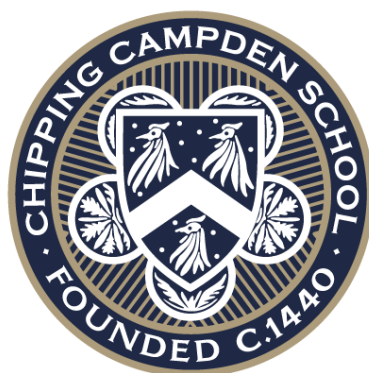




Assistant Director of Learning Science - Biology Application Pack



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Welcome from the Principal

Thank you for your interest in this post. Choosing the right school in which to work is a very important decision, and the aim of this application pack is to provide you with sufficient information to support your consideration of whether you would be happy and motivated working with us over the coming years, to shape the future of our school and inspire our students to make academic progress that is within the top 20% of all schools nationally.

Chipping Campden School is indeed a very special place – unlike any other. What makes our school so special is its culture and ethos; something that has been grown since the school's formation in c.1440, enabling students to feel empowered in their learning and inspired to excel. The school has a very special place in my heart, having served at the school between 2003 and 2011 as a Teacher of mathematics, Head of Year and latterly Assistant Headteacher. Without doubt, having the opportunity to return to the school as Principal in 2023 is the proudest moment of my career. Having taught and led in a variety of other schools across the country, when I drive to Chipping Campden School each day, I know that I am very privileged to be coming to such a special place, with so many amazing people.



When you take a walk around our school, it is impossible not to feel a palpable buzz of excitement. There are so many opportunities for students to flourish, whether that be representing our school on the sports field, performing on stage in our state-of-the-art Performing Arts Centre, leading one of our Student Parliament Ministries or completing the Duke of Edinburgh Gold Award; our offering of co-curricular and extra-curricular activities is enormous.

We are unashamedly ambitious for all our students, enabling them to develop high aspirations and chase goals that perhaps at first, may seem a little daunting. It is only when we relentlessly pursue these high aspirations and settle for nothing less than our very best, do we enable our students to leave our school being able to successfully compete with their global counterparts, in whatever they choose to do at the end of, what for most, will be a seven-year partnership with us. As staff at the school, I believe it is our job to provide the expertise and environment to enable our students to do just that, supporting and challenging along the way.

I am also acutely aware of the current pressures on staff workload and the impact this can have on their wellbeing. I encourage you to take a read through the range of staff benefits that we offer at our school (pages 6-7), including our tangible commitment to supporting staff in achieving an effective work/life balance.

If you decide to apply to support me in leading our school, you will be an exceptional candidate with a thirst for delivering high quality science in an outstanding department. We welcome applications from highly qualified teachers of Biology with a track record of success in external examinations. Our 2024 outcomes are some of the highest in our school and well above national standards in both attainment and progress. You will be ably supported by a Director of Learning (Science), 2 other TLR responsibility holders, a wider team of seven other Teachers of Science and three technicians.

In Key Stage 5, we offer A Level Biology, Chemistry and Physics and our science staff work closely with the Ogden Trust and the Royal Institution for Science. They deliver STEM Ambassador training, through which sixth formers teach science lessons to some of our feeder school primary students.

If you would like to explore the vacancy in more detail prior to applying, a confidential conversation can be arranged with me on the telephone/video, or equally you are welcome to come and visit the school to meet me in person and look around. If you would like to arrange either of the above, please contact Charlotte Crossley (PA to the Principal) by email at ccrossley@campden.school or telephone (01386 840216) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.



If you would like to apply for the post, please do so by completing both parts of our application form, which can be found on our website, by clicking [here](#). Part 1 of the form (pages 3 and 4) provides a space for you to write about the relevant skills and experience that make you a suitable candidate for this post. This section is restricted to two pages (min. font 11) and should outline how your teaching portfolio to date is suited to the requirements of the person specification.

The deadline for applications is **10:00am on Monday 28th April**.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'G. Burton', written in a cursive style.

Gareth Burton
Principal

Staff benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. We feel that a mark of the outstanding school we are is symbolised by the number of staff who choose to send their children to be educated with us.



Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An allocation of three, paid staff wellbeing days, where employees are not required to be in school
- An average of 17.4 students per teacher (full-time equivalent)
- Access to a beautiful property at below market rent situated a short distance from our school. (Subject to availability)
- In iPad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Commitment to staff wellbeing through a variety of internal practices, designed to recruit and retain the very best staff.

- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.
- Cycle to Work scheme
- Focused weekly SLT meetings, which run to time and have a cut-off of 6:00pm – without fail!
- Freshly prepared and cooked food available on site
- Generous allocation of directed time - for the 2024/25 year, all teaching staff have at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders.
- Health and wellbeing support including access to an Employee Assistance Programme (including partners and dependents), confidential counselling services and support from our Staff Wellbeing Group, who meet regularly to ensure that our staff wellbeing is prioritised.



- Outstanding, tailored CPD
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- Support in completing relevant external leadership development programmes.
- The school is located within the beautiful Cotswold town of Chipping Campden, with friendly businesses, including a wide range of restaurants and pubs.

