



Head of Science

MPR/UPR + TLR 1c

Required from the Summer Term 2022

A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Head of Science** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an Outstanding 11-18 Church of England high school (SIAMS 2016-17). The contract will commence in the **Summer Term 2022**.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive. We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 850 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

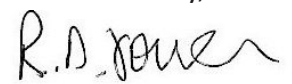
The application form should be completed electronically and emailed to **head@st-christophers.org**, marked for the attention of Mrs Walsh, my PA. It should be accompanied with a supporting letter of not more than three sides of A4 paper, in 11 point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching and leading at St Christopher's.

The closing date for applications is **Monday 7th February 2022 (midday)** and interviews are planned for later that week.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my PA at the above address.

I took up my present position at St Christopher's in September 2013 and know all too well the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



R D Jones
Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England school with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester and North Yorkshire are all within a 30-40 minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 850 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The Senior Leadership Team is substantively the Headmaster, two Deputy Headteachers, three Senior Assistant Headteachers, two Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for NQTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning, with an increasing focus on collaborative learning. All classrooms are equipped with interactive whiteboards and access to laptop computers. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well. This year over 70% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, achieved impressive results, with 84% of students gaining A*-C.

The school has grown significantly in recent years but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups. Pupils acquire the skills, concepts, knowledge and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of learning styles are used to ensure that all pupils are engaged and able to progress. We believe that pupils learn best in classes appropriate to their ability so pupils are set for many subjects from the beginning of Year 7.

"St. Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are provided with the opportunity to study the EBacc suite of qualifications, with the most able following separate science courses.

Over thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our enrichment programme which takes place on Wednesday afternoons. A wide range of options are available including pre-professional work experience, sports academies, archery and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in the last year, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy and Head Girl. Pupil Voice is important at St Christopher's and we have an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged **Outstanding in all areas**.

"St. Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

Harry - Head Boy

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with a number of Outstanding areas. Inspectors reached some telling judgements.

- **‘Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.’**
- **‘Pupils’ attendance is excellent.’**
- **‘The work the school does to keep pupils safe is exemplary.’**
- **‘The behaviour of pupils is outstanding.’**
- **‘Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school’s work.’**
- **‘Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.’**
- **‘Attainment is at record levels.’**

We all work hard to ensure that every child at St Christopher’s is known, supported and challenged. In the words of one of our former students...

“I am still not sure what I want to be but after studying at St Christopher’s I know who I want to be.”

R D Jones

Headmaster



“I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help.”

JOB DESCRIPTION

Post Title: Head of Science
Reporting to: Mrs N Moran, Deputy Head Teacher
Salary: MPR / UPR + TLR 1c
NJC Conditions: Full time / Permanent

Main Purpose

To lead the Science Department in order to produce the best possible outcomes for all pupils and to make a contribution to the ongoing development of the whole school.

Leading the Department

- Establish the aims and objectives for the department in line with the school's mission statement, its aims and objectives
- Motivate, empower and support staff to secure ambitious pupil outcomes
- Motivate and work with others to foster and promote the Christian ethos of the school
- Evaluate the performance of the department, formulate and deliver plans for ongoing improvement
- Keep up to date with national and local educational strategies and developments and communicate these to staff as necessary
- Chair regular departmental meetings and ensure an official record is maintained
- Work with the headmaster to ensure the effective recruitment, appointment and induction of new staff
- Promote the subject and encourage links between the school and other establishments (pre 11 and post 16)
- Fulfil commitments arising from contractual accountability to the governing body
- If appropriate -
 - To help devise a responsibility structure within the department and to help draw up suitable job specifications
 - Line manage teachers with subject responsibilities and, where necessary, support staff

Leading Teaching and Learning

- Be a passionate advocate for outstanding teaching and learning
- Monitor, evaluate and improve classroom practice throughout the department
- Promote a culture of challenge for all pupils, enabling them to be engaged in the subject and experience success
- Use assessment information to inform planning and maximise progress. Ensure that PP funding is effectively targeted and evaluated
- Monitor marking across the department, ensuring that pupils are provided with constructive feedback and set appropriate work to maximise progress

"Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons."

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- Develop and evaluate (along with colleagues), syllabuses and schemes of work, designed to meet the needs of all pupils

Working with Others and Developing Oneself

- Review one's own practice, set professional targets and take responsibility for one's own professional development
- Manage one's own workload and that of others to allow an appropriate work/life balance
- Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the department and wider school
- Develop and maintain a culture of high expectations for all and take appropriate action when performance gives cause for concern

Managing the Department

- Produce, implement and evaluate evidence based improvement plans which address department and school priorities
- Conduct and complete the annual appraisal of allocated staff
- Manage the department's capitation in such a way that improves the education of all pupils and offers value for money
- Ensure that CPD provision is fit for purpose, cost effective and secures excellent outcomes
- Accept responsibility for the conduct and behaviour of pupils within the department and to be available to help members of department as problems arise

Strengthening the Community

Create and maintain effective partnerships with parents and relevant agencies to support pupils' academic achievement, in addition to their spiritual, moral, social and cultural development

Other Department Responsibilities

Adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed in the future at the discretion of the School management. The appointment is subject to the current conditions of employment in the current School Teachers' Pay and Conditions.

