



FROGMORE

COMMUNITY COLLEGE



SCIENCE ASSISTANT FACULTY LEADER CANDIDATE INFORMATION



WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of Science Assistant Faculty Leader at Frogmore Community College.

At Frogmore, we believe that everyone can flourish, given the right environment, support and challenge. As a relatively small school, with 706 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: "The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff."

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Regular and supportive line management, coupled with high levels of professional trust, mean that our exceptional team of middle leaders are proactively engaged in driving the school forward. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve.

We are seeking an assistant faculty leader who will energise staff through a passion for great teaching and great learning in science. You will be a successful and experienced teacher who consistently achieves high standards and have a clear vision for how you will step into leadership, developing and inspiring other teachers within your team. You will have an unwavering commitment to working with children to be able to make the most of their time at school. You will be adept at building positive and respectful relationships with young people in order to manage them well in a classroom context. You will also be an excellent communicator who recognises the importance of working as part of a team.

You will be joining a fully staffed science department with a superb team ethos of mutual support. The right candidate will find this appointment extremely rewarding and a fantastic opportunity to develop their own career and make a difference in our community.

I actively encourage you to visit us for an informal tour. You will get a much better sense of who we are and what we are about. To arrange this, please contact reception on 01252 408444.

Frogmore Community College is a happy and supportive place to work. Relationships between staff are strong. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore family'. If you are similarly excited by the prospect of joining us, then I very much look forward to receiving your completed application.

Yours faithfully

Chris Vaudin

Headteacher

The science department at Frogmore Community College

We believe that science has great relevance for all students and should enable them to function as useful and informed members of society. We are committed to teaching science to students of all abilities in a research informed way that engages and challenges them. We place strong emphasis on the development of practical skills as well as improving scientific knowledge. The department has a good record of success in examinations.

The Science curriculum aims to allow seamless progression from KS3 to KS4. In Year 7 and 8 students are taught in a modular format with units based on the new KS3 programme of study. In Year 9, students begin GCSE work, in a phased transition to KS4 tailored to the needs of each group. The key knowledge and skills needed to ensure progression are used to inform teaching and assessment.

Lessons are taught in five purpose-built laboratories arranged around a common preparation room. The science department is centrally located in the school and easily accessible on the ground floor.

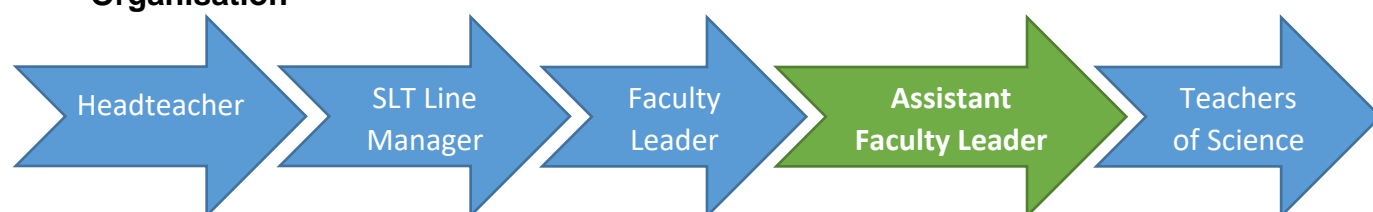
Our teaching team is composed at present of six teachers, of whom five are science specialists and one is a PE specialist, working part-time in science. There is a great balance of subjects and experience within the team. We are also fortunate to have a team of two enthusiastic and highly capable science technicians. We are an outward facing department with strong links with local schools.

The science department is friendly and welcoming. Staff are mutually supportive, readily sharing ideas and materials. The department ethos is one of working hard on the things that have been proven to have the greatest impact on student outcomes. The school has a well-supported behaviour policy and centralised detentions. Teachers within the school are treated as valued professionals. You could not ask for a better team to enable you to flourish as a science teacher!

Job Description for Science Assistant Faculty Leader

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| Role Title | Science Assistant Faculty Leader |
| Faculty | Science |
| Role Purpose | <p><u>Leadership and Staff Development</u> To support the faculty leader:</p> <ul style="list-style-type: none"> • To be able to communicate a vision for science and engage the faculty team in striving to achieve it. • To lead the faculty team through extolling and modelling the highest possible professional standards. • To develop team members' teaching expertise through, for example, paired observation, sharing resources and successes; ensuring that teaching and learning has a high profile at faculty meetings. • To monitor the quality of teaching and learning within science through a programme of lesson observations. • To support faculty members in gaining a clear understanding of best practice in science education. <p><u>Teaching and Learning</u> To support the faculty leader:</p> <ul style="list-style-type: none"> • To secure excellent progress and outcomes for all students who study science. • To set high expectations for, and to monitor, the quality of learning and teaching within the science faculty, participating fully with the school's continuous evaluation procedures. • To identify underachievement and establish intervention strategies which involve regular communication with parents. • To manage the learning environment; promoting the faculty through a range of curricular and extra-curricular activities. • To set high expectations for the behaviour of students whilst engaged in science lessons, taking action or referring for action as appropriate and within the framework of the School Behaviour Policy; to ensure faculty members are supported fully with discipline and behavioural issues. • To develop further opportunities for recognising, rewarding and celebrating success and achievement in science. <p><u>General</u></p> <ul style="list-style-type: none"> • To work collaboratively within the faculty and across the school • If you are a teacher who has progressed to the Upper Pay Range, you will be expected to demonstrate the UPR expectations as stated in the Teacher Standards |
| Reporting To | Assistant Headteacher |
| Working Time | Full Time as specified within the STPCD |
| Salary/Grade | Classroom Teachers' Pay Scale plus TLR 2a |
| Disclosure Level | Enhanced |

