

## Appointment of

## Curriculum Leader: Science

**MPS/UPS plus TLR 1C (£12,722)**

**From September 2023**

Dear Applicant,

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website ([www.gshs.org.uk](http://www.gshs.org.uk)) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1200+ students, 112 of whom are in the Sixth Form. We also have up to 50 guest pupils in the Sixth Form from our collaborative partner school. We have 140 staff, 86 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalised and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community. The roll has grown from 850 in 2010 to over 1200 today. We are delighted that we will be oversubscribed again next year.

The level of communication with and support from parents is excellent. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that **“staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection”.** The care, guidance and support that we provide for our young people was again praised, with Ofsted saying that **“staff are well trained to look after and care for pupils. They understand the school’s safeguarding procedures. They are aware of the need to share any concerns with appropriate people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe.”**

They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school. Indeed Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last four Ofsted inspections. This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students’ life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities.  The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students’ welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

This vacancy has arisen following the resignation of our current Curriculum Leader who, after a successful eight years at the school and five years in the post, is moving on to be a senior lecturer in education. This is therefore a rare and exciting opportunity to lead a successful and thriving Science department. Our Science department is popular with students and is at the forefront of developments in Teaching and Learning across the school. You will also be encouraged, as a leader of a vital part of the school, to play a key role in promoting teaching and learning and will view this opportunity as ideal preparation for Senior Leadership.

I am very keen for the new post holder to continue to develop the profile and results of the subject and the department even further. I would be very interested to hear your thoughts on how you would help us do this. I would also like to hear your thoughts on how you would be able to contribute to the continued development of teaching and learning across the school and how you would help our school become outstanding.

The Science Department facilities are very good, with eleven laboratories, two full-time technicians and one working 0.6 to support the department. Our science curriculum offer comprises of an in-house spiralling curriculum covering all KS3 national curriculum and GCSE content, with purposeful practical and assessment opportunities and insights into possible careers. Students are taught in mixed ability throughout KS3 and in KS4 we have one allocated top set class in each band from year 10 with the rest of the students taught in mixed ability groups. At KS4 we teach Edexcel Combined Science with some students following the Separate Science qualification. We also offer excellent STEM enrichment opportunities across all year groups which enhance the students' overall experiences of science.  A level uptake has improved steadily, with healthy numbers in Biology, Chemistry and Physics.  Our NE12 sixth form is a collaboration with Longbenton High School.  Results in Science are very good with above National JCQ figures for all reported GCSE grades for 2022, for combined science: grade 4 and above 75.8% (National 60.5%); Grade 5 and above 53.8.% (National 39.2%) and Grade 7 and above 24.7.% (10.3%). Our progress indicators using SISRA analytical also give a positive SPI figure (+0.23) and an improving picture since 2018. At all levels, however, we continue to strive for even greater success. We have a motivated and dynamic team of individuals who are focused on implementing change and developing new strategies to raise aspirations and achievement. You will be expected to teach across the Science disciplines at Key Stage 3 and 4, and in your specialist area at KS5.

We have made real progress recently and are proud of what we have achieved thus far. However, we know that we have the capacity to improve still further, and our work continues to focus on improving practice in the classroom. All members of the Leadership Team work closely with departments and with the weekly CPL programme for all staff. We are a forward-looking school, committed to giving our students the best possible educational experience, using government initiatives, good ideas from elsewhere and any additional resources creatively to achieve this end.

Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further, and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I only took on the Headship of this wonderful school in September 2022 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Sarah Fitton (Headteacher’s PA) by 12pm on Monday 27th March 2023. We expect to hold interviews on Wednesday 19th April 2023. If you have heard nothing by this date, you must assume that your application has been unsuccessful.

Yours sincerely



PETER DOUTHWAITE

Headteacher

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# CURRICULUM LEADER: SCIENCE

**RESPONSIBLE TO:** Headteacher or delegated member of the Leadership Team

The post holder is required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document 2016 and summarised in the school handbook.