"The school is a caring and inclusive community in which learners flourish as 'children of God'."

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience

- Qualified teacher status E
- Recognised subject specific degree or equivalent..... E
- Subject related higher degree D
- Professional development over the last three years in aspects of subject development and pedagogy E
- Professional development over the last three years in aspects of leadership E
- A successful record as a classroom teacher E
- A successful and sustained track record of raising levels of attainment and progress..... E
- A successful track record of raising levels of participation E
- Strong commitment to extra-curricular provision..... E
- Experience of teaching A-level D
- Teaching experience in more than one secondary school..... D
- At least four years teaching experience in the secondary phase (upon taking up post) E

Professional knowledge and understanding

- Current educational issues especially related to the curriculum at KS3, KS4 and KS5 E
- Current teaching, learning and assessment issues relevant to the needs of the department..... E
- Effective strategies for leading and managing departmental evaluation and improvement..... E
- The management of staff, including professional development D
- Financial planning and budgetary management D

Vision and values

- Christian commitment as indicated by membership of a church in Churches Together, Evangelical Alliance or The North West Partnership D
- Willingness to support and reinforce the ethos of a Church school..... E

Personal and professional qualities

- Build and maintain effective relationships E
- Inspire and motivate others to carry the school's vision forward E
- Prioritise, plan and organise themselves and others..... E
- Demonstrate commitment to the leadership process and professional development..... E
- Listen to and reflect on feedback E
- Good attendance and punctuality record and a high level of stamina and enthusiasm E
- Good communication skills and a positive outlook..... E

E = Essential | **D** = Desirable

Confidential references

Professional references should show a strong level of professional support and a positive recommendation from the applicant's current employer.

"St. Christopher's is a welcoming school with kind pupils and teachers who help you."

SUBJECT PROFILE: SCIENCE

The Science Department is stable and has a strong record of success. It is very well led and the whole team are dedicated to delivering lessons of the highest standard.

Number of staff: Eleven full-time and two part-time specialist teachers, plus two full-time technicians.

Departmental structure: Head of Department supported by Assistant Head of Science and each of the A-level subjects respectively.

Examination courses for KS4: AQA GCSE Triple Science or Combined Science: Trilogy
All pupils take two or three science GCSEs

Examination courses for KS5:

Biology	OCR
Chemistry	OCR
Physics	AQA

GCSE examination results:	2017	2018	2019	2020	2021
	A*-C	9-4	9-4	9-4	9-4
1x GCSE	78%	-	-	-	-
2x GCSE	69%	67%	69%	66%	69%
Biology	88%	98%	90%	100%	100%
Chemistry	92%	94%	93%	100%	100%
Physics	89%	98%	94%	100%	100%

Attainment is strong and above the national average and rates of progress are improving rapidly.

A-level examination results:	2017	2018	2019	2020	2021
	A*-B	A*-B	A*-B	A*-B	A*-B
Biology	40%	32%	37%	51%	76%
Chemistry	50%	25%	32%	59%	70%
Physics	67%	53%	22%	63%	77%

Accommodation: Seven laboratories in main school and two state-of-the-art labs and one general classroom in the Sixth Form Centre

Structure of timetable:

KS3 Y7 - 6; Y8 - 6; Y9 - 6, hours (lessons) per fortnight.
KS4 Ten hours (lessons) per fortnight. Triple Science 15 hours.
KS5 Nine hours (lessons) per fortnight.
KS4 and KS5 are taught in subject specialist teams.

"The teachers are really supportive and help you with anything you need."

SUBJECT PROFILE: SCIENCE

All pupils and students will experience high-quality Science education which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science changes lives and is vital to the world's future prosperity from vaccinations to drug delivery to developing X-rays and making wise decisions about the way in which we use the Earth's resources sustainably. With this we will make sure all our pupils and students are taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key foundational knowledge and concepts, pupils and students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena ('Knowing What It Is To Be Fully Alive').

Our ambitious and challenging platform of learning, links throughout to the National Curriculum, but is not limited by it. Through this, we can be sure to develop critical thinking, analytical skills and the ability to carry out high level problem solving. With these skills our pupils and students develop the necessary skills to work effectively with one another and with those of different opinions ('Learning How To Live Well Together'). Pupils and students will understand the important role we all have to play in dynamic ecosystems in order to use the planet's resources sustainably for the benefit of future generations. Through the study of Science, the world becomes richer with a beauty that goes beyond what we can immediately feel or see. We become deeply connected to each other, the world and the universe. A culmination of all this allows our pupils and students to become compassionate stewards of our global community, rooted strong like an evergreen, never withering, only prospering.

Through our challenging platform we hope to ensure that our pupils and students go on from their time studying with us to be aware of the big ideas underpinning scientific knowledge and understanding ('Securing Wisdom And Understanding'). Regardless of whether or not our pupils and students go on to study Science at a further level, we hope to see our pupils and students using their skills to connect their learning across their life whether it be; understanding disease, insulation, braking distances, rates of reaction or understanding optimum growing conditions of plants.

Mr J. Foy

Head of Science