Sir Graham Balfour
Multi-Academy Trust

# Lead Teacher of Chemistry

## Application Pack
## Required – September 2023





**Matthew Mason**
**Headteacher**

Dear Applicant

Thank you for requesting details of the post of full time Lead Teacher of Chemistry. I very much hope that after reading the enclosed information, you wish to apply.

We are situated on the northern outskirts of the town of Stafford and draw nearly two-thirds of our students from the surrounding suburban area and the remainder from a rural area extending towards the Shropshire border. Students come from all sections of society and cover the entire ability range making the school a true comprehensive.

The successful candidate will join a school committed to continuous improvement and to providing a vibrant educational experience. We welcome change and view new initiatives as opportunities to further our aims. We share good practice systematically and use a highly structured CPD programme to continually develop staff.

We are looking for forward thinking, inspirational individuals prepared to play a full and active role in our further development. Should you wish to join our team, I very much look forward to receiving your application.

The school is committed to ensuring all staff and students have access to equal opportunities.

Please be aware that all appointments will be subject to an enhanced DBS clearance and as part of our stringent safeguarding procedures the interview process will include an assessment of a candidate's suitability to work with children.

Yours sincerely

**Matthew Mason**
**Headteacher**

Welcome to Sir Graham Balfour School which OFSTED in May 2019 found to be a 'Good' school.
**Our vision is summed up in our mission statement – 'Learning, Working and Succeeding Together'**

Our vision is summed up in our mission statement of "**Learning, Working and Succeeding Together**". We believe that **the best possible care we can give to our students will enable them to leave school with the very best GCSE and A level grades possible**. This sits behind every objective in the School Improvement Plan. The "together" of our mission statement is at the heart of our approach. We will work together with parents and students in a collaborative and cooperative way as we aim for academic and personal excellence for each and every child in our care. We aim for our students to communicate clearly with others; to be compassionate and caring; to make responsible choices; to be ambitious; to demonstrate perseverance and resilience in the harder moments; to show pride in the successes they achieve and to be proud of themselves during their time at Sir Graham Balfour School.

We passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life and we are **relentless in our ambition for all children to achieve as well as possible at Sir Graham Balfour School**, regardless of their sexual orientation, socio-economic, ethnic or gender status.











Sir Graham Balfour School

**Our Values**

We know that staff and parents will not always be there, at the point where critical decisions need to be made. This is why we are committed to **values based learning**; *rules* prescribe a set of appropriate/inappropriate behaviours which are specific to given contexts, whereas *values* provide a set of aspirational guidelines within which children must choose the right behaviour or action for the vast array of contexts they will be faced with in life. These are the values which we believe will help our students to become excellent citizens of Stafford and beyond:

- Commitment to excellence
- Responsibility for ourselves and others
- Care for the local and wider Community
- Respect, Kindness and Compassion for ourselves and others
- Ambition for ourselves and others
- Perseverance and resilience
- Pride in working hard and the success it brings

**Our values drive and shape every aspect of school life, taking the place of school rules**. They seek to reinforce the development of the whole person, in addition to the academic. They are values which will, if routinely exemplified and embedded, give our young people all the skills and characteristics necessary to become outstanding citizens of the future.











Sir Graham Balfour School

# Commitment to Safeguarding










Sir Graham Balfour School recognises its legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

Our Safeguarding Policy aims to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

The Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' 2022 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

Our Safeguarding Policy also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with our Safeguarding Policy.

# Commitment to Safeguarding

The SGBMAT Board and the Local Governing Body of each academy within it are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education and the MAT's Equality policy. We confirm our commitment to equality of opportunity in all areas of our work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation

**Please note:**

- All applicants will be submitted for an enhanced DBS check.
- Applications will only be accepted if submitted on the enclosed formal application form.
- Two references will be required, one of which **must** be from your most recent employer. In the case of teachers, one reference **must** come from your most recent headteacher.
- Once a written reference has been received, we will contact the referee by telephone to confirm the provenance of that reference.
- If shortlisted, online searches will be carried out, in order to help identify any incidents or issues that have happened and are publicly available online, which the school might want to explore with the applicant at interview.
- If shortlisted, we will request a portrait photo of you to attach to your file and to help confirm your identity.
- If appointed, the successful applicant will be informed that the appointment is subject to satisfactory completion of the following checks: the right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, the Criminal Record Self-Declaration Form, teacher prohibition and barred list checks, pre-employment medical screening and satisfactory references (if not already received).

# Employee Benefits





SGB MAT is a member of the Schools Advisory Service (Health & Wellbeing Services) enabling staff and their immediate family to access the following services:

- Physiotherapy
- Counselling & Mindfulness
- Weight Management
- Nurse Support Service
- Menopause Support
- Whole School & LG Support
- GP Phone & Video Consultations
- Cancer & Chronis Illness Support
- Private Medical Operations
- Staff Wellbeing Clinics

SAS
Schools Advisory Service

SGB MAT is part of the Government Childcare Voucher and Tax Free Childcare schemes enabling staff to make tax efficient child care payments to their nurseries.  We are also part of the tax free Cyclescheme.

