Clarendon Academy Science Faculty
Information for Applicants – January 2023

Clarendon Academy has a highly motivated and ambitious Science Faculty. We pride ourselves on the excellent standard of our teaching, the outcomes we provide for our students, and the enjoyment we get from working in a stimulating, supportive and friendly atmosphere. I hope you gain a clear impression of our faculty from these pages, and that you feel this is the type of work environment which would suit you. I look forward to receiving your application.

Rhys Jones
Acorn Director of Science
Assistant Headteacher

1. Faculty Structure and Main Responsibilities

We are one of the larger faculties in the school - there are currently 9 teachers in the Science Faculty, supported by a team of 3 technicians. Key responsibilities in the Science Faculty are as follows: -

- Head of Faculty : Mrs Emma John
- Head of Physics : Mr James Talbot
- Head of Biology : Dr Kate Chipperfield
- KS3 Co-ordinator : Dr Claire Hidalgo-Curtis

Our faculty is made up of an established team of teachers with experience ranging from 3-15 years with multiple teachers from each of the specialisms. We are a team of collaboratively minded teachers who all take an active role in supporting our colleagues. We routinely work together to share and improve upon existing good practice, continually develop our faculty teaching resources and the day to day experience of our students. We are experiencing a continual upward trend in exam outcomes over recent years at both GCSE and A Level and the Science Faculty is well liked and trusted by the students we teach.

In the Summer 2022 GCSE series the Science Faculty achieved some of the best science results Clarendon has seen in over a decade. Notable successes include both 4+ and progress amongst disadvantaged learners were in the top 20% of secondary schools nationally.

Our technician team is led by our senior technician Diana Gullis. Diana and her colleagues have a breadth of knowledge and experience in supporting teachers in planning and delivering practical science.
Each of the A Level subjects has a dedicated technician who is responsible for monitoring and maintaining equipment, ordering new stock and providing day to day support. The role of the technicians has been expanded to encourage in-class practical support in addition to the 'traditional' preparation and maintenance of apparatus.

2. Professional Development

Clarendon Academy prides itself on the quality of the professional development opportunities it offers to both its own staff and to others. We have a comprehensive NQT induction programme, including regular professional development, INSET meetings and training, and the allocation of a subject mentor (from the Science Faculty) and a teaching 'buddy' (a recently qualified teacher from a different Department), to offer help and support during the first few months in teaching. All of the faculty become involved in new staff training and we pride ourselves on giving them a very supportive environment in which to begin their teaching careers.

Staff beyond their NQT year can expect an appraisal structure which will listen to their ambitions, career plans and CPD needs. Alongside the Assistant Head Teacher in charge of staff CPD, your line manager will conduct periodic appraisal meetings, target setting and reviews.

There are many opportunities to take on responsibilities and develop careers within our faculty. We are also keen to aid with development of colleagues from nearby schools and trainee teacher programs. We have previously taken part in running subject specialist workshops and offered training opportunities to PGCE students.

3. Curriculum

Key Stage 3

Our ethos is to teach engaging, thought provoking, practical filled lessons that develop students' skills and knowledge they have acquired at primary school. We use a Clarendon Academy produced scheme of learning, that we wrote collaboratively to address deficits in students' scientific knowledge identified by careful analysis of previous cohorts. We focus on 10 key concepts in science to establish a broad but detailed foundation of knowledge which is cumulatively built upon and revisited across years 7-9 adding further depth at each visit. We focus on developing student scientific literacy and oracy as well as their practical skills and knowledge to ensure they arrive in KS4 equipped to approach the GCSE course with confidence. The scheme is the basis for our teaching, but we encourage teacher autonomy as long as the required content is covered, lessons match the key objectives of our KS3 outcomes and the assessment scheme used. The scheme is detailed, including learning objectives, suggested teaching plans and starter and plenary ideas on a lesson-by-lesson basis. All staff adapt schemes and add resources as the year progresses. Progress is monitored by periodic assessed homework tasks and cumulative assessments which include literacy and numeracy-based activities alongside recall and application of knowledge.

