



# Parkstone Grammar School

## Head of Biology

## Applicant Pack

**Parkstone Grammar School**  
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## Headteacher's Welcome

As the headteacher of Parkstone Grammar School, it is my great pleasure to welcome you to our vibrant and dynamic school community. At Parkstone, we are committed to providing an exceptional educational experience that nurtures the intellectual, social, and emotional growth of every student.

We are a heavily oversubscribed 11-18 selective girls' school offering outstanding education to the students of Poole and its surrounding area. Founded in 1905, Parkstone has continued to provide excellent academic results within a warm, friendly and vibrant community. We are a six-form entry school with 1250 students including 350 in the sixth form.

Our school is a place where students are encouraged to explore their passions, expand their knowledge, and develop critical thinking skills that will serve them well throughout their lives. We have a team of dedicated and highly qualified teachers and support staff who are passionate about education and are committed to inspiring and challenging our students.

We believe in creating a supportive and inclusive environment where each student feels valued and respected. Our students are rightly proud of their school which provides for them a broad and balanced curriculum promoting independence, intellectual curiosity and a love of learning. Subjects offered at GCSE and A Level include academic and facilitating subjects from a very wide range. Our sixth form collaboration with Poole Grammar School for Boys allows us to offer an extensive A Level curriculum.

Students at Parkstone are not only encouraged to succeed academically, but to enjoy the wide range of musical, theatrical, sporting, speaking and charitable opportunities. They thrive in an environment of support and challenge, becoming resilient learners well prepared to succeed in the 21<sup>st</sup> Century.

The unique single-sex selective environment allows the students to grow in a safe and supportive atmosphere. Parkstone's national reputation for excellence and continued success is testament to the consistent dedication of students, staff and governors.

Ofsted commented that Parkstone offers a 'stimulating, friendly community in which all students are valued and may thrive intellectually, emotionally and physically'. Our school's focus is always on teaching and learning as we strive to challenge these able students to become confident, happy and successful young people.

I invite you to apply to our school, and experience the warm and welcoming atmosphere that makes Parkstone truly special. If you're ready to embark on a rewarding journey where your passion for education meets limitless possibilities, we encourage you to explore the opportunities at Parkstone. Join us in making a difference to our young people and shaping the future together.

**David Hallsworth, Headteacher**



# Our Vision

At Parkstone, we embody the values of Commitment, Courage and Compassion to enable students to adapt and thrive in an evolving world, providing an education that inspires and empowers students to determine and achieve their goals.

## COMMITMENT

“Be tenacious and relentless in your curiosity for knowledge”

## COURAGE

“Feel confident to achieve your very best and develop your resilience to overcome barriers”

## COMPASSION

“You should encourage and care for your peers, value and engage with all cultures and religions in our diverse global community”

“Parkstone has encouraged and inspired me to love learning. There is a great community and I am always supported – just like a family.”

Year 7 Pupil



## Our Guiding Principles

- Parkstone will be a seat of exceptional learning where great teachers enjoy autonomy in the classroom to inspire and challenge our able students.
- Very high-quality staff development and peer support to facilitate highly effective learning over time.
- Effective feedback to move students forward in their knowledge and skill development.
- Parkstone will achieve amongst the best schools in the country for the national progress measures at GCSE and A Level.
- A positive ethos underpinned by our values of Courage, Commitment and Compassion.
- Personalised support with highly effective intervention to enable equal access to learning.
- Students will have an understanding of global and national diversity and will be well prepared for life in an ever-evolving world.
- A strong community supported by the staff and student leadership teams.
- Compassionate, high quality advice and guidance to make informed and confident decisions regarding life after Parkstone.
- Opportunities outside the classroom which provide holistic development.
- To engage in initiatives and charity projects to contribute to the local and wider community.
- A broad, balanced and inspiring curriculum appropriate to Parkstone.
- An inspiring learning environment underpinned by a research culture and reflective practice.
- Our community will have high expectations of everyone in line with our Values and Charter.
- To instil a sense of stewardship towards our local, national and global environment.



“Teachers are knowledgeable and enthusiastic. They inspire and sustain a love of learning in their pupils.”

Ofsted Report



# Our School Charter

In our community it is important that we should maintain high standards and take responsibility for our own actions.

## OUR COMMUNITY RESPONSIBILITIES

- To uphold the values of our school
- To treat all persons and the environment of the school with respect
- To apply ourselves to all areas of school life
- To empower all to do our best and to take care of each other
- To challenge any inequality and prejudiced attitudes

## OUR RIGHTS

- To be treated with respect by all members of our community
- To feel safe both emotionally and physically in our school environment
- To participate in all the opportunities that our school offers
- To know where we can access support and guidance
- To be challenged appropriately where we fall short of our responsibilities



“Parkstone was the very best option for our daughter and has helped her grow in confidence and equipped her for university and life beyond!”