# Vacancy Details





## Lead Teacher of Chemistry

***Full Time, Permanent***
***SGB Pay Scale £28,000 - £43,685 (equivalent to MS1-UPS3) + TLR 2.1 £3,017***
***Required from September 2023***

We are seeking to appoint a dynamic Lead Teacher of Chemistry to join our very successful Science Faculty. The successful candidate will have a firm commitment to raising whole-school achievement; have a professional approach to staff development; high expectations; and a determination to succeed.

The faculty is at an exciting point in its development and enjoying considerable success in public exams at all levels. We are looking to appoint a forward thinking, able professional to join the Faculty in its continuing development. This post would suit any well-qualified and ambitious teacher of Chemistry.

**At Sir Graham Balfour we offer:**

- A friendly, well-motivated staff, who embrace willingly a culture of professional development.
- An ever growing reputation in the local community which has resulted in the school being consistently oversubscribed in an area where student rolls are falling.
- A very positive climate for learning.
- A first rate learning environment. We are housed in buildings completed in 2002 and financed via a PFI initiative.
- Innovative 14-19 collaboration and an increasing roll at KS5.
- A commitment to inclusive practice.

# Vacancy Details





Visits to the school are strongly recommended and can be arranged by contacting Mrs Vicki McKeen (details below).

For an application pack, please access our website, www.sirgrahambalfour.co.uk or contact Mrs Vicki McKeen, Headteacher's PA, on vmckeen@sirgrahambalfour.staffs.sch.uk or telephone 01785 223490. The closing date for applications is: 1.30pm Friday 24th March 2023.

Please return completed applications to vmckeen@sirgrahambalfour.staffs.sch.uk

Shortlisting for this post will take place by Monday 27th March 2023 and successful applicants will be contacted no later than 3.20pm on the same day. If you have not heard from us by this time, please assume you have not been successful on this occasion.

Interviews will take place week commencing Monday 27th March 2023 ; will include a tour around the school, meetings with the Science Faculty, delivery of a lesson and interviews for the short-listed candidates. Further details of the lesson will be sent out to the successful candidates.

# The Science Faculty





## The Science Faculty at Sir Graham Balfour

The Science Faculty at Sir Graham Balfour consists of Biology, Chemistry and Physics. The faculty team is made up of 9 full time members of staff and three science technicians. We have a Head of Faculty, who is also the Lead Teacher of Physics, and a Lead Teacher for Biology. We are a team that is well organised, friendly and collaborative. We are looking for someone to join us who will build upon the strengths in our Chemistry provision, who has a firm commitment to raising whole-school achievement; has a professional approach to staff development; high expectations of the students and a determination to succeed.

We teach all three science subjects from Year 7 to A level, offering both Separate Science and Trilogy Science at GCSE. We teach the AQA specifications at GCSE and A level, which build on a well resourced and coherently planned KS3 curriculum. Our students enjoy considerable success in their public exams at both GCSE and A level.

We teach in 8 purpose built science laboratories, which have a wide range of equipment to allow us to carry out the experiments that are at the heart of our subjects. To further support high standards of teaching and learning, each room is additionally equipped with a projector and sound equipment. The Faculty also has its own dedicated bank of laptops which are available for teachers to book to support learning in their lessons.

# Job Description





**Post:** Classroom Teacher

**Core Purpose:** To deliver a quality learning experience which promotes high standards of attainment and provides students with the opportunity to fulfil their potential and to carry out such duties as are reasonably assigned by the Headteacher

**Responsible to:** The Headteacher in all matters; the Head of Department/Faculty in curricular matters; the House Head in pastoral matters.

**Key Expectations** Teachers must:

- Make the education of their students their first concern, and be accountable for achieving the highest possible standards in work and conduct.
- Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students.

**PART ONE: TEACHING - A teacher must:**

**Set high expectations which inspire, motivate and challenge students by:**

- establishing a stimulating learning environment for students, rooted in mutual respect.
- setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
- promoting and safeguarding the welfare of all students by following the policies and procedures of the school.

**Promote good progress and outcomes by:**

- being accountable for students' attainment, progress and outcomes.
- being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- guiding students to reflect on the progress they have made and their emerging needs.
- demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
- encouraging students to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge by:**

- having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.
- demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
- demonstrating an understanding of and taking responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

# Job Description





**Plan and teach well-structured lessons by:**

- imparting knowledge and developing understanding through effective use of lesson time.
- promoting a love of learning and children's intellectual curiosity.
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflecting systematically on the effectiveness of lessons and approaches to teaching.
- contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all students by:**

- knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support students' education at different stages of development.
- having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment by:**

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- making use of formative and summative assessment to secure students' progress.
- using relevant data to monitor progress, set targets, and plan subsequent lessons.
- giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment by:**

- having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy (B4L).
- having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

**Fulfil wider professional responsibilities by:**

- making a positive contribution to the wider life and ethos of the school.
- developing effective professional relationships with colleagues, engaging in a professional dialogue, knowing how and when to draw on advice and specialist support.
- deploying support staff effectively.
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- participating fully in faculty quality assurance.
- participating fully in appraisal reviews.
- celebrating student success as per school policy and procedure.
- communicating effectively with parents with regard to students' achievements and well-being, reporting to parents and attending parents evenings as directed.

