration across the school Effective time management and organisational skills 	<ul style="list-style-type: none"> A good knowledge of relevant ICT applications and techniques for the teaching of Science Evidence of effective teaching practices targeted at improving progress of groups of children
Personal Qualities	<ul style="list-style-type: none"> a 'can do' person who works positively and collaboratively passionate, energetic, versatile and creative about their subject and teaching in general Evidence of being able to build and sustain effective working relationships with students, staff and parents play a full and active role in the wider development of the school a commitment to developing lunchtime and after school activities a strong and supportive team player A willingness to organise and participate in trips and visits Flexible, well-organised, energetic and self-directed 	<ul style="list-style-type: none"> An excellent health and attendance record Confidence and expertise to work with staff



The story of Farringtons School began in 1908 when a group of Methodists decided to open a new girls' boarding school, effectively a 'sister school' to The Leys School in Cambridge. After looking at several sites, they settled on buying the land which Farringtons now occupies in Chislehurst, Kent. The land that the school sits on was occupied by a small mansion dating back to the 17th century. The mansion had been home to several families, including three generations of the Farrington family who lived there during the latter part of the 18th century into the early 19th century. It is from this connection that the school took its name Farringtons.

Farringtons School opened in 1911. By the early 1920s the accommodation at Farringtons was insufficient for its needs and further building work was required. In June 1925, the School was greatly honoured when Queen Mary visited to open these new buildings. She graciously gave permission for the new central area (linking the original School House to the new West House) to be named Queen's Court in her honour. In 1934, the beautiful Chapel was built and in 1936 Queen Mary made a further visit to Farringtons, this time a private one, to inspect the Chapel.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions. The newly merged School was sited at the Farringtons campus because more space was available for future development and a new Art & Technology Block was built and named Stratford House. In 2010, the school accepted boys into Year 7 for the first time; it is now fully co-educational, a process which has been incredibly successful and places are much in demand from both boys and girls alike.

The School continues to grow and flourish, and 2016 saw the opening of a new two-storey teaching block which provides enhanced teaching accommodation and facilities for both Science and Mathematics. The School community is proud of its beautiful 25-acre parkland setting, bordering a nature reserve on the outskirts of Chislehurst in Kent. The School's proximity to London creates a diverse environment allowing for a variety of views, opinions and styles. Farringtons is a wide ability school, and all of our students have the potential to learn and achieve high standards; both academically and non-academically. Our students are bright and enthusiastic about learning and being a part of the Farringtons community. We offer a range of courses including GCSE, A Level and BTEC allowing students to access the higher education courses, apprenticeships and careers of their choice. At Farringtons, we are successful at helping pupils to recognise their potential across the curriculum, and supporting them to achieve their very best.



The school motto, ***Posside Sapientiam***, (Growing in Wisdom) influences much of what we do. Underpinned by Christian values, Farringtons School aspires to be a place of trust and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. We know co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance we place on nurturing individuality and the manageable size of Farringtons ensures that pupils do not get lost, but rather thrive in their own way – they are encouraged to ‘Develop and Shine’. Our core mission is to inspire, assist and challenge young people to achieve their potential. This is our shared mission and every employee and parent play an important role in achieving this. In order to make our vision reality, we:

- Promote the holistic development of each individual and provide the best education for every child within a supportive Christian environment.
- Inspire each student to achieve success through excellent teaching, outstanding pastoral care and support and increase their desire for lifelong learning.
- Create a community that promotes Christian values, giving students of all faiths or none, the opportunity to worship in a Methodist tradition, enhancing their capacity to be considerate of others.
- Provide a safe and fit for purpose environment that encourages children to achieve their best.
- Create an environment that prepares students for their life after school, giving them real confidence and humanity and ensures that they always feel part of the Farringtons family.

Early Years: Pre-reception & Reception Classes



The Foundation Stage is the first part of the National Curriculum, focusing on children aged between three and five. The philosophy underpinning the Foundation Stage curriculum is that learning should be structured with an emphasis on fun, relevant and motivating activities.

Farringtons' purpose-built Pre-Reception building is light, secure and spacious and opens directly onto its own outside play area. Here, the children have access to many outdoor activities, including sit and ride vehicles, sand and water play and other equipment to develop their gross and fine motor skills. The children learn through exciting hands-on activities both inside and out and are supported by our highly qualified staff. The emphasis is on learning through play, and therefore much of the curriculum is delivered through practical activities. The children enjoy painting and creative artwork, music and dance, as well as going on exploratory walks. The love of books and language is also an important aspect of their learning, as is an understanding of number.