**GENERAL DUTIES**

All Curriculum Leaders share in the responsibility for the day to day running of the school in accordance with published procedures in the staff handbook and adopted school policies. All share in the management of student behaviour and development and so promote the ethos of the school.

Curriculum Leaders are responsible for leading and managing all aspects of the teaching and assessment in their departments within the educational aims of the school and in line with statutory requirements.

**PURPOSE OF THE POST**

* To raise standards of student attainment and achievement within the curriculum areas and to monitor and support student progress
* To be accountable for student development and progress within the curriculum areas
* To develop and enhance the teaching practice of others
* To ensure the provision of an appropriately broad, balanced and differentiated curriculum for all students in the department
* To be accountable for leading, managing and developing the curriculum areas
* To effectively manage and deploy staff, financial and physical resources within the department to support the curriculum areas

**MAIN DUTIES**

**1.1 Management and development of courses of study**

* leading the development and regular evaluation of Schemes of Work
* developing a variety of differentiated resources and teaching strategies to meet the needs of all students
* developing and updating appropriate systems of assessment in line with school policy
* addressing, through programmes of study such issues as literacy, numeracy, individual needs, work related learning
* leading curriculum development in the department
* keeping up to date with national developments in the subject areas with teaching practice and methodology
* actively monitoring and responding to curriculum development and initiatives at national, regional and local levels

**1.2 Monitoring and evaluating the work of the department**

* analysing test results and examination results
* establishing the process of target setting within the department and working towards their achievement
* establishing common standards of practice and developing the effectiveness of teaching and learning styles in the department
* contributing to the school’s procedures for lesson observation
* monitoring the progress of students within the department on a regular basis and setting targets for improvement
* monitoring and evaluating the work of the department according to the School’s Monitoring and Evaluation Schedule and against quality standards and performance criteria
* seeking and implementing modification and improvement where necessary
* implementing school quality procedures and ensuring adherence to those within the department
* monitoring the setting and marking of regular, appropriate homework according to school policies
* monitoring the quality, content and prominence of display and its regular updating
* monitoring Health & Safety in the department in line with school policy

**1.3 Departmental Policy and Planning**

* managing regular departmental meetings
* formulating departmental policies in line with school policies
* devising an annual departmental improvement plan and budget plan in line with the School Improvement Plan
* contributing to discussions to ensure the integration of the work of the department into the school as a whole
* contributing to school publications e.g. curriculum booklets and to meetings with parents

**1.4 Leadership and Management of staff**

* leading the work of all employees within the department including NQTs, in liaison with senior staff responsible for NQTs
* participating in the Performance Management process, according to the School’s Performance Management Policy including taking responsibility for reviewing a number of staff in the department
* participating in the appointment of staff to work in the department and ensuring effective induction of new staff in line with school procedures
* building, co-ordinating and developing a team
* working with the LT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
* managing the work of ECT students and their mentors
* managing the work of substitute staff, supply staff and cover supervisors including providing appropriate work for students
* being responsible for the day-to-day management of staff within the department and acting as a positive role model

**1.5 Management of students**

* monitoring and supporting the overall progress and development of students within the department
* monitoring student attendance together with students’ progress and performance in relation to individual targets set; ensuring that follow-up procedures are adhered to and action taken where necessary
* supporting staff in managing the behaviour of students so that effective learning can take place
* managing the reward system within the department
* liaising with Guidance Managers and tutors in managing behaviour of students

**1.6 Management of resources**

* managing department resources including ensuring that equipment, books, etc., are ordered in line with school procedures
* taking steps to achieve value for money in spending
* liaising with the timetabler to ensure the appropriate deployment of staff and rooms
* ensuring that up-to-date records of department resources and their use are kept
* ensuring that up-to-date financial records are kept
* managing rooms, including fabric and furniture

**1.7 Managing of Communications and Liaison**

* managing arrangements for reporting to parents within school systems, including parents’ evenings
* informing parents of expectations of students, of coursework deadlines, module tests at regular intervals
* assisting the Headteacher in the preparation of reports on the department for the LEA, the Governing Body and OFSTED
* leading the development of effective subject links with partner schools
* liaising with partner schools, higher education, community and business partners, examination boards and other relevant external bodies e.g. Connexions
* representing the department’s views and interests
	1. **Other duties**
* Continuing personal professional development
* Engaging actively in the performance review process
* Undertaking any other duty as specified in the STPCD not mentioned above
* Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level not specified in this job description.

