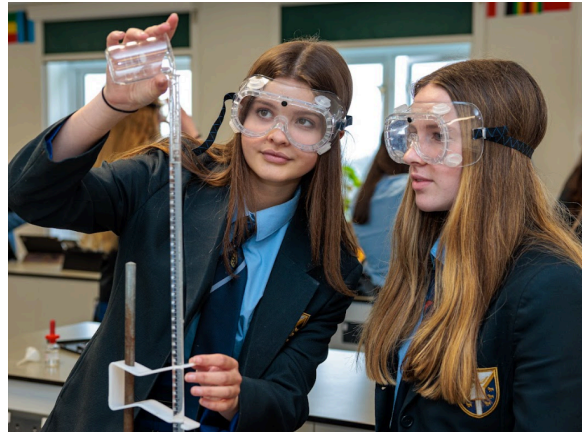




Warden Park

'The Best From All'



Information for Prospective Candidates

For the post of

SCIENCE TEACHER

Full Time, required from 1st September 2024



Warden Park
'The Best From All'



January 2024

Dear Potential Candidates

Thank you for your interest in this teaching vacancy and I hope that the information contained in this pack helps answer your questions about the post and the academy, and that this leads to an application from you.

The most important thing you need to know is that Warden Park Secondary Academy is a fantastic school to work in! The academy is very well respected in the local community, has a long tradition for excellence and our students' outcomes are very strong. Our students are excellent - generally above average ability on intake they have an excellent work ethic, standards of behaviour are very high and they are enthusiastic in their support of the academy evidenced, for example, by the very high numbers who engage in extra-curricular activities. You will therefore not be surprised to hear that the academy is significantly oversubscribed for the 300 places on offer in Year 7 each year. Places in our excellent Special Support Centre (SSC) which caters for 24 students with Education Health and Care Plans are equally sought after.

Warden Park Secondary Academy and Chichester Free School, along with two local primary schools, Warden Park Primary Academy and Northlands Wood Primary, make up the Sussex Learning Trust. The four Headteachers work closely and opportunities for partnership work across the curriculum are evolving as the Trust develops.

There is excellent pastoral care in the school coordinated by a very experienced team of colleagues who oversee our five Communities - Africa, Americas, Asia, Europe and Oceania - and who contribute to ensuring that, even in a large academy such as ours, every student is known and well-cared for.

There is a strong focus in the academy on developing excellent teacher practice. We are a research driven learning institution and our professional development is focused on reviewing best practice and carrying out our own research in order to improve the quality of teaching in our classrooms. Being professionally curious and keen to build strong professional relationships with colleagues are important characteristics that we seek and these are evident in the teachers that thrive here. It is equally important that teachers are able to capture and excite the imagination of students through their subject teaching, role modelling academic excellence and good character.

Through our curriculum we aim to personally empower students by developing in them the ability to act in pursuit of positive personal fulfilment. Our approach is underpinned by a belief that:

- Strong academic outcomes provide students with the foundation to excel in the next and future stages of their learning.

- Highly developed character virtues provide students with the means to develop positive emotions, build and sustain positive relationships, find purpose and meaning in their lives and feel a sense of accomplishment.

By achieving this, we ensure that our students leave well-equipped to be successful in the next phase of their learning and, beyond that, to be confident and empowered with the character virtues, skills and capabilities to go on to be successful employees, citizens, partners and parents. These are equally important life-long outcomes for us.

Further details about our values, culture, ethos and ambitions can be found on our website.

The Science Department

Curriculum Intent

We will empower students to cultivate a deep understanding and appreciation for the scientific method and the natural world.

We aim to foster critical thinking, problem-solving, and scientific inquiry skills, nurturing curious and responsible citizens who can apply scientific knowledge to real-world challenges and contribute positively to society's advancement.

