

# HEAD OF SCIENCE APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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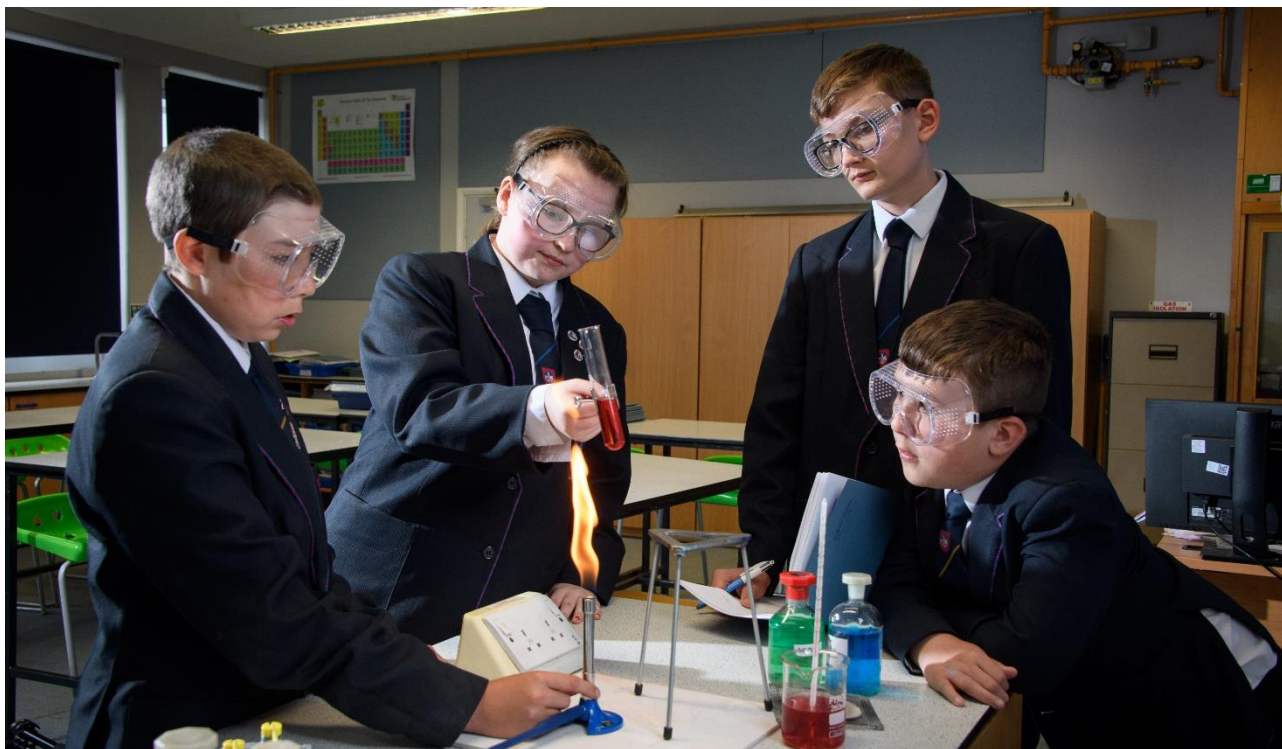
# Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision and the aim of this application pack is to provide you with sufficient information to support you in that process.

The Wordsley School is a truly remarkable place. What makes our school so very special is its culture and ethos. Pupils enjoy coming to school and are successful in their learning, because of the exceptionally high level of care and support that it provides to them on an individual basis and unashamedly, the very high standards that we expect and demand of our pupils in terms of their uniform, behaviour and their commitment to learning. Having taught and led in a variety of other schools across the country, when I drive to school each day, I know that I am very privileged to be coming to a very special place and in the short section that follows, I hope to elaborate on why.