**To Whom Responsible:**

* to the Headteacher, or any delegated member of staff in all matters
* to the Business Manager in Health and Safety matters
* to the link member of the Leadership Team for all other matters in the first instance

**For Whom Responsible:**

* all staff working in the department, teaching and support staff

Line Management responsibilities imply monitoring and evaluation and responsibility for the staff development of team members.

## *NOTE*

a. The details set out above describe the main duties and responsibilities relating to the post. They do not however, specify every item in detail nor the particular amount of time to be spent on carrying them out

b. This job description is subject to annual review and may be subject to amendment following consultation with the post holder

1. This post will involve a whole school strategic leadership and management role



PERSON SPECIFICATION – CURRICULUM LEADER: SCIENCE

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| **ESSENTIAL** | **DESIRABLE** |
| **Qualifications*** Qualified teacher status
* A good degree in a relevant subject
* Evidence of continuing professional development
* Evidence of understanding of recent research on learning, teaching and assessment
 | * Leadership Qualification
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| **Evidence of*** Successful teaching across the age and ability range including A level
* Success as a tutor
* Evidence of leadership of successful curriculum development
* Proven experience of managing other colleagues
* Proven experience of coaching other colleagues to improve their practice
* Evidence of varied and flexible use of ICT in the classroom
* Promoting a positive ethos and well-ordered behaviour
* Using a wide range of teaching styles and approaches
 | * Previous experience of leadership/ management
* Involvement in and commitment to extra-curricular activities
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| **Skills/Qualities*** High order ICT skills
* Excellent relationships with students of all abilities, and with colleagues
* Adaptability, flexibility and creativity of response to the changing needs of the school
* Positive, optimistic and committed to inclusive education
* Capacity to motivate and lead colleagues
* Capacity to work independently and as a member of a team
* Resilience, tolerance, perseverance and a sense of humour
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**Key Responsibilities – Science**

* Ensuring a coherent, well planned, and sequenced curriculum is developed and implemented across all key stages.
* Regularly review teaching, learning and assessment and the impact of the curriculum through effective departmental monitoring and evaluation.
* Ensure staff are developed and supported to be the best teachers they can be.
* Departmental improvement plans that focus on the areas of greatest impact and are carefully monitored.
* Line management of departmental staff. Weekly department meetings to discuss concerns, and devise strategies and interventions with identified students.
* Allocation of specific areas of responsibility for the delivery of curriculum to departmental staff.
* Maintaining accurate financial records and ensuring that the departmental budget is allocated effectively and is sufficient to deliver both the department’s formal and alternative curriculum offers.
* Delegation of budgets to departmental staff with a responsibility for delivering specific subjects/curriculum areas. Oversight of the same.
* Liaising with and maintaining good working relations with SLT.
* Preparation for and participation in regular curriculum review meetings with SLT.
* Undertaking joint project work with other departments on a periodic/ad hoc basis.
* Behaviour management of challenging students using positive, directional language strategies.
* Engagement of students who for a variety of reasons may face significant barriers to educational success.
* Actively encouraging the development of students as independent learners.
* Development of curriculum resources and individualisation of curriculum to ensure its accessibility to all students.
* Ensure that the department’s curriculum and staff are both able to meet the needs of students with a range of SEND needs.
* Mentoring of individual students.
* Analysing data on students’ progress and achievement.
* Identifying students in need of additional intervention and devising suitable interventions to meet the students’ needs and enhance their progress.