The Science department at Warden Park is very successful and has many strengths, not least the friendly, experienced and supportive team of teacher staff and technicians. This is evident from the school's self-evaluation process, inspection reports and examination results which are consistently well above the national average. Triple Science is studied by over a third of the year group in Years 9, 10 and 11. Around 80% of students achieve grades 4+ in two or more science subjects.

Students enjoy learning in science and the department is committed to delivering practical, experimental science lessons. Our student voice is overwhelmingly positive about the quality of our lessons

There are eleven recently refurbished (2020) well-equipped laboratories with three preparation rooms serviced by an excellent team of four technicians. The department and school have very good ICT provision including flat screen TVs in all labs. All pupils in Years 7-11 and all staff have an iPad. Staff work from laptops and although most staff have their own lab as a base it is straightforward for teachers to move between any room in the school.

It is currently the policy of the department that teaching staff experience all years and abilities where possible. Currently, mixed ability groups are taught in years 7 and 8, receiving 5 or 6 hours of science per fortnight respectively. We start teaching Key Stage 4 at the start of year 9, students will be split into classes both by GCSE route (triple or combined) and broadly by ability. Where there is demand we have a nurture group in year 9 who follow a route to combined science GCSE via the AQA unit scheme.

Year 7 and 8 classes generally have one science teacher, Year 9 currently have two teachers, each taking responsibility for either chemistry or physics; biology teaching is shared. Year 10 and 11 classes all have three teachers; biology, chemistry and physics are taught as separate subjects and appear as such on student timetables. As a department we expect everyone to teach everything as necessary and remain skilled in delivering all aspects of the science curriculum at all ability levels.

Comprehensive schemes of work are used at Key Stages 3 (activate books 1 and 2) and 4 (kerboodle science), with integral testing and data profiling of students built into the scheme. The department is expert in delivering paperless lessons via google classroom to student

iPads, we embrace technology and look for opportunities to enhance student experience with digital creativity. The science department has led on many aspects of integrating iPad use in the classroom and there are opportunities to develop expertise in this area including Apple Teacher recognition.

We are lucky to have a dedicated STEM lead within the department. Students have opportunities for enrichment via STEM club and also joining competitions with local schools, most recently building and modifying a remote controlled vehicle.

The Science Department at Warden Park is proud of the support it offers to all staff joining us. We have dedicated subject leads in Biology, Chemistry and Physics as well as our Key stage 3 and transition lead.

Job Description

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Job Purpose

- To ensure effective learning for each student taught
- To plan and deliver effective lessons
- To be accountable for high standards of student achievement and behaviour

Responsibilities:

- Responsible to the Curriculum Leader
- Responsible for students' learning, development and progress

Main duties:

- To individually and with colleagues, plan inspiring lessons and teach with a focus on ensuring that all students make better than expected progress
- To have a secure knowledge of students' prior attainment, individual learning needs and any barriers they may have to learning
- To use a broad range of assessment strategies to identify gaps in students' knowledge, understanding and capabilities and modify and/or plan learning to address these
- To record student progress information as required and provide data as necessary for reporting to parents
- To effectively utilise the classroom and department environment to support students' learning
- To utilise and develop the opportunities that iPads and other technologies provide to enhance, deepen and accelerate students' learning
- To engage in the professional development structured by the academy and to work independently and with colleagues to develop own practice through research, collaboration and peer observation
- To maintain and develop positive professional relationships with colleagues, students and parents
- To undertake required student supervision duties
- To act as a positive character role model and set and uphold high expectations in relation to students' conduct
- To act as a Form Tutor.

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 line manager to

undertake work of a similar level that is not specified in this job description.