Job description

Post Title: Assistant Director of Learning
Responsible to: Director of Learning (Science)

Section A: Job purpose

- To effectively lead and coordinate the delivery of Biology, in-line with Science Leadership Structure.
- Deputise in the absence (short-term only) for the Director of Learning (Science) during terms 1 and 4.
- Ensure academic outcomes in KS4 Biology and KS5 Biology that are in-line with the top 15% of schools nationally.
- To support and promote Chipping Campden School's vision and values.

Section B: Key responsibilities

Academic student progress

- Analyse academic student assessment data in relevant areas to (a) inform curriculum planning and (b) inform relevant student interventions.
- Lead the KS4/KS5 results analysis.

Communications

- Act as the initial responder to parental queries (beyond the subject teacher).
- Communicate effectively with all stakeholders, and in-line with the school values.
- Attend the fortnightly Science Leadership Group meeting (DoL and three ADoLs) and arrive prepared to lead items, as per the agreed agenda.
- Communicate and liaise with ADoL (Chemistry) and ADoL (Physics) to ensure consistency of approach across the science faculty.
- Collaborating with other Biology and science professionals, and wider professional communities to exploit wider curriculum application opportunities.
- Act as the initial person for others to contact regarding all issues relating to Biology.

Curriculum

- Implement an inspiring and comprehensive Biology scheme of work across relevant areas, which ensures progression, challenge and coherence.
- Design a rigorous assessment system which is common across the faculty.
- Regularly reviewing and update the curriculum to reflect current scientific advancements.
- Ensuring that the curriculum enables all students to make good progress including where there are barriers to learning, through clear and consistent systems and provision for all, actively promoting inclusion.

- Contribute towards the Department Development Plan, its implementation and the part it plays in the whole school development.
- Contribute and lead aspects of Departmental Curriculum Reviews, including the implementation of agreed actions.
- Responsibility for the effective transition of students from Year 11 to Year 12 in Biology; to include Sixth Form Open Evening, Sixth Form Induction days and Year 12 Summer Bridging Work.

Examinations (Internal and external)

- Ensure robust internal assessments are in place across the faculty for relevant areas.
- Prepare robust mock assessment material as per the school calendar and create opportunities for Biology teachers to standardise and moderate marking.
- Ensure all internal assessment data is readily available on internal systems, as required.
- Preparing students for internal and external examinations, including developing revision plans.
- Ensure students are entered as appropriate for all external examinations.
- Liaise effectively with the Examinations Officer with regards to external examinations.

Resources

- Ensure that the allocation and use of accommodation within the Biology classrooms provides a positive learning environment that promotes the highest achievement for all.
- Manage and organise the Biology department environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Liaise with the Director of Learning for Science to ensure departmental stock and resources to support effective teaching and learning are purchased while ensuring best value for money.
- Liaise with technician(s) responsible for Biology to ensure stock and teaching resources are stored correctly, utilised effectively and disposed of in accordance with health and safety regulations.
- Ensure that all necessary department risk assessments are completed and records maintained.

Quality of teaching and learning

- In partnership with the DoL and other ADoLs, contribute to the development of T&L within the department, as per the agreed LM structure.
- Providing a model of outstanding practice to all Biology staff in teaching and department leadership.
- Monitoring the implementation of the department homework policy.
- Fostering a positive learning environment by creating a supportive and inclusive atmosphere where students are engaged, feel motivated, and confident to ask questions, experiment and learn actively.

- Securing and sustaining effective teaching and learning throughout the Biology curriculum by assisting the Director of Learning for science in monitoring and evaluating the quality of teaching by such activities, but not limited to, learning walks, lesson observations, work sampling, and the gathering of staff and student voice.
- Ensuring the effective and consistent implementation of the Teachers' Appraisal Policy and other systems of quality assurance and professional development of line managed staff.
- Set cover work (if required) for classes
- Ensuring creativity, innovation, and the use of appropriate new technologies to achieve excellence in Biology.

Student behaviour

- Promote a positive learning environment within the Biology department.
- Consistently implement the school Behaviour Policy within relevant areas (inc. rewards and sanctions).
- Celebrate areas of success for individual students/groups of students, within relevant areas.
- Contribute towards the nomination of students for Junior and Senior Awards Evening, and the presentation of the awards (inc. reading of relevant citations).

Section C: Main duties

- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Principal, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Person specification

Education and qualifications	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
Relevant educational qualifications at school/college	E	A
Educated to degree level	E	A
PGCE (or equivalent)	E	A
QTS	E	A
Good honours degree (1 st or 2:1)	D	A
Other postgraduate qualification (Eg. MEd)	D	A
Professional knowledge and experience	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
Appropriate experience of teaching classes across the age and ability range	E	A/I
Able to teach Biology to GCSE and 'A' Level, achieving excellent student outcomes	E	A/I
Ability to plan, maintain, develop and deliver outstanding teaching and learning	E	I
Ability to build good relationships with young people with strong behaviour management strategies	E	I
Able to lead, coach, manage and motivate staff	E	I
Evidence of on-going professional development	E	A/I
Creativity in using new technologies or teaching practices to help students learn and make progress	D	A/I
Traits and competencies	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
Committed to and good understanding of Safeguarding and Child Protection practice and procedure	E	A/I
Outstanding oral communicator	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy	E	A/R
A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
Someone who: <ul style="list-style-type: none"> is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance 	E	I

<ul style="list-style-type: none"> • prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school • thrives on challenge, with the necessary drive and determination to get a job done. 		
Willingness to be involved in and contribute to the development of the department and extra-curricular activities	D	A/I



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