



# Recruitment Pack

**Science Teacher, 0.6fte**

**Temporary Maternity cover**

**QE School, Crediton**

**Closing Date: 9am Friday 5 July**

**Ted  
Wragg** TRUST

# Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust  
CEO, Moira Marder**



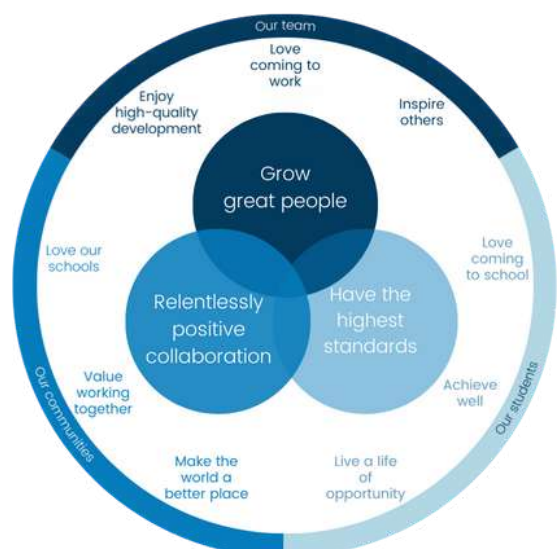
On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

We demonstrate our love through our values



How we will succeed



# Queen Elizabeth's School

## Letter from the Headteacher

Dear Applicant

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1250 students on roll of whom 130 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, the school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Barnfield campus and Years 9-13 at Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as Good in the most recent Ofsted report in May 2022, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities we aim to instil our students with the values of respect, reflection and resilience.

The enclosed recruitment pack outlines the key duties and accountabilities of the post. The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress
- possess the skills and determination to make a positive difference to the lives of our students
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging

If you have any questions, please do get in touch via Mrs Anna Field, [anna.field@qe.devon.sch.uk](mailto:anna.field@qe.devon.sch.uk)

Yours sincerely

**Paula Smith - Headteacher**



# Key Details

Job Title: Science Teacher

Location: Queen Elizabeth's, Crediton

Salary: TPS

0.6 FTE Temporary Maternity Cover

Closing Date: 9am Friday 5 July

Interviews:

Required From: November 2024

If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



## How to apply

If you would like an informal conversation about this role please contact Anna Field, [anna.field@qe.devon.sch.uk](mailto:anna.field@qe.devon.sch.uk)

Please use the application form available on the Trust website and email it to: [anna.field@qe.devon.sch.uk](mailto:anna.field@qe.devon.sch.uk)





# Queen Elizabeth's School

## About the Science Department

Science is led by a Director for Science and Technology, a key leadership position in the school and a full member of the school's Leadership Team. This is indicative of the importance we place on Science here at QE. It is a large team of both full time and part time colleagues and there are TLR post-holders responsible for each of the subject areas, Biology, Chemistry and Physics. The department is dynamic, professional, passionate, forward thinking and a supportive environment in which to work. It is well resourced with dedicated technicians in each subject area. There is a culture of high expectations within the department and across the school, this leads to exceptional levels of participation from students and active involvement in lessons.

We expect to appoint a teacher who shows evidence of commitment, enthusiasm and ability to communicate with and excite students; someone who is a good team member who can contribute positively to the Science Team. Teachers are encouraged to teach across all Key Stages and both sites to ensure the progress of our students through the curriculum is coherent and well planned. We have four technicians across the two sites to support the team.

The candidate must be able to deliver the curriculum to a high level across KS3 and KS4, with a possibility of KS5. Our KS3 students follow a booklet style curriculum based on the KS3 science national curriculum. This then leads into the delivery of a transition period in year 9 that prepares them for the start of the GCSE Edexcel course. The majority of the cohort follow the Combined Science course with a selection of students each year opting for the Separate Sciences. Our numbers Post 16 are also thriving with Edexcel being followed again by all subjects. We currently have students taking part in the Royal Society of Chemistry Olympiad and a range of other extra curricula activities.

# Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
<b>1. High expectations for behaviour and routines</b>	
<ul style="list-style-type: none"> <li>a) Teachers demonstrate effective classroom management</li> <li>b) Teachers consistently apply the Ready to Learn policy</li> <li>c) Teachers ensure that there is a high student participation rate</li> <li>d) Teachers reinforce effort and provide recognition</li> <li>e) Teachers ask questions that promote student participation</li> </ul>	<ul style="list-style-type: none"> <li>a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions</li> <li>b) Students can think hard about their learning free from distractions</li> <li>c) All students are engaged</li> <li>d) Students understand the connection between effort and achievement</li> <li>e) A high number of students are asked and answer questions</li> </ul>