Person Specification

Applicants should have the following essential qualities, skills and experience:

1. A passion for teaching their subject coupled with a strong vision of how to engage students in their learning and a record of success based on high levels of student achievement
2. Excellent subject knowledge and understanding of pedagogy in the curriculum area including assessment strategies, recent research findings and statutory guidance.
3. Can lead, motivate, enthuse and inspire colleagues and students, and win the confidence of colleagues, parents and other stakeholders
4. Has the ability to think strategically with imagination, vision, creativity and originality to improve outcomes for students
5. Experience of planning, monitoring and evaluating an area of a school's work
6. An understanding on how data can be used to support student progress and meet ambitious curriculum area and Academy outcomes
7. Has well developed emotional intelligence and can get people on board easily
8. Experience in developing colleagues e.g. through mentoring, coaching or providing CPD.
9. A positive attitude, flexible approach and excellent communication skills.
10. Is an excellent administrator with an eye for detail
11. A willingness to embrace the opportunities offered by academy status and to support our partner schools is essential.
12. A commitment to safeguarding and promoting the welfare of children and a satisfactory DBS disclosure
13. A strong set of character virtues that can be role modelled to students.

In Conclusion:

Securing the best possible outcomes for the young people in our care is the absolute priority for me and in applying for this vacancy you will be seeking to join a highly professional and supportive team of colleagues committed to achieving exactly this. As an individual you will possess a growth mindset, be relentlessly optimistic, enthusiastic and determined with an unwavering energy and determination to make a significant contribution to the on-going success of the academy.

We look forward to meeting you!



Dom Kenrick

Headteacher



Warden Park

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Candidate information

Individual visits:

We would be delighted to organise individual visits with any potential candidate who wishes to visit the Academy prior to applying for the post, and similarly we hope that the successful candidate will visit the school prior to taking up the post. Please contact our Reception staff on **01444 457881** to arrange a tour.

Submitting your application:

If you would like to apply for this post:

- Please complete an application form, available on the Warden Park website
- Also submit a letter of application, no longer than two sides of A4. In your letter please focus on the following:
 - ***The skills, expertise and character that you will bring to the role evidenced through examples of your experience and successes to date.***
 - ***How you meet the wider person specification.***

Your completed application along with a supporting letter should be emailed to jobs@sussexlearningtrust.co.uk by 9.00am Wednesday 29th April 2024. Please note that we will be considering applications as they are submitted up until the closing date. Our HR Director, Julie Keylock will be happy to answer any questions you may have about this process or vacancy (hr@sussexlearningtrust.co.uk).

Safer Recruitment:

Warden Park Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks

Short listing:

The selection panel will contact successfully shortlisted candidates as soon as possible. Shortlisted candidates will be notified by telephone and/or email giving them as much notice of the date of interview as possible. If shortlisted, please bring with you your passport, driving licence (both parts) and a recent bill or statement less than 3 months old along with your degree/educational certificates when you attend the interview. This is for DBS purposes and will save time later should you be appointed.



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Local information

Location:

The school is ideally situated in the lovely Sussex village of Cuckfield, in a rural location, yet within easy reach of excellent facilities and communications. There are a good range of local amenities, including restaurants, boutiques and pubs found in Cuckfield and the nearby town of Haywards Heath. Haywards Heath lies in the centre of the Mid Sussex District of West Sussex, surrounded on all sides by stunning countryside, which is less than a five-minute drive in any direction from the town centre.

The vibrant seaside city of Brighton (15 miles) offers first-rate shopping, restaurants and cultural facilities.

Transport:

There are regular trains from Haywards Heath to London and the South East (London Bridge/Victoria from 42 minutes). Gatwick airport (14 miles) has a fast rail connection to London (Victoria 30 minutes).

www.southernrailway.com

There is very easy access to the A23/M23 and in turn the M25 and national motorway network.

Schools:

There are a number of highly regarded primary schools in the area. Warden Park Primary Academy and Northlands Wood Primary Academy are part of Sussex Learning trust.:

www.wardenparkprimary.co.uk

www.northlandswood.co.uk

www.harlandsprimaryschool.org

www.holytrinity-cuckfield.w-sussex.sch.uk

www.bolnorevillage.w-sussex.sch.uk