Organisation



Accountabilities of all teaching staff

| Accountability | Expectations |
|---|--|
| Safeguarding, Student Safety and Wellbeing | <ul style="list-style-type: none"> • Be fully committed to safeguarding and promoting the welfare of children • Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. • To attend all safeguarding and child protection statutory training as required • Adhere to safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times • Demonstrate empathy and kindness towards students and fellow staff |
| Teaching and Learning | <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners • Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge • Design opportunities for learners to develop their literacy, numeracy and ICT skills • Plan homework and other out-of-class work to sustain learners' progress and to extend and consolidate their learning • Teach lessons and sequences of lessons which: <ul style="list-style-type: none"> ○ use a range of teaching strategies and resources ○ are adapted to suit the learner and take practical account of diversity and promote equality and inclusion ○ build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives ○ introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries ○ demonstrate the ability to manage the learning of individuals, groups and whole classes • Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary • Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts • Establish a clear framework for classroom discipline in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence • Ensure the effective/efficient deployment of classroom support staff |
| Assessment and Monitoring | <ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications • Utilise a range of approaches to assessment, with an emphasis on regular formative assessment • Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment • Assess the specific needs of learners in order to set challenging and appropriate learning objectives • Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development • Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs |
| Subject and Curriculum | <ul style="list-style-type: none"> • Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy • Know and understand the relevant statutory and non-statutory curricula and frameworks • Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject |

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| Operational/ Strategic Planning | <ul style="list-style-type: none"> • Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the faculty • Contribute to the faculty's development plan and its implementation • Contribute to whole school planning activities • If you are a teacher who has successfully passed through Threshold, you will tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT. |
| Professional Development | <ul style="list-style-type: none"> • Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas including subject knowledge and teaching methods • Engage actively in the Performance Management Review process |
| Quality Assurance | <ul style="list-style-type: none"> • Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school |
| Management Information | <ul style="list-style-type: none"> • Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc. |
| Communications | <ul style="list-style-type: none"> • Communicate effectively with the parents of students as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school |
| Marketing and Liaison | <ul style="list-style-type: none"> • Take part in marketing and liaison activities such as open evenings, parents evenings and liaison events with partner schools • Contribute to the development of effective subject links with external agencies |
| Management of Resources | <ul style="list-style-type: none"> • To assist the Senior Leadership Team to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students |
| Tutorial System: | <ul style="list-style-type: none"> • Be a tutor to an assigned group of students • Promote the general progress and wellbeing of individual students and of the tutor group as a whole • Liaise with the Director of Progress to ensure the implementation of school and house policies and procedures • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • Deliver and contribute to the PSHCE and tutorial programme |

Other:

In addition to the above we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Science Assistant Faculty Leader - Person Specification

| Key: App – Application Form Ref – Reference SP – Selection process. This could include a range of exercises, including an interview. | | |
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| QUALIFICATIONS | | |
| | | How Identified |
| Graduate | Essential | App/Checking at interview |
| Qualified Teacher Status or other educational qualification | Essential | App/Checking at interview |
| Commitment to further professional development | Essential | App |
| Further qualification in a related area | Desirable | App |
| EXPERIENCE, KNOWLEDGE AND SKILLS | | |
| Excellent classroom practitioner who models best practice | Essential | App/SP/Ref |
| Experience of supporting other staff to develop and improve their classroom practice | Essential | App/SP/Ref |
| Successful implementation of strategies for raising student achievement | Essential | App/SP/Ref |
| Ability to lead | Essential | App/SP/Ref |
| Relevant leadership experience | Desirable | App/SP/Ref |
| Have a vision for the science department and be able to communicate this in order to inspire and motivate others | Essential | App/SP/Ref |
| Ability to motivate and inspire pupils and staff | Essential | App/SP/Ref |
| Experience of making effective use of assessment data | Desirable | App/SP/Ref |
| Knowledge of National Curriculum and GCSE requirements | Essential | App/SP/Ref |
| Effective behaviour and classroom management | Essential | App/SP/Ref |
| Ability to use ICT to support teaching and learning in science | Essential | App/SP/Ref |
| PERSONAL & PROFESSIONAL QUALITIES | | |
| Self Awareness Emotional self-awareness Accurate self-assessment | Essential | SP |
| Social Awareness Emotional intelligence Organisational awareness Understanding of appropriate professional behaviours in self and others | Essential | SP |
| Self-management Emotional self-control Transparency Adaptability | Essential | SP |



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| Resilience Initiative Optimism | Essential | SP |
| Relationship Management Developing others Leadership attributes Sense of humour Conflict management Team work and collaboration | Essential | SP |
| SPECIAL WORKING CONDITIONS | | |
| To attend any training as deemed appropriate | Essential | SP |
| Agreement to the Governing Body undertaking a Disclosure & Barring Service check | Essential | SP |
| Experience of and commitment to effective inclusion and safeguarding strategies and practices | Essential | SP |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility | Essential | SP |

If you decide you wish to apply, please complete and return your application form by email to Helen Humfries: h.humfries@frogmorecollege.co.uk



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