



King Arthur's School

# HEAD OF SCIENCE

START DATE: JANUARY 2025



# SAST

SCHOOLS ACHIEVING SUCCESS TOGETHER

September 2024



Dear Applicant,

Thank you for expressing an interest in the post of Head of Science at King Arthur's School.

Accompanying this letter is information about the school, general information about the role and a job description, which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.

This is a permanent, full-time post commencing in January 2025. We believe this is an outstanding opportunity to take on a key support role in a school that works hard to enthuse students and instil in them high standards.

This is a wonderful opportunity to join a school with a great community feel, real strengths and the ability and desire to develop further. From September 2023 there are just under 500 students from age 11-16, with numbers increasing every year. When you visit the school you will notice the:

- Friendly and welcoming atmosphere
- Students are well-behaved, comfortable and safe
- The range of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful location and space for learning
- Strong local community

We are looking for a team member with high expectations and standards, the ability to inspire but also the capacity to laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support. In return, you will join a Trust that is full of activity, opportunity, and optimism. You will be strongly supported by our SLT in your work to ensure our provision is the best.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more.

We look forward to reading your application and we will contact all applicants following shortlisting.

Yours faithfully,

**Jonty Archibald,  
Headteacher**

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Thursday 3<sup>rd</sup> October 2024**

If invited for interview, these will be held on **Tuesday 8<sup>th</sup> October 2024**

**Salary:** Teacher Pay Scales plus TLR 2.3 (£7,487)

**Contract:** Permanent, Full-Time

We are seeking to appoint an inspiring and ambitious Head of Science to contribute positively to our Science Department and get the very best out of our pupils. The successful candidate will have a knowledge of the place of Science within the school curriculum coupled with an understanding of effective teaching and learning strategies and differentiation techniques. They will also have a knowledge of recent developments in science education and the ability to form supportive relationships with pupils, parents and colleagues.

The successful candidate will:

- Have a passion for all aspects of Science teaching
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning
- Have the ability to embrace and contribute to the vision of the Department and school
- Be able to build relationships
- Have a positive approach
- Have a real interest in educational issues, approaches and alternatives from around the world
- Be proactive and motivated
- Use resources, intellect, creativity and innovation to be successful
- Be able to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Be a team player who will go the extra mile to support students and who will enjoy the opportunities of this role

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise.

Completed applications should be returned by email to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

Should you wish to arrange a visit to view the School, please do not hesitate to contact Claire Hamblin, Office Manager on [claire.hamblin@kingarthurs.org.uk](mailto:claire.hamblin@kingarthurs.org.uk) or at 01963 32368 who will also be happy to arrange this.

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have some contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The*

successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

(Internal ID Number: RAF400)



# JOB DESCRIPTION



**Job title:** Head of Science

**Grade:** Teacher Pay Scales plus TLR 2.3

You are required to carry out the duties of a School Teacher as set out in the School Teachers' Pay and Conditions Document.

## **General responsibilities and duties:**

To provide professional leadership and management within the curriculum team in order to secure the highest quality teaching, effective use of resources and improved standards of learning and achievement for all students.

## **Specific duties:**

Have knowledge and understanding of:

- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- New subject-specific pedagogies and research and their potential impact.

## **Planning & target-setting**

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Ensure that schemes of work are created, updated and used effectively by staff to promote high quality personalised teaching, learning and interventions.
- Work with the SENCO, and any other staff with additional Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of a range of specialist subjects within the curriculum area.
- Contribute to whole-school aims, policies and practices including those in relation to safeguarding, behaviour, bullying and racial and homophobic harassment.
- With the Assistant Head identify realistic and challenging targets for improvement and be clear about actions to be taken, the relevant timescales and criteria for success.

## **Teaching & Managing Student Learning**

- Ensure curriculum coverage, continuity and progression across the range of subjects for all students, including those of high ability and those with additional educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively.
- Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Ensure teachers promote the progress of every student within each lesson, across sequences of lessons and throughout modules/schemes of work.
- Ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- Ensure effective coverage of the SMSC agenda across the curriculum.

## **Assessment & Evaluation**

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to assist students in setting targets for further improvement.
- Evaluate the teaching of the range of specialist subjects within the curriculum area and use this analysis to identify effective practice and areas for improvement.
- Implement whole school systems for recording and reporting individual pupil performance.

