



Hele's School



# Teacher of Science

## Applicant Information



Dear Applicant,

We are delighted that you have expressed an interest in the post of Teacher of Science at Hele's School.

Governors are looking for an exceptional teacher to shape our exciting school improvement journey to rapidly realise our vision of Hele's being recognised as a great place to learn and a great place to grow.

The school is fully staffed with an excellent professional body of teachers and a hardworking and effective team of associate staff.

Hele's has a proud and long history as a strong school with a good reputation. It enjoys the support of the parent body, who rightly expect the highest quality of education for their children.

Plympton sits at the north eastern edge of the city, bordering the South Hams area of outstanding natural beauty. We work with three other secondary schools within the area of Plympton and Plymstock as an informal supportive consortium, and the city's schools are known for the strength of their collegiality.

Students' attitudes to learning are good; they are well behaved and attendance and punctuality are excellent. In short our students want to learn and are delightful to teach. We remain fully subscribed at a time of demographic dip in the city. Our Post 16 outcomes have recently enjoyed four years of excellent progress – results are at an all-time high and improving. A recent reorganisation into five Houses, with year 7 as a separate transition year, has provided a means of re-energising challenge and motivation. We have also been able to create a 'family' based tutorial experience with small tutor groups.

Hele's has a traditional ethos and contemporary teaching. The curriculum is rigorous, GCSE-based and has resisted recent temptation to water down the diet. Consequently, its results under the new performance table rules are strong. Hele's became a converter academy in April 2011 and is currently exploring conversion to Multi-Academy Trust status.

In the recent past Hele's benefited from three specialisms, Languages, Maths & Computing and Applied Learning – this strength continues despite the recent change to national policy and the subsequent removal of funding.

Hele's plays its part fully in the city. The outgoing Principal was founding chair of the Plymouth Learning Trust, created to further foster collaboration between the 16 secondary settings in Plymouth through the period of 'academisation' of many of its schools. Hele's School contributes to city-wide initiatives on a range of fronts, and maintains a strong relationship with the Local Authority. The new Principal retains this commitment for Hele's to be outward-facing.

Despite falling budget nationally the school is financially stable and well resourced.

Governors are supportive and motivated and remain keen to support the new Principal so that she has every opportunity to bring new thinking, inspire and lead the staff to outstanding teaching and results.

If you think you have the energy, intellect, drive and commitment to take on this exceptional opportunity and join a staff body intent on taking our school to greater heights then we would be very interested to hear from you.

You may wish to visit the school, in which case please contact Mrs Verity Blakey (PA to the Principal) by e-mail [blakey@heles.plymouth.sch.uk](mailto:blakey@heles.plymouth.sch.uk) or telephone 01752 334190 (direct line), who will arrange this for you. We would be delighted to show you what makes Hele's School such a special place to be.

Yours faithfully,

Carl Atkinson  
Chair of Governors

Justine Mason  
Principal



## Department Information and Application Procedure

The Science department provides good quality teaching, where our innovative and diverse curriculum fires student's curiosity about phenomena in the world around them and beyond. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought in our students.

The department comprises twelve science teachers specialising in Biology, Chemistry or Physics, supported by three very experienced technicians. The department is roomed over two floors in nine well equipped laboratories, one classroom, and two dedicated computer suits. All rooms contain a PC with a projector and many possess interactive whiteboards. The resources in the Department are supplemented by an excellent School Library and access to ICT suites around the school. Five laboratories are being renovated this summer as part of the school modernisation programme.

Key Stage 3 is taught over two years with classes in Year 7 being mixed ability, while all other year groups are setted by academic ability. We have a bespoke programme of study based upon the SMART Science format, delivering science through a skills based focus, which forms the foundations of our seven year learning journey from Years 7 to 13.

At Key Stage 4 we deliver the AQA Combined Science (Trilogy) to all our learners beginning in Year 9 and students are taught by a subject specialist in 10 hours of contact time per fortnight. Post 16 Science courses are very popular at Hele's School and we offer A-levels in Biology, Chemistry, Physics and BTEC Level 3 in Applied Science.

The department has been very successful in promoting extra-curricular STEM opportunities such as Go4Set, National Science and Engineering competitions, and the Chemistry Olympiad. We have been successful achieving numerous accolades such as the CREST Award for Communication and Context (2016) at the national finals and numbers Gold, Silver and Bronze awards in Chemistry Olympiads.