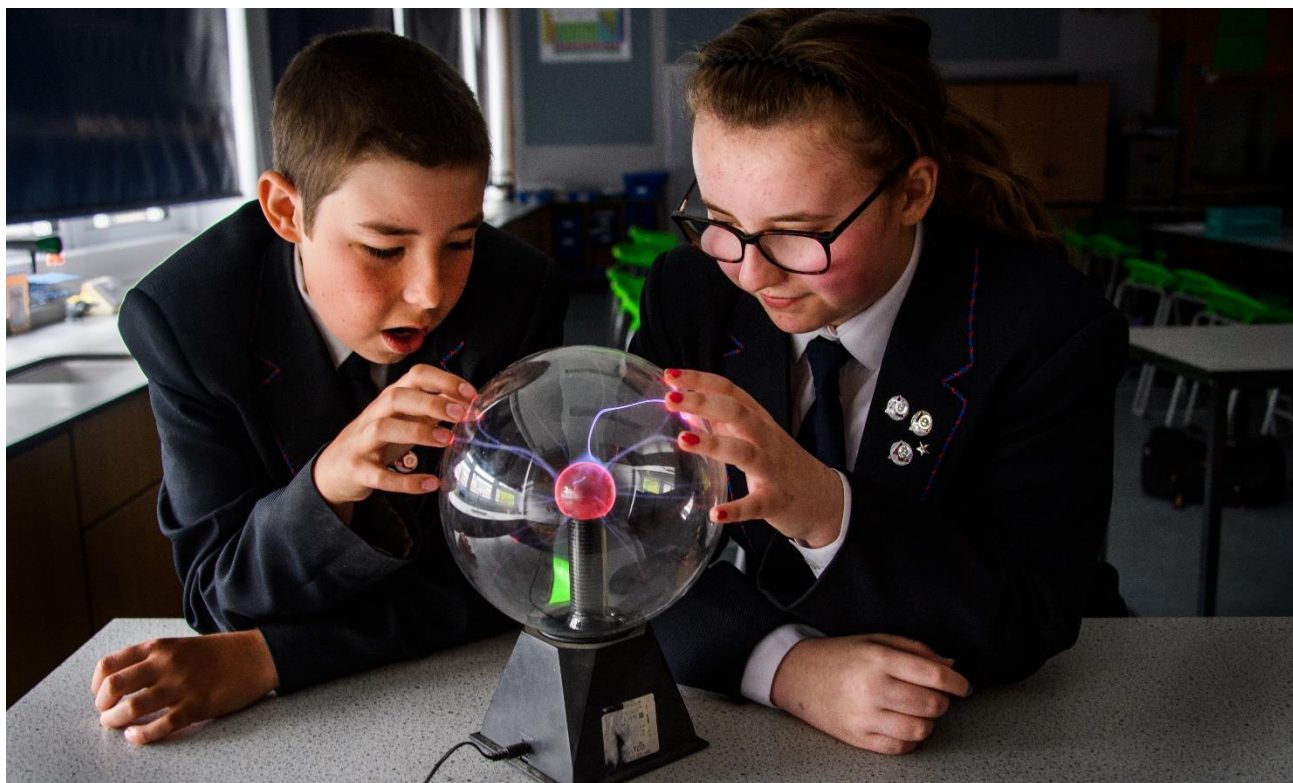


The unique sense of 'community' sets our school aside from any other school that I have worked. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play in our school and the sense of purpose that underpins everyone's individual contribution is what makes our working environment so collaborative and supportive. If you decide to apply for a position with us, you will be joining a committed team of staff who make it their business to excite and inspire our pupils, providing them with the very best opportunities to be successful.





As Head of Science, you will be supported by an Assistant Head of Science, two other responsibility holders and two science technicians. We have recently refurbished all of our science laboratories and each laboratory now boasts a brand-new 'Clever Touch' screen, enabling teachers to mirror their iPad to the board, should they wish. Pupils are taught separate sciences from Year 7 and currently around 45% of pupils study separate science at GCSE level. Standards are high and pupils' academic outcomes are strong, in each of the three disciplines.



I would strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email ([rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post. The deadline for applications is **3:00pm on Wednesday 12<sup>th</sup> October 2022**.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'Gareth Burton'.

**Gareth Burton**  
Headteacher

# Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

## **OUR MISSION**

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

## **OUR VISION**

We promote high levels of aspiration and achievement, and support each other to be the best we can be

## **OUR VALUES**



**CURIOSITY:** we have enquiring minds and are keen to learn



**INTEGRITY:** we are honest and have strong moral principles



**KINDNESS:** we are friendly and considerate of each other



**RESILIENCE:** we respond well to challenge and are keen to improve



**RESPECT:** we have an appreciation and awareness of others

## **OUR MOTTO**

**BELIEVE · ACHIEVE · INSPIRE**

# The Science Department

We are a well-established department led by a Head of Science, an Assistant Head of Science and two additional TLR postholders. The department has nine spacious and well equipped laboratories which have new 'Clever Touch' interactive whiteboards. Furthermore, two laboratory technicians support the delivery of practical work.

At The Wordsley School, we raise aspirations right from the start of Year 7 so that pupils of all abilities are able to leave us with 3 GCSE qualifications in Biology, Chemistry and Physics. Our curriculum delivery places a strong focus on developing pupils' practical skills to enable them to be successful learners of Science and to prepare them for their future.



At key stage 3, the curriculum is delivered via discrete topics which are taught explicitly as one of the 3 Science subjects. At key stage 4, pupils are entered for the EDEXCEL GCSE specification on either the Separate Sciences or Combined Science pathway. Currently around 45% of our pupils study Separate Sciences at key stage 4. In terms of pupil outcomes, in 2019 over 60% of outcomes were at a grade 4 or higher. 100% of all Separate Science outcomes were at grade 4 and above with over half of all outcomes at grade 7 and above. This is something we are particularly proud of given the prior average attainment of our pupils.