## **Student Achievement**

- Establish clear targets for students' achievement, and evaluate attainment and progress for all students.
- Use data effectively to identify individual students and student groups who are underachieving and, where necessary, create and implement effective plans of action to support these students.

## **Managing Staff & Other Adults**

- Attend meetings as requested.
- Support staff in achieving constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriately evaluating practice, and developing an acceptance of accountability.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

## **Managing Resources**

- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

## **Strategic Leadership**

- Support the Principal's vision for the curriculum area which ensures continual improvement, maximum effectiveness and outstanding outcomes
- Contribute to a climate which enables other staff to develop and maintain a positive attitude towards, and confidence in, their professional role.
- Contribute to the development and implementation of practices to ensure all relevant parties are well informed about subject policies and plans and the curriculum area's success in meeting objectives and targets.

## **General**

- Contribute to the development and organisation of any relevant extra- curricular activities and visits which extend learning beyond the classroom.
- Any other appropriate and reasonable activity as may be directed from time to time by the Headteacher.

## **Notes**

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time in accordance with

the School's published time budget policy, and have regard to Section 67 of a Teacher's Conditions of Employment. The job description is NOT necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification or amendment after consultation with the post holder.



# PERSON SPECIFICATION

## Head of Science

### Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

### Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

### Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

### Knowledge

- Good honours degree and/or relevant high level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

### Leadership Skills

- Have an exciting vision for your subject which can be shared and constantly enhanced
- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

### Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

### Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

### Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the King Arthurs' School family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.



# SCIENCE DEPARTMENT – USEFUL INFORMATION

## Your Role

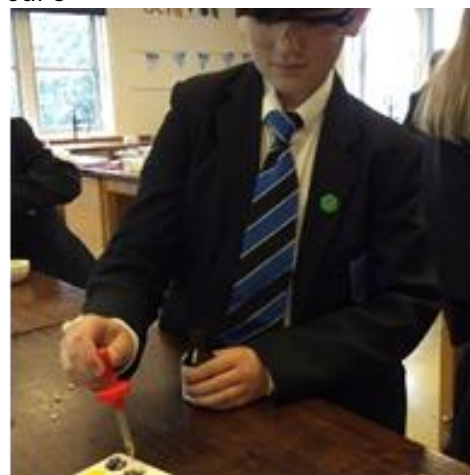
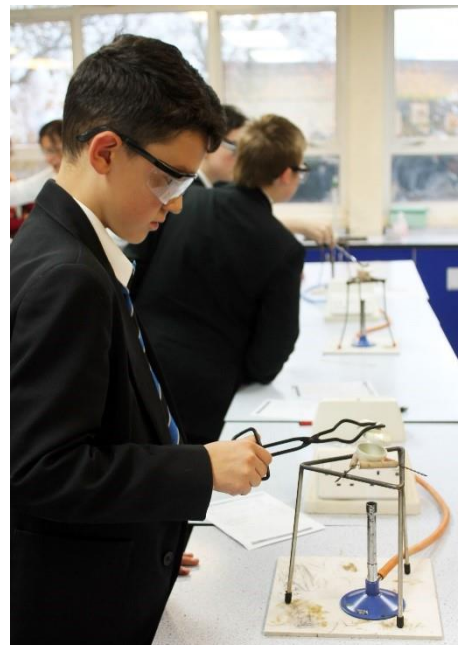
We are seeking to appoint an outstanding teacher or ECT who has a passion for high quality science education. They will be able to enthuse students and will show a real passion for science and developing understanding of the scientific method and process. This is an outstanding opportunity to join a hard-working team in a school with a growing range of extra-curricular activities and opportunities around STEM, including an exciting partnership with Thales.

We are offering the successful candidate the opportunity...

- To join a friendly and supportive team, including a full-time technician.
- To promote success through delivery of a bespoke, spiralled curriculum written with our students at the very centre.
- To work with students across the full age and ability range in an 11-16 School.
- To help shape our Key Stage 4 curriculum as we move towards realising our 5-year curriculum plan (currently in year 3 of implementation).
- To work in an innovative and outward looking school and department.