We teach pupils in sets as determined by KS2 and CATS data on entry, although movement between sets is facilitated where appropriate and warranted. We aim for KS3 classes to be taught by a single member of staff across their 6 hrs of Science lessons per fortnight.

Key Stage 4

We have designed our own GCSE curriculum delivering the AQA Science specifications and we teach content in an order we feel best suits our students. We have carefully considered the increasing demand as we move through the course. We aim to provide an appropriate and stimulating curriculum for all our students, whether they wish to obtain the English Baccalaureate or not.

We start GCSE level teaching in year 10 and all of our students 'study at least a Combined Science course; this is delivered across 10 hours per fortnight. Students will have three teachers, one per discipline, as we feel this helps with quality delivery and student confidence in the big picture of their Biology, Chemistry and Physics knowledge. Based upon their KS3 outcomes across year 7, 8 and 9, students will be invited to choose an option of Separate Sciences. Separate science students have an extra 5 hours of learning per fortnight, giving a total of 15 hours split evenly across the disciplines.

All staff are capable of teaching all three Sciences at KS4, although we ensure that our higher ability sets have modules taught by subject specialists wherever possible. We have a wide range of teaching materials available.

Key Stage 5

We run 4 Post 16 courses at Clarendon Academy: AQA A Level Biology, OCR A Level Chemistry, AQA A Level Physics and AQA Extended Certificate in Applied Science. We have grown the uptake of A Level Sciences and have good numbers on all of our courses with applications for September 2021 also looking very good. The Science faculty is a central part of our sixth form offer and along with the Maths department; STEM subjects are taken by a majority of our post 16 students.

4. Faculty Accommodation and Resources

The Science Faculty is housed together in one block and comprises 8 laboratories, 1 computer room that we share, 3 prep-rooms and a dedicated science staff room. Backed by our Academy Trust Acorn Education, we currently have plans to begin a rolling program of refurbishment of our science labs with plans to start work in Summer 2021. All full-time science teachers in the faculty have their own room in which they teach. We provide a wide variety of resource materials – including a number of class sets of different text books. We are well resourced with practical equipment and continually assess our available equipment, encouraging staff to identify key practical opportunities and equipment that we could acquire to improve our students experience.

5. Extra-Curricular Activities

In the past few years extra-curricular offerings have extended mainly to support of students in their GCSE and A Level studies, with staff providing a tailored timetable of subject specific support sessions and lecture style after school opportunities to support, stretch and challenge students.
This is an area we are very much looking to grow as a faculty and had plans that were impacted by the need for remote teaching in the last year. In the coming year we are looking to establish a KS3 science club and there are plans on GCSE and A Level enrichment trips.

6. Further Information

The Ethos of the Science Faculty
The Science Faculty at Clarendon Academy is a successful, dynamic, forward thinking and risk-taking faculty. We are keen to embrace new developments which enhance the learning experience we provide for our learners.

Our whole faculty is outwardly passionate about the subject we teach both in and outside of the classroom. We aim to instil a lifelong interest in science in our pupils, and provide them with skills they can use no matter what their future profession. The faculty has a supportive, friendly atmosphere where new ideas and approaches are welcomed and openly discussed. We always aim to make our science lessons challenging, stimulating and fun and achieve this through careful planning and creating high quality resources.

What Sort of Person Do We Want?
The focus for our faculty is firmly on ***'teaching and learning'***, and looking at ways of improving and enhancing the learning experience our students receive. We are therefore looking first and foremost for an excellent classroom practitioner who can bring new ideas and approaches to the faculty. We will also require enthusiasm, hard work and a sense of humour. In return we will offer you support when you need it, excellent career progression and training, as well as a stimulating and vibrant working atmosphere. If you are looking for a new challenge in a supportive environment with a like-minded team of professionals then we would love to hear from you – and will look forward to meeting you at interview.