We have a unique Animal Club, which is hugely popular and oversubscribed by our Key stage 3 students. A STEM program ensures that students from Y7 – Y13 have opportunities to experience Science Careers and take part in workshops. We have close links with local ITT establishments and visiting speakers will often entertain students.

We are looking for an enthusiastic, dedicated and outstanding Science practitioner capable further enhancing the achievements and strengths of the department.

### ***Application »»»»***

Applications should be submitted to me at Hele's School, Seymour Road, Plympton, Plymouth, PL7 4LT or by email [heles.school@plymouth.gov.uk](mailto:heles.school@plymouth.gov.uk) **9.00am, Thursday 22<sup>nd</sup> June 2017**. Interviews are scheduled to take place on **Thursday 29<sup>th</sup> June 2017**. If you have not heard from us by this date you should assume that your application has been unsuccessful. Prospective candidates are welcome to telephone the School for additional clarification if they wish.



## HELE'S SCHOOL - JOB PURPOSE

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**JOB TITLE:** TEACHER  
**GRADING:** MAIN SCALE (MPS/UPS)  
**NAME:**  
**RESPONSIBLE TO:** Head of Department

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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.

This job purpose is not a comprehensive definition of the post. Discussions may take place to clarify individual responsibilities within the general framework and character for the post as identified below.

In drawing up this job description Governors and the Principal jointly acknowledge their responsibility, in ways defined for Principals in their Conditions of Employment, to enable the holder of each post to carry out the assigned duties and responsibilities. Staff will be consulted as appropriate during any review of such policies.

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### Teacher of Science – MPS/UPS

#### Job Purpose

To support, develop and ensure that high standards of teaching and learning and the wellbeing of students are met for Science.

- 1. Support pupils towards achieving the National expectation for Progress by the end of KS3, KS4 & set high expectations.**
  - a. A careful and astute approach to the analysis of assessment data at key points during the monitoring cycle, ensuring that any barrier to learning is swiftly identified.
  - b. Take appropriate action to facilitate learning, and evaluate the impact of any (significant early) intervention undertaken.
  - c. Record all actions and outcomes relating to pupil performance and wellbeing on the appropriate school systems, and prepare reports for subject leaders as necessary.
- 2. Support students so that the quality of learning over time in lesson is at least 'Good' or better.**
  - a. Display high expectations which inspire, motivate and challenge pupils).

- b. Facilitate and monitor the progress of specific target groups of students to ensure they make progress in line with national expectations, specifically using the SEN Code of Practice and acknowledging that all teachers are teachers of SEN pupils.
  - c. Ensure consistently high standards of teaching and learning as detailed in the 'Teaching and Learning Cycle' framework, using agreed 'Standard Operating Procedures'.
  - d. Attend regular team meetings to discuss teaching and learning, and to share good practice.
  - e. Maintain a culture of self-evaluation, seeking and engaging in continuing professional development as a reflective practitioner.
  - f. Provide regular feedback for students in a way which recognises good practice and supports their progress over time and moves learning on, resulting in a tangible impact in student learning.
  - g. Keep abreast of contemporary ideas of teaching the subject by attending courses and meetings.
- 3. To create and maintain a teaching and learning experience that is appropriate for all abilities to make progress that is at least 'Good'.**
- a. Resource effectively and differentiate an appropriate scheme(s) of learning for each class.
  - b. Use assessment for learning strategies to provide formative feedback to students and their parents/carers on how to improve learning in line with school policy.
  - c. Attend parents' evenings as necessary.
  - d. Ensuring health and safety is managed to ensure the wellbeing of pupils and staff.
  - e. Integrate literacy, numeracy, oracy and communication skills into teaching and learning so that they are explicitly taught.
  - f. Communicate class/set lists and amendments in a timely manner to Head of Department/Key Stage Coordinator.
- 4. To extend and enrich the curriculum experience so that many pupils make better than expected progress.**
- a. Promote the subject to engender excitement and interest in pupils wanting to follow it for further study within or beyond the school.
  - b. Taking responsibility for teaching rooms; originating displays of work, posters etc. connected with the subject.
  - c. Support opportunities for learning beyond the classroom to deepen learning for all abilities.
  - d. Ensure regular home learning tasks are set and used to deepen and consolidate learning in line with school policy.
  - e. Ensuring that all the necessary administration connected with offsite/outdoor learning are completed two weeks before any visit takes place. This includes informing parents of the arrangements by letter, obtaining parental consent where appropriate, making sure that pupils are adequately supervised and correctly dressed and, in some cases, taking out insurance.
- 5. To promote and secure 'Good' behaviour and standards consistent with policy guidelines.**

