



Kings Langley Secondary School

Application Pack: Teacher of Science

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of teacher of Business Studies at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. Following the expansion of our Business and Economics curriculum, we are seeking to appoint a highly motivated, enthusiastic and innovative teacher of Business Studies to join a successful, determined and supportive learning area within the school. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do. The ability to teach Economics is not essential but would be an advantage.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

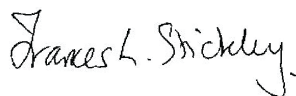
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

Title of Post	Teacher of Science
Reporting to:	Learning Area Leader
Date	November 2020

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

Generic Responsibilities

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels (using prior data provided).
- If required, to undertake the role of a Form Tutor as outlined in the School's tutoring programme (see handbook)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Within the PAM framework, work towards or maintain the teaching standards applicable (see documentation in PAM material).
- To have regard for the health and safety of students at all times and adhere to the School's Health and Safety policy.

Assessment and Recording

- Maintain a “teacher planner” as prescribed in the school’s policy, including the recording of attainment and attitude to learning (ATL) marks, homework set, student attendance and lesson plans.
- Mark and return work (using the school’s marking and assessment policy) on a regular basis and at least every two teaching weeks. Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school’s assessment cycle and additional “round robin” reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students’ progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and in particular, model and lead the School’s defined character programme. Understand that individual performance and behaviour can have a positive or negative effect on the well-being or professional impact of all colleagues.
- Set a good example in terms of professional dress and appearance, punctuality and attendance. And adhere fully to the school’s published code of conduct.
- Uphold the school’s behaviour policy, uniform regulations and code of conduct in a consistent, firm and non confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school’s prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school’s professional development opportunities and training.
- Ensure consistent application of all school policies and in particular, those relating to teaching and learning (for example, “meet and greet” at the beginning of each lesson and “quick start” activities – refer to the separate Teaching Repertoire Documentation for further detail and examples).
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- To attend all supervision duties punctually and to ensure that such duties are carried out in an active manner but also remaining personable and positive
- Ensure an environment of open-mindedness, fairness and harmony and to visibly acknowledge and recognise the contributions of others.
- Although the school does not “direct teachers up to 1265 hours”, it is expected that each teacher will contribute reasonably to a range of additional tasks outside of the classroom. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, the school council or activities associated with sports programmes or the school's extra curricula activities.
- To carry out such other duties as required, and as are commensurate with the appropriate pay scale.

- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- Science teachers would be expected to set up and carry out duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable supervision for students completing extended practical projects in their subjects.
- Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations, arrange for, or directly provide suitable musical accompaniment.
- Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.

The Science Learning Area

The Science Learning Area consists of 9 full time members of staff (including three lead practitioners), and 2 full time laboratory technicians.

The Learning Area is situated on the west side of the top floor. It consists of two specialist laboratories, 5 regular laboratories, 2 studios, and one large preparation room.

Students are taught in form groups in Year 7, then mixed ability from years 8 to 11. Members of the learning support area provide vital assistance to enable all children to achieve their potential.

Students in year 7 to 9 follow our linear KS3 curriculum. This is sequenced so that it builds on the previous knowledge learnt.

The majority of students at KS4 follow the AQA Trilogy specification for Science. We also offer Triple Science to high ability students. All class are taught in subject specialisms.



Science is proving to be increasingly popular in the Sixth Form. The specifications followed are those for AQA Biology, OCR Physics and OCR Chemistry. Many students aspire to science based courses at University. There is a continuing trend of improving grades through Key Stage 3 to A Level.

Short term targets which the Science Learning Area are presently aiming towards include:

- The continued development of a new science curriculum at KS3, with a strong focus on knowledge, and application of knowledge through project work.
- Increasing the number of students choosing to study Triple Science at KS4 by improving the attainment and engagement at KS3.
- Continuing the trend of increasing the number of students choosing to study A-Level Science at KLS.

Working at Kings Langley School

Well Being and Reasons to Work Here

Curriculum

- Teaching load for main scale teachers of 83% compared to the National suggested rate of 85%
- A culture of typicality is reinforced by non-lesson grading
- More straight forward planning as we teach to the top, with scaffolding required for some students
- All lessons begin with a quick start, with students knowing the protocols. This allows us all to start lessons in a prompt and orderly manner
- Subject area teams are given blocks of time in the summer to re-evaluate and amend their curriculum.



Registration

- A clear planned and resourced registration programme which supports character, numeracy and literacy across the curriculum. This means no planning for tutors and impact is seen in all subjects
- Equipment checks built into registration which enables all staff to run lesson properly as students are fully equipped for learning.

Behaviour

- A very clear behaviour system which is consistently applied enabling teachers to focus on students who want to learn.

Assessment

- A marking policy which includes live marking and green pen self-assessment with no carrying sets of books home unless the teacher chooses to.
- Assessments are encouraged to track progress but are most often marked by the students
- Two co-ordinated examination weeks per year group where students are given information and strategies on how to revise, so are encouraged to revise across all subjects independently
- The number of data entries has been reduced to 2 per year group and there is no longer a requirement to write subject comments on reports.

Working at Kings Langley School

Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.



Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.

Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