The transition into Reception is seamless, as the classrooms are adjacent to the Pre-Reception building and staff and children come together for regular playtime and other activities. The children will attend school for a full five days and as such, they join in with many of the daily school routines, including assemblies, and Chapel. Although learning is still planned through play and practical activities, there is greater emphasis on literacy and mathematical development. The children are also encouraged to become more independent, and to develop caring attitudes towards their peers.

At Farringtons, we appreciate the importance of childhood and how the learning and development in the early stages of a child's education are critical for establishing positive attitudes and a joy for learning, which will continue throughout their school life.



The Junior School at Farringtons educates boys and girls aged 5 to 11 years old, and as we are a 'through school', learning continues into the Senior School up to the age of 18. We pride ourselves on having an integrated community of pupils, parents and teachers who help to create a close, secure and happy learning environment. Our teaching, which draws from and goes beyond the requirement of the National Curriculum, is a successful mix of both traditional and progressive approaches to education.

As pupils move through the years at the Junior School, they benefit from an increased emphasis on specialist teaching delivered by practitioners who share their enthusiasm and depth of knowledge for their subject. Children are also given opportunities to build their confidence and self-esteem by participating in a stimulating range of creative, musical and sporting activities. We encourage all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive work habits, ready for the next stage as they progress to the Senior School or other schools for secondary education.



Farringtons has a long commitment to excellence and opportunity in education. The curriculum in the Senior School reflects this, providing a wide range of modern and traditional subjects from which to make final examination choices.

Small class sizes, dedicated staff and supportive teaching ensure that we are able to nurture individual needs. Pupils in the Senior School range in age from 11 – 19 years old. During the first three years, the emphasis is placed on sound preparation in basic academic skills and, during Year 9, thorough advice on appropriate GCSE options.

In Years 7 – 9, the curriculum comprises of English, Mathematics, Science, Religious Studies, Physical Education and one compulsory Modern Foreign Language; currently Spanish. In addition, pupils choose a second Modern Foreign Language, either French or German. They will also study the subjects that they may choose to continue to GCSE; these include, Art, Ceramics, Drama, Food & Nutrition, History, Geography, Graphic Design, Information Technology, Music, Resistant Materials and Textiles.

From Year 9, pupils are supported in making their GCSE option choices as part of our careers programme. Careful planning ensures that each pupil follows a balanced timetable of lessons, giving the right foundation for his or her future A Level, Higher Education or career choices. New subjects are introduced into the curriculum at various stages. In addition to GCSE, we offer BTEC Sports and Business Studies courses.

Throughout the School, pupils from overseas receive additional English tuition, leading to internationally recognised qualifications.

Form Tutors and visiting speakers provide a structured Personal, Social and Health Education course. PSHE introduces and discusses key moral, ethical and social issues at appropriate times in the pupils' lives. It aims to foster a greater understanding of today's society and to assist them in taking responsibilities for their own and their fellows' well-being.



Our Sixth Form programme ensures that students acquire the academic qualifications and develop the personal qualities they need to meet the challenges of Higher Education and the world of work.

Small class sizes enable our experienced teachers to nurture the talent of every Sixth Form student as an individual. This, in turn, ensures that our students have the best possible guidance during the university application process.

Farringtons offers a wide choice of AS and A2 levels, some BTEC and EPQ, timetabled so that university or career choices are not restricted to inflexible subject options. Increasingly, universities want to know about students' interests and activities as well as their academic achievements. Outstanding higher education support is given to every student.

We encourage our Sixth Formers to broaden their horizons and develop leadership skills through the Duke of Edinburgh Award Scheme, Business Enterprise Programme, public speaking, excel programme, the School House system and many other opportunities. Sixth Formers have their own study areas and common rooms where they can engage in private study, relax, socialise and make drinks and snacks.



Everyone who visits Farringtons comments on the warmth of the welcome that they receive and especially the friendly, family atmosphere of our boarding houses. Boarding provides a safe, stable environment for pupils but it also offers them a huge range of new opportunities and experiences. Our caring house staff help new boarders settle in quickly and become part of the School's extended family.

Boarding is offered on a full, weekly or occasional basis, reflecting the needs of the modern family. Our comfortable, well-equipped boarding accommodation consists of homely, spacious bed/study rooms, with network and Internet access, all set amongst our beautiful grounds.

Where possible, members of the Upper Sixth each have their own room. All boarders are encouraged to personalise their rooms to make them feel more like a 'home from home'.