- a. Promoting good behaviour in the classroom, both for learning and more generally, consistently applying 'Standard Operating Procedures' for management of behaviour.
  - b. Promoting pride in standards of presentation in classwork and home learning tasks; encouraging displays of work, posters etc. connected with the subject, and take actions to ensure the classroom is well looked after.
  - c. Develop experience in the classroom through good teaching that is stimulating and engaging for all pupils.
  - d. Dealing with enquiries and complaints from parents which relate to the work of students in your charge in line with school policy, referring on to Head of Department as necessary.
6. **Fulfil safeguarding and pastoral obligations in the role designated.**
- a. Follow guidelines given in the pastoral/tutor job purpose document.
  - b. Promote well-being and safeguard pupils, in line with professional duty of care.
  - c. Promote the holistic development of pupils.
7. **Fulfil wider professional responsibilities (especially those on UPS, or seeking to move to UPS).**
- a. make a positive contribution to the wider life of the school.
  - b. develop effective professional relationships with colleagues, knowing when and how to draw on advice and specialist support.
  - c. Deploy support staff effectively.
  - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - e. Communicate effectively with parents and carers with regard to pupils' achievement and well-being.





## History of Hele's School

Elize Hele was born in Brixton in about 1560 and lived most of his life at Fardell, Cornwood. He is buried in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the south west were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake (President of the Royal Academy and the first Director of the National Gallery).

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903. It was reconstituted by Devon County Council as a co-educational grammar school in 1921. The school grew and prospered and moved to its present site in 1937. New extensions were opened in 1970 and in 1983 an Art Block was built. Refurbishment took place in preparation for reorganisation into an 11 – 18 comprehensive school when it reverted to its old name.

In April 1995 a new Sixth Form Centre was opened providing excellent up to date facilities for the school's 250 plus Sixth Form learners. Shortly afterwards a new suite of music practice rooms were completed.

In the decade from 2000 developed three specialisms and enjoyed national acclaim as a leading language college. The school qualified three times as an International School and has benefited from a Confucius classroom in recent years.

The Dance Studio and Fitness Centre were completed in July 2003 providing superb indoor facilities for physical education and in 2004 the tennis courts were covered, enabling the PE Department to work entirely indoors when the weather is inclement.

In 2004 a new English Centre was opened which enabled the demolition of some of the 'temporary' huts and in 2006 a new Technology Block was built. At the same time the school was awarded a second specialism, Maths and Computing, as well as being recognised by the Chief Inspector of Schools as a "particularly successful" school.

In 2014 the English Centre was extended by four additional classrooms enabling us to remove temporary buildings and have the English Department based in one area.

We have a new purpose build Post-16 Centre and Mathematics suite.



Hele's School provides an excellent education rooted in strong traditional values. The friendly, calm and nurturing environment is often the aspect that people say is our greatest strength. Successive Ofsted Inspections have recognised this value:

*'The very successful integrated approach that the school makes towards developing the social and emotional aspects of learning has been widely recognised both nationally and locally, and ensures outstanding care, guidance and support for students'. Ofsted Report 2007.*

*'Positive relationships are a cornerstone of the academy's success and help to establish an atmosphere conducive to learning'. 'Good'. Ofsted Report 2012.*

*'Academy leaders have been successful in maintaining a good atmosphere in the academy. Students are well-behaved and when taught well, display real enthusiasm for learning'. Ofsted Report April 2015*

The academic record of the school is strong and the curriculum is chosen to be challenging for all abilities, and a good preparation for further, higher education or apprenticeship in today's demanding times. We believe it reflects the subjects and skills that local families want for their children. Results are above the national average, both at GCSE and A level, although English results have fallen short of expectations over the past 2 years. Significant changes have been made to ensure rapid improvement is made.

