



# Lady Margaret School

Part-time Teacher of Science (0.6 FTE)

Application Pack





## Letter from Headteacher

Dear Candidate,

Thank you for showing interest in the post of Part-time Teacher of Science (0.6 FTE) at Lady Margaret School.

Founded 104 years ago, the school has a proud and successful heritage in educating girls. We wish to appoint a Teacher of Science, to build on the great strengths of the school, maintaining the highest academic and behavioural standards, whilst adapting to the fast changing educational landscape.

Lady Margaret School has always been a high performing school, as testified by its most recent 'Outstanding' Ofsted and SIAMS ratings. Recent results at GCSE have continued these high standards whilst reminding us of the challenge of building 'added value' for girls of all abilities. At A level, we enjoyed excellent results in 2020 and we continue to offer a rich curriculum for our students.

This post offers the chance to work with a committed and experienced staff as part of a learning community, supporting each other to develop an innovative and exciting curriculum. This is a unique opportunity: to work in a school with a strong and proud heritage.

Thank you again for your interest in joining us.

Yours sincerely

Elisabeth Stevenson  
Headteacher



## Part-time Teacher of Science (0.6 FTE)

September 2021 start— Permanent Position

### Inner London Teachers' Scale

We are delighted that you have taken an interest in our teaching vacancy: This is an exciting opportunity to join a successful school with a friendly and supportive staff.

#### About Lady Margaret School

Lady Margaret School is a Church of England academy for girls aged 11-18 situated on Parsons Green in West London. Established in September 1917, there are currently 775 girls on roll, of whom 179 are in the Sixth Form. It is an outstandingly successful school in welcoming girls of all academic abilities and ensuring that they achieve their full potential. Its success is based on a culture of high expectations and aspirations, excellent standards of teaching and a strong commitment to the Christian ethos. However, it remains an inclusive school and girls from other faiths or those who have no religious beliefs at all are welcomed.

Our exam results reflect the hard work of our staff and students. In 2020, 96% of our girls attained GCSE English and Mathematics at grades 9-4. At A Level, our results are consistently outstanding, with high numbers of girls progressing to a wide range of Higher Education courses. In 2020 84% of grades were A\*-B. Students at LMS have an excellent record of securing offers from top universities.

#### About the Role

We are looking for an inspirational, committed and enthusiastic professional to join our Science Department in September 2021 on a part-time basis. The successful candidate will teach Science across the full age and ability range. This position is suitable for either an NQT or someone with more experience.

#### What you can expect from us

- A supportive school that has staff Well-being at its core
- Enthusiastic and engaged students and a culture of high aspirations
- Excellent career progression opportunities in addition to the high quality CPD which is part of our established systems for staff support and development
- A comprehensive benefits package including pension, employee assistance programme and Cyclescheme
- A convenient location served by excellent transport links, close to local amenities and green spaces.

Closing date for applications: Monday, 17th May 2021, 9am

Interviews will be held on: Wednesday, 19th May 2021

Early applications are encouraged. Suitable candidates may be interviewed before the closing date and Lady Margaret School reserves the right to withdraw the position if an early appointment is made.

How to apply: Please click on the 'Quick Apply' button on our TES listing to fill out an online application form. Alternatively, visit our website to complete our own application form: <https://ladymargaret.lbhf.sch.uk/our-school/vacancies>.



## Lady Margaret School Science Department

The Science Department at Lady Margaret School is an innovative and high performing department. We aim to stimulate students' natural curiosity and interest in science, to inspire them with a desire to learn and discover more about the world in which they live and to ask scientific questions about it. We plan exciting lessons and provide extensive opportunities for all of our students to learn beyond the classroom by offering enrichment activities such as outside speakers, visits and a range of activities to celebrate Science Week.

The Science Department numbers ten full and part time teaching staff working in a supportive environment, focussed on best practice for all. It comprises four laboratories and two A – level laboratories, all of which have Interactive Whiteboards, and are served by two prep rooms and two laboratory technicians. The department is well resourced in terms of practical equipment, with a strong emphasis on developing scientific enquiry and practical skills at all key stages.

At Key Stage 3 students follow a three year course of study. Students are taught in mixed ability groups and assessed through regular testing. Teachers are responsible for teaching all three sciences.

At GCSE students study either AQA Triple Science (Biology, Chemistry and Physics) or Combined Science. Where possible, teachers teach within their specialism at Key Stage 4.

Science subjects are extremely popular in the Sixth Form with a strong uptake in each of the three main disciplines. Many of our students achieve top grades and go on to study Sciences, Medicine, Veterinary Science, Engineering or Dentistry at university. This success is hard won and is due in most part to the culture of academic rigour that the department strives to cultivate and to the dedication and commitment of all stakeholders.

The department has a strong focus on embedding best practice. Departmental meeting time is used for continuing professional development, linked to the needs of the department and the School Development Plan. The department members also participate fully in the school's Research and Development groups, choosing an area of research that they feel will complement their teaching and that they can share with the department.

The successful candidate will have an obvious enthusiasm and passion for their subject, as well as a relentless focus on teaching and learning. They will be committed to their own professional development and be willing to participate in sharing best practice for the benefit of all.



## Job Description — Part-time Teacher of Science (0.6 FTE)

**Job Title:** Part-time Teacher of Science (0.6 FTE)

**Reports to:** Head of Science

**Overall Responsibility:** Delivering the highest quality learning experiences to students learning Science

**Start date:** 1st September 2021

**Salary:** Main Scale—Upper Scale, dependent on experience (Inner London)

**Disclosure level:** Enhanced

**Roles included:** Classroom Teacher, Form Tutor

### Job purpose:

To support the outstanding outcomes of the Science Department by teaching an exciting and challenging Science curriculum, teaching consistently high-quality lessons, and promoting exceptional levels of academic development, attainment and wellbeing for LMS students.