Parent



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# Safeguarding

Parkstone Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All shortlisted candidates will be required to complete a Criminal Records Self-Declaration Form. This will allow the school to identify whether you may be ineligible for a role based on barring or a section 128 direction.

Any successful applicant will be required to undertake an Enhanced DBS Check with Children's Barred List information. They will also be required to provide the relevant criminal record checks for time spent living or working outside of the UK within the last 10 years. Applicants can find further information via gov.uk. Please note that any cost for these checks will not be covered by the school.

Further information on safer recruitment processes can be found on our website and we encourage you to read these before submitting your application. Alternatively, please contact our HR Manager if you have any questions by calling the school on 01202 605605.

Our Child Protection Safeguarding Policy can be found on our school website.





# Ofsted

## Key findings of this Outstanding School

“Under the headteacher’s calm, authoritative and exceptionally effective leadership, the school has improved rapidly since the previous inspection”.

“Leadership at all levels is very strong. Governors, senior leaders, middle leaders and other staff work harmoniously together to provide high-quality education for pupils”.

“Pupils make remarkable progress by the time they take their GCSEs in Year 11. This is sustained in the sixth form”.

“By the time they leave school, pupils have attained consistently at the highest levels and are extremely well prepared for the next stage of their education or employment”.

“Disadvantaged pupils make exceptional progress during their time at the school. Their rates of progress are much higher than other pupils nationally with the same starting points”.

“School leaders make very good use of targeted training to develop teachers’ professional knowledge and skills. As a result, teaching continues to improve”.

“Teachers are knowledgeable and enthusiastic. They inspire and sustain a love of learning in their pupils. Teachers have an unswerving faith in the ability of their pupils to succeed and give their time unselfishly to ensure that this happens”.

“Pupils are confident and articulate learners. They take great pride in their work and are determined to succeed”.

“Pupils’ behaviour is impeccable and their positive attitudes to learning are exemplary. They are hungry to learn and attendance rates are high, including in the sixth form”.

“The sixth form is outstanding. Students follow very well developed 16 to 19 study programmes”.

“Disadvantaged students prosper in the sixth form and in recent years all have gone on to university”.



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# Benefits

Parkstone is pleased to be able to offer all staff members:

## Core Benefits

- A contributory pension scheme relevant to your role (including access to Teacher and Local Government Schemes).
- Occupational sick pay.
- Tailored Continuous Professional Development (CPD) through the South Central Teaching Hub.
- Free access to the Employee Assistance Programme (EAP) - confidential support network that offers expert advice and compassionate guidance 24/7 covering a wide range of issues, such as: Legal Information, Bereavement Support and Online CBT among much more.
- All staff are entitled to a 'Golden Day' once a year – a paid day off or part time equivalent.
- Free Yoga and Pilates sessions throughout the term.
- Termly Staff Wellbeing and Workload groups to raise and solve issues.

## Flexible Benefits

- Cycle to work scheme
- Eligibility to join The Blue Light Card discount scheme





# Head of Biology

**Required from 1 September 2025**

Responsible to:	The Headteacher Senior Leader with responsibility for your subject area
Responsible for:	The students in your charge Subject staff in the department <i>ITE students in the department</i>
Important relationships:	Students and parents The Leadership Group Heads of other departments Heads of Year Head of KS3 Science Learning Support Coordinator Examination Administrator Other members of the teaching and support staff The Governing Body and in particular the Governor attached to the department
Important external relationships:	Staff in all phases of local schools and other relevant educational establishments Subject-specific professional organisations

## **Main purpose of the job**

- To ensure the development of students by teaching the curriculum of the subject with due regard for the aims and objectives of the school and the needs of individual students
- To lead and manage the Biology Department and to raise standards of student progress and outcomes within this curriculum area
- To liaise with the Head of Key Stage 3 Science to ensure compliance with the National Curriculum for Science at Key Stage 3 and 4
- To liaise with the Heads of Chemistry & Physics & the science technician team to ensure compliance with all Health and Safety regulations, advice and guidance in the support and teaching of practical science activities
- To monitor and support student progress within the curriculum area
- To promote successful learning and to take responsibility for effective teaching and learning within the department in accordance with the aims of the school



- To support, advise and encourage members of the department and to monitor their performance
- To effectively manage and deploy teaching/support staff, financial and physical resources within the department
- To run enrichment and trips within the department.

## **Employment Duties**

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document.

The Leadership Group is aware of the complexities and pressures of the role of Middle Leaders and will work to support them in carrying out this role through the Line Management system.