We are a self-improving community – always looking to do better, knowing that there is more we can do, and pushing ourselves towards excellence in all aspects of our work.





## The Pursuit of Excellence

Hele's reputation comes from its traditional ethos and high standards.

Our community is focused on continuous improvement, seeking best practice and being restless for new and innovative means of bringing out the best in even our most reluctant learner.

Hele's offers opportunities for students to develop their potential, not only in traditional academic ways, but by discovering their ability in creative, technological, recreational and vocational areas too. Students are also encouraged to take initiative and show leadership.

The school makes use of the closeness of Devon's countryside and moors with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF) is one of our unique selling points, providing a visible presence both in the school and the wider community and opening up countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

Strongly collaborative, we link with the three other secondary schools in Plym to share Post 16 offers to students, and have well established links with our three main feeder primaries.

A summary of the school's data is available on the website in the form of a 'dashboard'. Applicants are encouraged to use the DFE website to access more technical data about performance tables.

A key to understanding the context of our results is the KS4 curriculum diet which has always been very much in line with that expected of schools under the new 2014 'accepted qualifications' rules – 'Progress 8' is calculated to be positive and both capped and total average point scores are significantly above the national average.

Post 16 results are on a strong upward trend, with positive 'Value Added' in the majority of subjects. 20% of our students move on the Russell Group universities.

The quality of teaching is high, and the culture of sharing best practice is well embedded. Teaching is organised in short 7 or 8 week 'cycles' each followed by an assessment point producing rich objective data. Senior staff work as 'departmental improvement partners' to middle leaders, offering support and challenge, holding them to account for the challenging outcomes we expect.

Hele's staff have worked collaboratively to shape and cascade our best practice, drawing from nationally outstanding schools and research to meet the specific needs of the school.

Staff have developed a set of 'Hele's Learning Habits' uniquely shaped to the needs of our students, encouraging independence and deeper thinking.

We embraced the 'growth mindset' thinking as a way of positively countering the fixed aspiration of some of our students.

We are working with the local primary teaching school, and have our first cohorts of PLEs and SLEs to lead and disseminate good practice. We host School Direct places, as well as PGCE students. As a consequence, teaching standards improving further, with strong evidence that the vast majority of teaching is now good or better.



Hele's School has a Microsoft Windows network comprising a SAN and 3 host servers, 18 virtual servers, approximately 600 PCs and 200 laptops. We have 12 computer suites, five of them having 32 PCs, four laptop trolleys and a number of small clusters of computers within departments, 30 interactive whiteboards as well as a PC and projector in each classroom. The network is administered by a Network Manager, a Deputy Network Manager and a Technician to ensure maximum availability.

Governors' Personnel Committee strongly supports staff development, and also has taken time to put policies in place to promote equality, good staff relations and wellbeing.

Governors are not content to stand still, and are restless to return to Ofsted's 'Outstanding' status under the new, more challenging framework. An external review of governance was undertaken in the summer term to support us with this ambition.

## Support

Prior attainment and profile of Hele's students could be said to be on the positive side of advantage for some, but not all, year groups.

Migration from across the city to fill surplus spaces during the demographic dip is changing this profile, and national changes in the complexity of needs of children coming into mainstream have led us to develop deeper support systems.

An excellent student support team includes associate staff Pastoral Support Managers for each House, communication and interaction and ASD specialists, and a team of TAs led by a recently appointed SENCo.

The House structure promotes student leadership, with House Leaders, and peer mentors joining the 'Family Tutoring' team. Post 16 students are employed as mealtime assistants.

All these act to foster and develop a sense of community responsibility, and relationships between staff and students are warm and welcoming.

As a consequence students say they feel safe, and bullying is rare, and effectively dealt with where it does arise.

Progress of disadvantaged students and other vulnerable groups is generally good, with gaps no bigger than national and closing.

Applied learning status gave us an expertise around CIAG that persists, and we are very successful in preparing for and managing transition points in Year 9, 11 and 13. Virtually no students become NEET after leaving Hele's, 20% access Russell Group Universities, and many progress to L2 and L3 courses within the city's specialist provision.