# Job Description





**Operational Responsibilities:**

- Adhere to and implement the school's Child Protection procedures.
- Mark and keep accurate class attendance registers
- Control and oversee the use and storage of educational resources provided for class usage.
- Attend all Tuesday after school meetings.
- Play a full and active role in staff professional development activities as directed.
- Undertake daily duties as agreed with the Headteacher.
- Support and uphold all school policies.
- Ensure any Health and Safety issues are brought to the attention of the Head of Department/Faculty.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

All teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
    - having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
    - showing tolerance of and respect for, the rights of others.
    - not undermining fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
    - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is to be carried out in accordance with the current School Teacher's Pay and Conditions document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent they are incorporated in the postholder's individual contract of employment.

# Person Specification





| ATTRIBUTES | ESSENTIAL | HOW TESTED | DESIRABLE | HOW TESTED |
|---|---|---|---|---|
| **QUALIFICATIONS/TRAINING** | | | | |
| **Education** | Qualified Teacher Status.<br>A first degree or equivalent. | AF | | |
| **Professional Development** | Evidence of participation in INSET, especially with regard to Teaching and Learning. | AF | Participation in work with other schools/agencies. | AF |
| **EXPERIENCE** | | | | |
| **Teaching** | Evidence of classroom teaching experience. | AF/L | | |
| **Resources** | Understanding of managing teaching resources. | AF/I | | |
| **Students** | Understanding of the importance of strong student voice in refining Teaching and Learning. | AF/I | Experience of refining practice, based upon student voice feedback. | I |
| **Parents** | Experience of first hand dealings with parents. | I | | |
| **KNOWLEDGE AND UNDERSTANDING** | | | | |
| **National Framework** | Knowledge and understanding of safeguarding procedures. | AF/I | Knowledge of the current OFSTED evaluation framework. | AF/I |
| | Knowledge of recent Education Acts and other relevant legislation | AF/I | | |
| | Understanding of conduct and importance of appraisal. | I | Awareness of current developments in education and the implications of these for SGB. | AF/I |

# Person Specification





| ATTRIBUTES | ESSENTIAL | HOW TESTED | DESIRABLE | HOW TESTED |
|---|---|---|---|---|
| **QUALIFICATIONS/TRAINING** | | | | |
| **Education** | Qualified Teacher Status.<br>A first degree or equivalent. | AF | | |
| **Professional Development** | Evidence of participation in INSET, especially with regard to Teaching and Learning. | AF | Participation in work with other schools/agencies. | AF |
| **EXPERIENCE** | | | | |
| **Teaching** | Evidence of classroom teaching experience. | AF/L | | |
| **Resources** | Understanding of managing teaching resources. | AF/I | | |
| **Students** | Understanding of the importance of strong student voice in refining Teaching and Learning. | AF/I | Experience of refining practice, based upon student voice feedback. | I |
| **Parents** | Experience of first hand dealings with parents. | I | | |
| **KNOWLEDGE AND UNDERSTANDING** | | | | |
| **National Framework** | Knowledge and understanding of safeguarding procedures. | AF/I | Knowledge of the current OFSTED evaluation framework. | AF/I |
| | Knowledge of recent Education Acts and other relevant legislation | AF/I | | |
| | Understanding of conduct and importance of appraisal. | I | Awareness of current developments in education and the implications of these for SGB. | AF/I |

# Person Specification





| | | | | |
|---|---|---|---|---|
| **Interpersonal / Communication Skills** | Ability to communicate effectively in writing and orally.<br>Flexible and approachable.<br>Resilient under pressure.<br>Able to deal sensitively with people and resolve conflicts.<br>Sense of humour | AF/I<br><br>AF/I<br>AF/I<br>I<br><br>I/L | Positive and energetic approach to work. | I |

**ATTITUDES**

| | | | | |
|---|---|---|---|---|
| **Educational Philosophy** | A commitment to raising achievement through partnership with parents and the wider community.<br>A determination to deliver the aims of the school.<br>A determination to progress school improvement and a desire to fulfil each child's potential. | AF/I<br><br>I<br><br>I | An understanding of the way schools can promote values and a moral code. | AF/I |
| **Staff Development** | Committed to the continuous professional development of faculty staff. | I | A knowledge of and commitment to Investors in People standards. | AF/I |
| **Equal Opportunities** | Commitment to equality of opportunity.<br>Commitment to race and gender equality and social inclusion. | I/L<br><br>I/L | Understanding the need to promote positive role models. | I |

**KEY:**

| | |
|---|---|
| AF | Application Form |
| I | Interview |
| R | References |
| L | Lesson observation |