There are many factors which will support this opportunity:

- Excellent existing links with local and national organisations to promote STEM outside of lessons.
- Links with other schools in the academy Trust, the Somerset Science Leads group (with the opportunity for the right candidate to get involved in meetings alongside the Curriculum Team Lead) and the Stimulating Physics Network (SPN).
- Proactive and supportive SLT link.
- A well-developed ECT offer.



## Background Curriculum

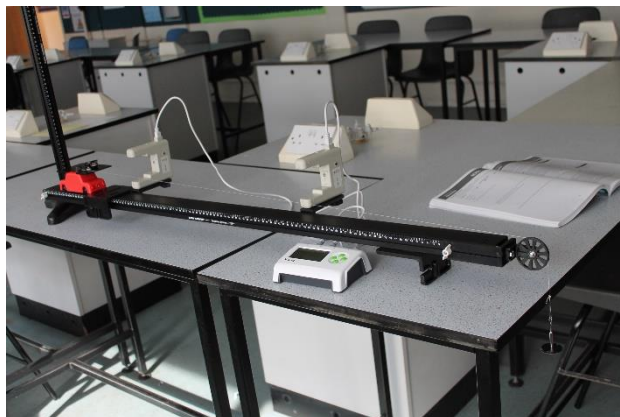
- Students complete KS3 in Years 7 and 8, with a fully resourced, bespoke scheme of learning based upon the National Curriculum. The focus is the spiralling of knowledge, skills and understanding to prepare students effectively for KS4.
- All students begin studying Edexcel GCSE Science at the start of Year 9 with three separate Science teachers before selecting either Separate Sciences or Combined Science to study in Years 10 and 11.
- The impact of the spiral curriculum at KS3 is having a very positive impact on understanding and attainment at KS4 and is driving improvement in results as we continue to progress.

## Next steps

- Students are encouraged to see the links within and between the sciences and the wider world through explicit teaching, including specific links to careers and post-16 opportunities.
- We are pleased to have a rising number of students selecting science-related post-16 study options including A levels in Biology, Chemistry and Physics, and are looking to continue to improve this in the future.
- Our newly established school partnership with The Thales Group, a leader in cyber security and data protection as well as aerospace, space, transportation and defence, has led to STEM opportunities across all year groups.
- We have recently started work with the Stimulating Physics Network, which aims to encourage more students to enjoy physics with more interesting ways of teaching the physics curriculum. This is an exciting opportunity that will benefit both our students (particularly at KS4) as well as the science team.

## Facilities and resources

- There are 5 fully equipped Science laboratories surrounding a dedicated foyer with two prep. rooms.
- We have a portable fume cupboard which can be used in two of the classrooms.
- Each room is equipped with whiteboards, projectors and visualisers, with all teaching computers upgraded in September 2022.
- We have a rolling programme of replacing equipment such that we can provide the highest quality practical education to students, with a number of grants received recently allowing us to purchase new microscopes, molymods, data loggers and dynamics system for use in Physics.
- Equipment is ordered on a weekly basis via the online booking system 'Lablogger', with equipment lists and resources pre-loaded to save time.
- There is a large resource base accessible to all staff; sharing of resources made by the science team is a normal part of our routine.
- Use of Google Classroom, GCSE Pod and Doodle Learn to drive progress at KS4.
- Bespoke KS3 based upon the National Curriculum, fully written and resourced with success at KS4 in Edexcel GCSE Combined Science/Separate Science in mind, using Lab books to drive knowledge and skills relating to the scientific process.



## Extra-Curricular

- We offer a number of extra-curricular science activities to students, including:
  - KS3 Science club
  - Eco-club
  - Gardening club
  - Year 11 afterschool Revision sessions
- In addition, we have various pop-up events and activities for students to get involved in, which have included:
  - Christmas crystal making
  - Celebration of Science week (a series of activities within and outside of lessons)
  - 'Meet the Pathologist' online webinar
  - World Space Week
  - Identification and publication of online events and talks relating to Science
  - Visits to local engineering companies
  - Attendance at local college-led STEM days
  - Taster sessions in the fields of Geology, Sociology and Psychology
  - Year 8 trip to RSPB Ham Wall
  - Attendance at Science Live in Bath, hearing from eminent Science professionals including Dr Maggie Aderin-Pocock, Professor Jim Al-Khalili and Professor Robert Winston.