Hele's has a growing reputation for STEM and engineering in particular, with our students picked out for top apprenticeships. Governors see this as a growth area for the school because it fills the needs of the city's employers.

## Assessment

The assessment systems at Hele's School are designed to support teaching and learning and maximise student progress. We use SIMs to collect, analyse and report assessment data, developing efficient systems for monitoring achievement in all key stages. The assessment mark sheets are available to staff throughout the year and contain a rich variety of information about each student. Data is captured at 4 assessment points during the year for summative reporting to parents. We have developed bespoke tracking and monitoring systems for many departments and make good use of the additional functionality in SIMs to provide immediate views of progress for each student. We use the 'MIDYIS' and 'YELLIS' adaptive baseline tests to aid our understanding of the potential of each student.

### Key Stage 3

Although we are still using levels to measure attainment and progress this year, we are developing an alternative system for implementation in September 2015. This will provide a link between the 'Mastery' system used in many primary schools and the 'Big Ideas' necessary for success in the new GCSE qualifications. Departments will have freedom to select the appropriate method of assessment for their subject, but will assess against the skills and knowledge that GCSE students in each category typically display at each stage.

KS2	Year 7	Future GCSE Grades	Example Big Ideas in year 7
	4+ 4 4-	8-9	<ul style="list-style-type: none"> <li>Application of Particle theory to unusual situations;</li> <li>Balanced Symbol Equations.</li> </ul>
Level 5.8 & 6.2 (ss > 130?)	3+ 3 3-	6-7	<ul style="list-style-type: none"> <li>Applications of Particle theory;</li> <li>Formulae of compounds.</li> </ul>
Level 5 (ss > 115?)	2+ 2 2-	4-5	<ul style="list-style-type: none"> <li>Matter is made up of Particles;</li> <li>Word Equations</li> </ul>
Level 4 (ss approx 100?)	1+ 1 1-	2-3	Recognise Chemical and Physical Changes
Levels 3 & 2 (ss < 90?)	0		

### Key Stage 4

Attainment data is assessed as GCSE fine grades, allowing accurate identification of pivotal students. We monitor progress against a number of criteria:-

- Aspirational targets of 4 and 5 levels of progress;
- Challenging FFT(D) estimates;
- English Baccalaureate;
- Attainment and Progress 8.

### Key Stage 5

Post-16 attainment is also assessed as fine grades and progress judged against FFT and the 'Level 3 Value Added' graphs. We have a particular focus on the proportion of students achieving the highest grades necessary for entry to selective Universities.



## Outward facing

Community partnerships matter at Hele's.

Living in the southwest in an area of natural beauty and being close to the coast is of course a great bonus, but at the same time we benefit enormously from the close proximity of sixteen secondary schools, a large FE college, one of the few art colleges in the country, two universities and a growing host of new schools, including a UTC, Free School and plans for two Studio Schools. This provides a tremendous educational resource, but also some challenges. Subject leaders' groups are active and vibrant, and the local deputy heads' groups contribute enormously to shaping educational thinking across our schools.

Across the school, Hele's has forged industry links at many levels, and these have enriched the curriculum, as well as benefited individual students. In recent years Hele's has been working with Barclays Bank, Brittany Ferries, Clarks, Devon and Cornwall Police, Kawasaki, Langage Energy Centre, Langage Farm, Lang and Potter, Plymco, Plymouth City Council Trading Standards Department, Plympton Fire Brigade, Sainsbury's, South West Water, Tesco and Wrigleys, as well as formal links with Princess Yachts and Babcock Marine.

Another constructive collaboration is the one which exists between Hele's and our main partner primary schools; Boringdon, Old Priory and Woodford. As well as ensuring that students are properly supported at the important transfer from Primary to Secondary School, our good working relationship means we look together at our approaches to delivering the National Curriculum for Years 6 and 7, so that the transition is smooth and effective.

Of course, an essential ingredient of a successful school is a good working relationship with parents. At Hele's, we regard education as a partnership with parents, and we share the same sorts of aspirations for our students that caring parents would have. We also welcome the help and involvement that parents can give. All parents are automatically Friends of Hele's School, along with members of staff and school governors.

Finally, Governors have recently considered the value of exploring Multi Academy Trust status with the DFE, who are supportive of an application. This is a very exciting time to be part of Hele's School.