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**Deputy Curriculum Leader (Science)**

Following the promotion elsewhere of one Deputy Curriculum Leader, the Science Faculty is looking to appoint a highly effective and ambitious biology or chemistry teacher to bring its leadership back to full strength of three TLR holders. It is an opportunity for either an established or emerging leader to learn from experienced colleagues within and beyond the faculty and to make a significant contribution to the future development of an already successful team.

Hanley Castle High School prides itself on its teaching of values such as mutual respect to maintain a traditional ethos. We have high and improving standards of student conduct through a centralised behaviour management system and a relentless focus on refining those teaching strategies that have been proven to have the highest impact. A shared language for learning across the school underpins our practice, supported by a forward-thinking approach to professional development and an emerging quality assurance programme. The Hanley and Upton Educational Trust has committed to additional training days every year and free access for its staff to Westfield Health.

**The Science Faculty**

* **The team:** seven full-time and one part-time teachers and two teaching members of SLT, well supported by two full-time laboratory technicians. The faculty mentors ITT students from the University of Worcester.
* **Facilities:** nine fully equipped laboratories on two floors, the majority of which have been modernised or refurbished. Two new laboratories were added along with a new prep room in September 2014. Each full-time teacher has the majority of their lessons in their own laboratory, with the occasional swap to accommodate individual student needs.
* **KS3** (Year 7 and Year 8): Students are split into two parallel bands, then taught in mathematics/science groups, based on prior attainment. Our scheme of work is based around the QCA specifications utilising the Activate scheme. This September we introduced a booklet approach to year 7, ensuring the very best experience for all students through co-planning and the most effective aspects of lesson design. This builds on strategies prioritised across the school from Doug Lemov’s ‘Teach Like a Champion’. The intention is to roll this into Year 8 for September 2025.
* **KS4** (Years 9, 10 and 11): up to 68 students of a cohort of 180 opt for triple science, with additional time allocated through one of their option blocks. Students are allocated to either triple or double groups based upon their scientific aptitude. Edexcel GCSE attainment is consistently high, reflecting excellent value-added scores compared to prior attainment.
* **A Level**: results in OCR biology, chemistry and physics are at or above the national average, reflecting good value-added progress. Uptake onto our A Level Science courses is healthy with group sizes varying from 10 to 17. AQA Psychology is also delivered under the line management of the Science Curriculum Leader.
* **Goals:** appropriate challenge for all students through well-structured, practically-based lessons that are well sequenced towards clear end-points; high levels of student participation, particularly using mini-whiteboards; understanding is continually developed through feedback.
* **Retrieval practice**: all lessons begin with a silent starter activity. The faculty makes extensive use of Sparx Science for student homework. Prerequisite understanding is checked in lessons before building on it with new learning and developing schemata.
* **Interventions:** student progress is formally assessed through mid-unit reviews, from which teachers provide further feedback to address any misconceptions. Student progress at KS4 and 5 is monitored against expected examination outcomes, triggering rewards and intervention strategies as required.

Nick Stonehouse (Curriculum Leader) and Jo Jones (Deputy Curriculum Leader).