# ABOUT KING ARTHUR'S SCHOOL



**King Arthur's School**

## **About Us:**

King Arthur's School was built in 1958 and is based in the Somerset town of Wincanton. We serve the local community across the area including surrounding villages in Dorset and Somerset. On the 1st April 2019 King Arthur's School became an academy and joined SAST. Serving students from the local community and surrounding Dorset and Somerset villages, King Arthur's has been supported by SAST prior to joining, and has close links with all SAST schools.

We are a small secondary school and this helps us to develop a special family atmosphere within our school community, where every student feels cared for and valued. Every child really does matter and all children are known by all staff. Students thrive and succeed in our positive, caring and respectful environment.

Our special culture and ethos focus on high achievement both personally and academically. We want all students to be the best that they can be in respect of their academic achievement and personal growth. We also want them to develop a strong sense of belonging. This comes through their significant contribution to our school community, as well as benefitting from it.

Our goal is to see every student within our school community succeed and achieve their individual best. We aim to support and nurture students to develop confidence and resilience through a wide range of learning and enrichment activities. We continually emphasise high expectations and remind students that there are no limits to what they can achieve, if they have the right mindset.

We believe firmly in opportunity and achievement for all and we are proud to provide an education that aims to equip all students with the self-belief, knowledge, skills and understanding to fit easily and actively into a rapidly changing society.

Our journey of school improvement is well under way and we are all committed to the rapid development of our school. We have already seen huge improvements in outcomes for our young people and growth in our staff. Our improvement priorities currently include: improving the quality of teaching, securing high levels of challenge, and raising pupils' attainment and progress; enhancing parental engagement to best support our young people in their educational journey; improve standards of behaviour and foster a positive culture that promotes learning; ensure pupils and staff have a rich, positive experience of school and are well-looked after.

## **Our Mission**

We support and encourage every student to strive for the highest possible levels of academic achievement, alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

## **Our aims are to:**

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care;
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious and independent individuals, with enquiring minds ready to face the challenges of tomorrow.

## **What we value – The King Arthur’s ethos**

- Our students come first
- Enjoyment and fulfilment, with hard work - going the extra mile
- Friendliness and strong sense of community
- Support and care for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

## **Care and Support**

King Arthur’s School prides itself on the quality of its pastoral care, which helps all students to remain engaged and motivated to learn. At King Arthur’s we believe that every child matters and should feel valued as part of our community. Young people need to feel safe and secure in order to thrive academically and socially. Our pastoral team works tirelessly to ensure that this is possible and to help students and their families deal with problems if and when they arise.

## **Our Facilities**

King Arthur’s School is set in a spacious green campus with far reaching views across the town of Wincanton and the Blackmore Vale. We have specialist science laboratories and IT suites, food technology rooms, a range of outdoor hard courts and grass pitches and a Performance Centre, which is used for our school productions and special events.

Our library provides a bright and welcoming environment for research and study, with students having access to a wide variety of resources in both print and digital formats.

Café @King Arthur’s offers students a selection of nutritious, hot and cold food prepared daily by our dedicated catering team. Our healthy and nutritious menu is popular with students, and we cater for many with dietary requirements.

Students also benefit from access to an on-site sports centre with a fully equipped gym, a sports hall and a 25m swimming pool.

A number of community groups meet regularly at the school, including Guides, Brownies, Rainbows, Army Cadets, and the Choral Society, offering students enrichment opportunities in addition to the many extra-curricular activities available during the school day.



# INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

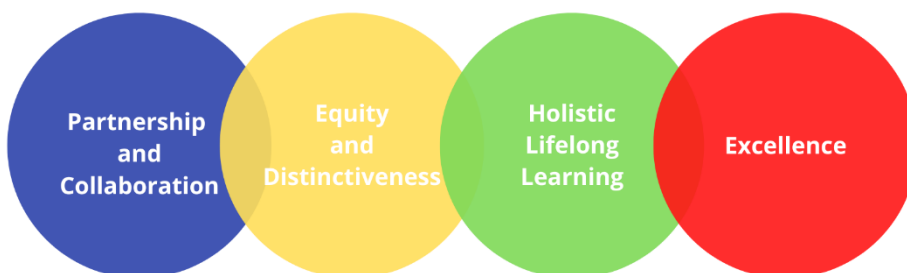
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **Our Vision:**

*Delivering educational excellence through aspiration and collaboration.*

## **Our Values:**



### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