### Overview:

1. To deliver consistently high quality lessons to students to enable them to make outstanding progress.
2. To support the development of an engaging, challenging and accessible Science curriculum for each year group that supports students to make outstanding progress.
3. To make a valued contribution to the school's pastoral and extra curricular programmes, including trips and school visits.
4. To be a committed Form Tutor, supporting the personal development and well-being of the students in your tutor group.

### Classroom Teacher:

1. Plan and deliver high-quality, challenging lessons
2. Prepare students for any internal or public examinations, to enable each student to achieve her potential.
3. Maintain high expectations of students and set them challenging but achievable targets.
4. Understand your responsibilities for students with particular educational needs. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from colleagues including the SENCO when appropriate.
5. Follow all relevant school and departmental policies in the planning and delivery of lessons.
6. Where a member of staff is under allocation to do cover lessons where necessary.



## **Job Description — Part-time Teacher of Science (0.6 FTE) cont'd**

### **Assessment, reporting and communication**

1. Implement the school approach to assessment and feedback to inform planning, develop learning and evaluate students' progress.
2. Provide formative oral and written feedback to help students reflect upon and improve their work.
3. Make effective and regular use of the school's assessment criteria and reporting procedure to inform learning.
4. Maintain regular records of students' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.

### **Professional development**

1. Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, relevant aspects of the curriculum and exam board requirements.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your professional development.

### **Form Tutor Responsibilities**

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, and academic progress.
2. Develop strong relationships with tutees based on trust and respect.
3. Deliver the PSHE curriculum to tutees in the weekly PSHE lesson.
4. Implement attendance, rewards, sanctions, behaviour and monitoring policies.
5. Work with the Head of Year to identify the need for intervention planning where necessary.
6. Monitor the safeguarding and welfare of students in your tutor group
7. Make Heads of Year, SENCO and senior staff aware of any issues with students as necessary.
8. Proactively engage parents to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
9. Model the ethos of the school.
10. Keep the form register and monitor patterns of student attendance / absence.



## Job Description— Part-time Teacher of Science (0.6 FTE) cont'd

### Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent 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 schools published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.



## Person Specification— Part-time Teacher of Science (0.6 FTE)

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to at least degree level</li> <li>• Qualified to teach in the UK</li> <li>• Qualified to work in the UK</li> <li>• QTS or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities.</li> <li>• Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes.</li> <li>• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.</li> <li>• Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having worked successfully in at least one school in an urban, multicultural setting, teaching pupils from backgrounds of socio-economic disadvantage.</li> <li>• Experience of working with high ability and SEN students.</li> <li>• Experience of teaching A Level in this subject.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge of the requirements of the subject.</li> <li>• An understanding of the ways children learn and how individual needs may be assessed and met.</li> <li>• Good knowledge of current educational developments and initiatives relating to the subject and their implications.</li> <li>• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.</li> </ul>



## Person Specification— Part-time Teacher of Science (0.6 FTE) cont'd

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li> <li>• The ability to develop positive relationships with all young people.</li> <li>• Well-developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• Sound judgement and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• An ability to use data confidently to inform planning.</li> <li>• Competent user of ICT</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Willing to support LMS school ethos as a Church of England school.</li> <li>• Willing to be fully engaged in the whole life of the school including extra-curricular activities.</li> <li>• Willing to be a form tutor.</li> <li>• Committed to working collaboratively with colleagues.</li> <li>• A commitment to the safeguarding and welfare of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading successful extra-curricular activities which inspire and motivate learners.</li> </ul>



# Additional Information for Applicants

## Safeguarding

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

- Successful candidates are required to undertake an enhanced Disclosure and Barring Service check.
- This post is exempt from the Rehabilitation of Offenders Act 1974 therefore you will be required to declare ANY convictions, cautions and bind-overs you may have, regardless of how long ago they occurred, including those regarded as 'spent'. Having a criminal record will not necessarily prevent you from taking up appointment; it will depend on the nature of the offences and their relevance to the post you are applying for. However, should you NOT declare an offence that is subsequently revealed, e.g. through the DBS check, then this may place your appointment in jeopardy.
- It is a criminal offence for barred individuals to seek or undertake work with children.
- In compliance with Safer Recruitment guidelines, CVs cannot be accepted.

## Referees

Two references will be sought for candidates invited to interview. It is our policy to obtain references prior to interview, if you have concerns regarding this please contact us.

- The first reference must be from your present or most recent employer.
- If any of your references relate to your employment at a school or college your referee **must** be the Headteacher or Principal.
- If you are currently working with children your present employer will be asked about any disciplinary offences relating to children, current and/or time expired; whether you have been the subject of any child protection concerns and if so, the outcome of these investigations. If you are not currently working with children, but have done so previously these issues will be raised with your former employer.
- If you are not currently working with children but have done so previously the second reference must be that employer.
- We are unable to accept references from anyone acting solely in the capacity of a friend or relative.
- Other previous employers may also be approached for information, before interview, to verify details on your application form such as particular experience or qualifications.
- If you have worked with any of the employers you have listed above for less than 24 months, please add an additional referee (*this appears on the TES application form*)

*Thank you for your application. Applications may not always be acknowledged, however we aim to advise non-shortlisted applicants of the outcome within a reasonable period after the closing date. Where a large number of applications is received this may not be possible, and if you have not been contacted within 3 weeks of the closing date, please assume that you have been unsuccessful.*