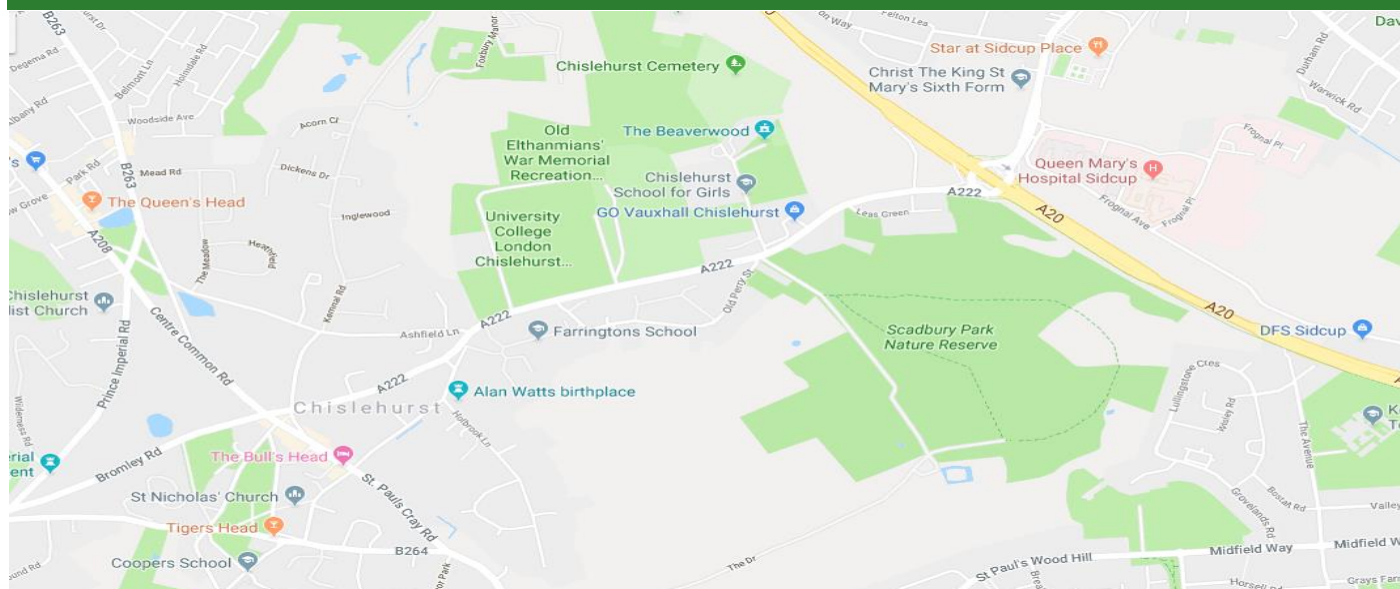
Weekends provide boarders with a valuable change of pace and there are plenty of activities on offer. A lively programme of cultural and leisure trips ensure that there is never a dull moment. The school's proximity to the M25, M2, and M20 motorway networks and to central London make it highly convenient for boarders coming from almost anywhere in the UK or abroad.



Farringtons is set in 25 acres of beautiful grounds and is fortunate enough to have an extensive range of buildings and facilities.



How to find us



BY ROAD

Approaching from the M25

- Leave the motorway at Junction 3 and take the exit marked A20 London/Lewisham
 - Continue until you reach the turn off for the A22 - signposted Sidcup/Chislehurst/Bromley
 - Take the first exit at the roundabout, which is Perry Street
- **Continue past the BP Garage and Old Perry Street until you see the School sign. The entrance to the school is on the left-hand side. Once you are in the grounds bear left towards East House Reception.

Approaching from Bromley/Petts Wood (A222)

- From Bromley take the A222. You will come to a junction with traffic lights at Chislehurst with a War Memorial on the left-hand side
- Go straight ahead at the lights and continue until you see the Farringtons School sign
- You will not be able to turn right here as there are bollards in the centre of the road
- Continue and take the next turn on the right (Old Perry Street)
- Take the first entrance on the right which takes you into the school car park
- If approaching from Petts Wood, turn right at the traffic lights with the War Memorial, or turn left if approaching from Chislehurst

Approaching from the M20

- Stay on the M20 until it becomes the A20 London bound
- Continue as directed from M25 **

Approaching from London A20

- Take the turn off marked Sidcup/Bromley/Chislehurst which leads to a large roundabout
- Take the third exit marked Bromley A222
- Continue as directed from M25

BY BUS

- Buses 160, 638, 269, 625, 661, 162, 161, 61 and 273 all stop within five minutes walking distance of the school.

BY TRAIN

- Trains run from Charing Cross, Waterloo East or London Bridge to Chislehurst Station (approximately every 20/30 minutes).
- For details of precise train times, please telephone Train Enquiries on 08457 48 49 50.

BY AIR

- Gatwick airport is approximately 45 minutes away and can be reached easily from the M23/M25.
- Heathrow Airport is approximately 1 hour 30 minutes away and can be reached from the M4/M25.

Key facts

Type of school:	Co-educational boarding 11–19 and day students 3–19
Age range:	3–19
Number of pupils:	715
Number of boarders:	50
Religious tradition:	Methodist
ISC association:	Society of Heads
Affiliation:	BSA



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