Complementing the taught curriculum, we offer a range of extra-curricular opportunities to enhance the learning experience for our pupils including a number of trips and in addition to this, our popular Science club.

# Job Description

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**Post title:** Head of Department  
**Responsible to:** See Wordsley line management structure  
**Salary:** MPS/UPS (as appropriate) + TLR 1A (£8,291)

## Section A: Purpose

- Responsibility for the leadership, management and development of the department.
- Strive to ensure that levels of pupil progress, both individually and collectively, are at least in line with what prior attainment would predict.
- Responsibility for all staff within the department (as per the published line management structure) and to ensure that they model the school's mission, vision, values and motto, in their work.

## Section B: Key responsibilities

### Communications

- Ensure that all staff within the department communicate appropriately and in-line with the communications guidance to staff, written in the Staff Quick-Reference Handbook.
- Disseminate relevant information from Leadership Group meetings in a timely and effective manner.

### Curriculum

- Ensure that the curriculum for all subjects within the department:
  - (a) is planned and sequenced to ensure that new knowledge and skills build on what has been taught previously
  - (b) is structured so that it is building towards clearly defined end points.
- Pupils within the subject are able to articulate:
  - (a) the purpose of an individual lesson.
  - (b) where an individual lesson fits within a broader unit of work.
  - (c) how the knowledge and skills being taught in the current lesson/unit of work build on those that have been taught previously.
  - (d) What teachers do to enable pupils to remember things they have already been taught.
- Teachers within the department are able to articulate:
  - (a) how an individual lesson fits into a broader unit of work, why it is sequenced in this way and what the next step(s) is?
  - (b) the strategies they use to support pupils to develop their 'memory for learning' and knowledge retrieval.
- Keep abreast of curriculum developments and research relevant to the department, including teaching practice and methodology. (Subject, pedagogical and pedagogical content)
- To be responsible for the development of cross-curricular skills in accordance with the school's agreed priorities.
- To develop effective curriculum links with the wider local community, as appropriate, in order to extend the subject beyond the taught curriculum, enhance teaching and learning (T&L) and develop pupils' wider understanding.

- Be open to trailing new developments in T&L to support pupil progress (working with Learning Champions as necessary).
- Support whole-school approaches to the cross-curricular development of literacy, oracy and numeracy.

### **Examinations**

- Ensure that pupils are entered correctly for all relevant external examinations in a timely manner, in accordance with the required deadlines.
- To fulfil all relevant statutory responsibilities as outlined by the Joint Council for Qualifications (JCQ) relevant awarding bodies.
- To liaise with the Exams Administration Team regarding relevant examination and validating bodies, to oversee and organise non-examination assessments (NEA) marking and moderation, ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.

### **Finance/resources**

- Submit an annual department budget, which details how the allocated amount will be spent and ensures a 5% contingency is allocated to the overall department capitation.
- Assume responsibility for spending the department budget in-line with relevant school policies and the principles of 'best-value', ensuring that the budget remains within the agreed allocation.

### **Monitoring the quality of teaching and learning**

- Retain an accurate view of the quality of T&L (inc. marking and feedback) within the department.
- Conduct lesson observations, drop-ins and other observations of classroom practice as directed by the Headteacher and/or according to the school's published monitoring processes.
- Take appropriate action to support each member of staff to further develop their practice, addressing any areas of concern.

### **Pupil behaviour and attitudes**

- Ensure that staff within the department work within the framework provided by the School Behaviour Policy.
- Recognise and reward positive student achievements, in-line with the agreed school protocols.
- Contribute to/lead opportunities to obtain pupil voice, as appropriate and relevant to departmental or whole-school priorities.

### **Self-evaluation and development planning**

- Write the Department Improvement Plan (DIP), to be approved by the SLT line manager, liaising with other departmental responsibility holders as appropriate.
- Share the DIP with all members of the department in a timely and effective manner.
- Implement the DIP, monitoring its success at agreed points throughout the year.

### **Staffing/staff development**

- To monitor the effectiveness of responsibility holders within the department, using appraisal objectives to stretch and challenge performance.
- To work with the SLT line manager with responsibility for staffing and timetabling to ensure an effective timetable for the department.



- Utilise CPD opportunities to support the growth and development of members of the department; reflecting upon the quality of T&L and future aspirations of teachers.

### **Tracking, monitoring and intervention to support pupils' academic progress**

- Track the academic progress of all pupils within the department using agreed, robust summative assessments, measuring progress against individual and collective targets.
- Intervene as appropriate with pupils whose academic performance suggests that underperformance is likely.

### **Additional**

- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.



# The Wordsley School



## **The Wordsley School**

Brierley Hill Road  
Near Stourbridge  
West Midlands  
DY8 5SP  
(01384) 816015

[rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)  
[www.wordsleyschool.co.uk](http://www.wordsleyschool.co.uk)