## **Main responsibilities of the job**

### **1. Curriculum**

- 1.1 Keeping abreast of new curriculum thinking teaching methods and examination syllabuses and leading developments where appropriate in line with national developments
- 1.2 Coordinating and having overall leadership of Biology taught in school within and outside the taught curriculum
- 1.3 Being accountable for the development and delivery of the curriculum area
- 1.4 Establishing and regularly revising written aims and objectives, programmes of study, schemes of work and appropriate policies for the department
- 1.5 Arranging for the effective assessment of students as required by departmental and school policies
- 1.6 Drawing up departmental homework and coursework/controlled assessment policies within school guidelines
- 1.7 Monitoring and evaluating the department's work in line with agreed school procedures
- 1.8 Introducing and implementing change as a result of the departmental evaluation
- 1.9 Ensuring that e-learning is firmly embedded in the work of the department and that this enhances student learning
- 1.10 Having overall strategic leadership of Biology trips and visits



## 2. Resources

- 2.1 Keeping abreast of developments in resources, including textbooks and e-learning
- 2.2 Identifying the resource needs of the department, establishing priorities, planning and monitoring the expenditure of the department budget
- 2.3 Having responsibility for effective management of departmental resources
- 2.4 Monitoring the condition of, the access to, and the secure storage of all resources belonging to the department, with particular emphasis on compliance with COSHH regulations, in liaison with the Biology Technician(s)
- 2.5 Liaising with the Biology Technician(s) in monitoring and updating departmental inventory of consumables – chemicals and general classroom resources – and laboratory equipment, especially major capital items

## 3. Staff

- 3.1 Working with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- 3.2 Having responsibility for the day to day management of the department
- 3.3 Ensuring that all relevant information on health and safety, curriculum and resources is communicated to all members of the department
- 3.4 Promoting the use of a variety of teaching methods and strategies, and providing guidelines in the departmental schemes of work
- 3.5 Setting standards of good practice in the department with regard to the delivery of the curriculum, teaching styles, record-keeping and assessment and ensuring that members of the department are working to these common standards
- 3.6 Assisting with the selection of teaching staff for the department
- 3.7 Providing the appropriate information to the Assistant Headteacher for the construction of the timetable and ensuring a balanced allocation of classes and teaching groups to staff
- 3.8 Contributing to the school's procedures for lesson observation and learning walks
- 3.9 Recognising and utilising the strengths of members of the department
- 3.10 Identifying areas in which members of the departments need to acquire specific skills, and supporting them in the acquisition of these skills
- 3.11 Disseminating CPD information and encouraging the professional development of the members of the department and themselves



- 3.12 Holding regular departmental meetings with agendas and notes (copies to the Headteacher and the Line Manager). Members of the department should be encouraged to table agenda items so that matters of concern to them can be discussed
- 3.13 Having regular meetings with their Line Manager
- 3.14 Providing full and regular feedback to members of the department, through departmental meetings, of matters discussed at Leaders' meetings and line management meetings
- 3.15 Providing a channel of communication through which members of the department can make their views known to the Leadership Group
- 3.16 Promoting enthusiasm, openness to new ideas, commitment and a happy and homogenous departmental team
- 3.17 Supervising and assisting the Early Career Teachers and ECT+1s in the departments
- 3.18 Managing and supervising the work of any support staff attached to the department
- 3.19 Working with the lead on the programme for Initial Teacher Training within the school where appropriate
- 3.20 Being involved in the Teacher Appraisal process within the school both as a reviewer and reviewee
- 3.21 Checking that appropriate arrangements are made for classes when staff are absent
- 3.22 Attending and contributing to Leaders' Meetings

#### **4. Students**

- 4.1 Monitoring the overall academic progress through SISRA, other provided data and the wellbeing of students within the department and taking action where there is cause for concern
- 4.2 Leading the department on target setting for students
- 4.3 Leading the department in the effective tracking of student progress and effective intervention strategies
- 4.4 Ensuring that appropriate, accurate and up-to-date data on student progress and attainment is maintained within the department
- 4.5 Celebrating and rewarding the achievement of students within the department
- 4.6 With the department, looking at ways of raising the achievement of students
- 4.7 Providing students with subject specific advice on subject choices and Higher Education entry when appropriate
- 4.8 Working with members of the department on disciplinary matters with students
- 4.9 Ensuring that the Behaviour Management system is implemented in the department so that effective learning can take place
- 4.10 Ensuring quality consistent reports are written by all members of the department



- 4.11 Providing appropriate information to the Examinations Administrator on student entries for examinations