## 2. Quality of instruction

<ul style="list-style-type: none"> <li>a) Teachers give highly effective explanations</li> <li>b) Teachers provide clearly defined outcomes</li> <li>c) Teachers present new knowledge in small steps</li> <li>d) Teachers model excellence and how to achieve it</li> <li>e) Teachers ask a high quantity of process and factual questions</li> </ul>	<ul style="list-style-type: none"> <li>a) Students quickly grasp ideas</li> <li>b) Students have total clarity about what they are learning and what success looks like</li> <li>c) Each step can be mastered before students move on</li> <li>d) Students know what excellence looks like as well as how to achieve it</li> <li>e) Students are given opportunities to practise new material</li> </ul>
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## 3. Literacy: vocabulary, reading, oracy, writing

<ul style="list-style-type: none"> <li>a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary</li> <li>b) Teachers provide challenging subject based reading</li> <li>c) Teachers plan, prompt and model structured talk activities</li> <li>d) Teachers break down, scaffold and model complex writing tasks in their subject</li> </ul>	<ul style="list-style-type: none"> <li>a) Students use academic vocabulary fluently in speech and writing</li> <li>b) Students can comprehend challenging academic texts</li> <li>c) Students can eloquently verbalise their knowledge and understanding</li> <li>d) Students can independently plan, draft and edit extended writing</li> </ul>
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## 4. Making it stick

<ul style="list-style-type: none"> <li>a) Teachers regularly use low stakes testing</li> <li>b) Teachers guide students as they begin to practise new material</li> <li>c) Teachers give students opportunities to practise independently</li> <li>d) Teachers use visuals and other resources to support explanations</li> <li>e) Teachers ask questions which make links with prior learning</li> </ul>	<ul style="list-style-type: none"> <li>a) Students can embed learning into their long term memory</li> <li>b) Students can develop fluency and accuracy in new areas of learning</li> <li>c) Skills and knowledge become automatic for students</li> <li>d) Students can successfully understand and remember key aspects of learning</li> <li>e) Students are encouraged to draw on prior knowledge</li> </ul>
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## 5. Inclusive classroom

<ul style="list-style-type: none"> <li>a) Teachers have a clear understanding of all learners' requirements</li> <li>b) Teachers develop and apply personalised strategies in the classroom</li> <li>c) Teachers do not rely solely on resources or interventions</li> <li>d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>a) All students can access learning within lessons</li> <li>b) All students encounter the appropriate level of challenge within lessons and can make progress</li> <li>c) Inclusion is embedded in every aspect of the classroom</li> <li>d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact</li> </ul>
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## 6. Effective feedback

<ul style="list-style-type: none"> <li>a) Teachers give students high quality feedback</li> <li>b) Teachers accurately gather information on student learning</li> <li>c) Teacher provide students with opportunities to act upon feedback</li> <li>d) Teachers plan and ask questions that provide a picture of student learning</li> </ul>	<ul style="list-style-type: none"> <li>a) Student actions are refocused/directed to achieve a goal (ReACT)</li> <li>b) Teachers know which topics to re-teach that were not grasped first time</li> <li>c) Students can swiftly develop further knowledge and skills</li> <li>d) Teachers can identify gaps in student learning</li> </ul>
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# Person Specification

	<b>Descriptor</b>
<b>Expertise</b>	<ul style="list-style-type: none"> <li>• Knowledge of how to, and ability to, motivate young people and adults</li> <li>• Supporting students' progress (in a holistic sense)</li> <li>• Analysis and interpretation of progress and assessment data</li> <li>• Ability to deliver consistently outstanding teaching</li> <li>• Interpersonal skills that promote school improvement</li> <li>• Effective communication skills that improve relationships with key stakeholders; staff, parents, students, governors and the wider community</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Teaching qualification</li> <li>• Qualified Teacher Status</li> <li>• Recent and relevant professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Working with young people</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Safeguarding young people</li> </ul>
<b>Personal qualities and beliefs</b>	<ul style="list-style-type: none"> <li>• Passionate belief in the potential of all young people</li> <li>• Highest possible standards of practice in relation to the safeguarding of young people</li> <li>• Total respect for all members of our community and ability to model this respect</li> <li>• Highly effective team worker</li> <li>• A solution focused thinker</li> <li>• Inspirational</li> <li>• Reflective practitioner</li> <li>• Belief in 'growth mindset' (as defined by C. Dweck)</li> <li>• Belief that the concept of continuous improvement is a real and powerful process</li> <li>• Commitment to learning as a lifelong endeavor and able to model this to the wider community</li> <li>• Energy and enthusiasm</li> <li>• Creative and not risk averse</li> <li>• Belief that education empowers people</li> <li>• Belief that education is a moral enterprise and not an exercise in gaming the latest government's league table</li> <li>• Belief that comprehensive education is a powerful force for good in society</li> </ul>

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



# Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.



# Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



## Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.



Colyton Grammar





# Recruitment Pack

Thank you for your interest!

**Ted**  
**Wragg** TRUST