## **5. Other responsibilities**

- 5.1 Establishing and maintaining a safe, high quality teaching and learning environment in the subject area
  - 5.2 Formulating the departmental self-evaluation and development plan in consultation with the department
  - 5.3 Promoting links and cooperation with other departments and outside bodies where appropriate
  - 5.4 Keeping the departmental handbook up-to-date
  - 5.5 Encouraging departmental involvement in school initiatives
  - 5.6 Encouraging departmental involvement in extra-curricular school activities
  - 5.7 Providing such reports on the department as may be required by the Governors or Headteacher
  - 5.8 Contributing to the formulation, and cooperating in, the implementation of school policies
  - 5.9 Engaging with department self-evaluation, utilising external data measures
  - 5.10 Playing a full part in the life of the school community, supporting its aims and ethos and encouraging staff and students to follow this example
6. Undertaking other such duties as may reasonably be expected, in addition to carrying out the responsibilities and duties of a classroom teacher (Main or Upper Pay Scale) when undertaking the teaching of pupils



# The Department

## DETAILS OF THE POST

The position offers an excellent opportunity for a committed and enthusiastic candidate to lead a highly effective and very successful Biology Department. We are looking to appoint an excellent leader to our Biology Department that offers GCSE and A Level Biology. The ideal candidate will be a leader who can inspire students and staff and bring out the best in all our students.

All teachers are also expected to act as form tutors.

## THE DEPARTMENT

The Biology Department consists of 6 teaching staff and appropriate Technician support.

Each Science has a Head of Department, and there is also a Head of Key Stage 3 Science.

## CURRICULUM

Staff are committed to maximising student achievement and examination results in the department are excellent.

**Years 7 & 8:** Students follow a coordinated course, with a very strong emphasis on learning skills, essential Science investigatory and problem-solving skills, as well as meeting statutory requirements for KS3 in terms of content. Students are taught KS3 Science with 6 hourly lessons in a fortnight. The Head of Key Stage 3 Science is responsible for the leading of Key Stage 3 with the Biology Department contributing through resources for the Biology component.

**Years 9-11:** All students follow a course that leads to Separate Science GCSE 9-1 Biology EDEXCEL (1BIO) and are taught in 8 groups. The students undertake 4 lessons of Biology, 4 Chemistry and 4 Physics in a two-week lesson cycle.

### A Level

Biology: OCR (Spec A) (H420)

Uptake at A Level is extremely healthy with 4 groups in both Year 12 and 13 currently.

Year 12 & 13 groups have 9 periods per fortnight shared between two teachers.

## LABORATORIES AND RESOURCES

The Biology Department is very well resourced and there are 4 fully equipped laboratories and 2 Prep Room areas for Biology.

The department also has access to a trolley of laptop computers for student use, all wirelessly linked to the curriculum network. The main Science lobby area also has workstations for private student study.





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Science has been well equipped over the last few years and storage provision is well organised by the experienced Technicians. ICT is used extensively by the students and all teachers are provided with a laptop.

#### **DEPARTMENT INITIATIVES AND OTHER RELEVANT INFORMATION**

- The Parkstone Biology Department regularly sends students to Oxford and Cambridge, Medical/ Veterinary Schools and a variety of Pure and Applied Science courses at universities.
- There is an active body of Biology Prefects in Years 12 and 13 who undertake a variety of roles including mentoring, organising discussion groups and helping on Open Evenings.
- A Biology newsletter entitled 'Bazinga' is produced each half term by the Year 12 and 13 prefects.
- Within Biology, there is a rigorous marking and monitoring system in place to ensure students fulfil their potential, with the use of a department developed support card system.
- All staff have had extensive professional development which enhances their teaching and managerial skills.
- All staff are supportive and there is a strong team ethos within the department.
- Students are entered every year for Biology Olympiads.



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## Person Specification

We are seeking a highly skilled colleague who will be dynamic and committed to the school. The qualities, skills and experience we are looking for include:

- excellent academic/professional qualifications
- the ability to lead, inspire and support a team, delegating where necessary
- the highest possible expectations of attitudes to learning and student progress
- excellent classroom skills
- proven record of success in teaching
- the ability to demonstrate enthusiasm and passion for the subject
- excellent subject knowledge and an awareness of current developments in the subject
- proven or emerging experience of leadership
- the ability to work well within a team
- excellent inter-personal skills
- decision-making skills
- excellent communication and presentation skills
- ICT skills that enable you to make the best use of new technology to support teaching and learning
- the ability to work effectively under pressure
- a commitment to safeguarding and promoting the welfare of our students
- a commitment to the wider life of the school
- a commitment to equality of opportunity
- a commitment to continuous improvement and professional development
- boundless energy and a sense of humour!



## Contact us

If you would like more information about Parkstone Grammar School please email [recruitment@parkstone.poole.sch.uk](mailto:recruitment@parkstone.poole.sch.uk)

Alternatively, if you wish to discuss the vacancy please call 01202 605605 8.00 – 4.30 Monday to Thursday and 8.00 – 4.00 on a Friday.

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Sopers Lane, Poole, Dorset, BH17 7EP

