



**Teacher of Science**  
**Information Pack**





## Believe. Achieve. Succeed.

Establish a culture of shared responsibility for the holistic and educational development of all our students where we believe, and instil in our students a belief, that irrespective of background, parental wealth, disadvantage, educational or emotional need or prior attainment, they can achieve according to their potential and that they can therefore succeed in realising their ambitions and aspirations.

### **OUR VISION**





# General Information about the school

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Cottingham High School is a secondary comprehensive based in the East Riding of Yorkshire. We are a founding member of The Consortium Academy Trust formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The 3 founding schools have a successful history of partnership working, having operated Consortium Sixth Form arrangements for over 25 years. We are extremely proud of this relationship which has led to a strong, vibrant and successful community for our Post 16 students. We have almost 1000 students, including about 130 in our very successful Sixth Form.

*Pupils presented as self-assured, mature, polite and friendly when inspectors chatted with them.*

*Students are proud to be part of the sixth form. They are unequivocally positive about their experiences.*



Cottingham High School is sited on the north-western edge of Cottingham – once a large village and now a suburban community. The school site comprises 2, separate complexes: one built in the 1950s and the other when the school expanded in the late 1970s. The school gardens date from a Georgian residence previously on the site and evidence of the garden management related to this house and grounds can still be seen in the planting arrangement and variety of trees in the school grounds. This is a school with history.

The site has benefitted from nearly £2.5 millions of investment over the last 4 years with new roofs, new boiler, Sixth Form café and study areas, refurbished toilets and new windows. We have invested £250,000 in IT infrastructure and computers over the last two years.

*Pupils feel safe.*

*Pupils demonstrate positive attitudes to their learning. Improvements in teaching have led to enhancements in progress for groups of pupils across all year groups.*



At Cottingham High School we are all members of a friendly and supportive community. We respect each other; we take responsibility for placing learning at the heart of everything we do; we have the confidence to embrace innovation and we are inspired to achieve our very best. We place significant importance on creating a caring and supportive environment for all our students where every child really does matter.



We pride ourselves on our inclusivity and we have a strong reputation for providing excellent pastoral care and guidance throughout all years, including the Sixth Form. We're proud of our past and the strengths that have made our school what it is. We combine these with a forward thinking approach and place teaching and learning at the heart of everything that we do. Our focus is on developing outstanding teaching, learning and assessment and we recognise, nurture and celebrate all of our students' differing talents and gifts; academic, sporting and artistic.



*Leaders have ensured that a wide range of courses of study are available for pupils, including academic routes, qualifying pupils for the English baccalaureate, as well as artistic and creative subjects and a range of vocational opportunities.*

By investing in all our staff through high quality and personalised continuous professional development, and training our teachers to the highest standards, we aim to excel in everything we do. We strive to give each of our students the very best education. We are here to enrich their lives and inspire their minds; to encourage their success; to prepare them for adult life and to give them every opportunity to reach their full potential. Should you choose to apply, you will be sure of a warm welcome and you will be joining a highly committed, professional and friendly staff group in a very supportive and forward thinking Trust.

For more information about the school and everything we have to offer, please visit [www.cottinghamhigh.net](http://www.cottinghamhigh.net)

## Our Trust

The Consortium Academy Trust (TCAT) comprises of six secondary schools and two primary schools with a total of 7500 learners and a significant staff team.

The Trust was developed to provide a platform to deliver high quality educational experiences for the children and young people within the communities it serves, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.



## Our vision: Shaping Positive Futures

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### Our Mission:

**We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:**

- flourish and believe that they have every chance of success.
- work together so that they can achieve more than can be done individually.
- work within a supportive culture where taking appropriate risk is seen as a strength.
- be proud of themselves, their peers, our schools, and our local communities.

### Our Values:

#### Aspiration

We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference.

#### Respect

We respect ourselves and each other. We respect our diverse environment and community.

#### Integrity

We are honest with ourselves and each other. We do things for the right reasons.

#### Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

# Introduction from the Headteacher

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Thank you for your interest in the post of Teacher of Science at Cottingham High School. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the opportunities that this post offers.

Cottingham High School has fantastic students, supportive parents, passionate teachers and enormous potential to continue its trajectory of improvement. In May 2017, Ofsted judged the school as good in all areas and the yearly improvements in our student's examination outcomes continues to evidence this.

Cottingham High School is a true comprehensive with an exciting and eclectic mix of students who are, of course, our greatest assets. Staff are challenged in their teaching by both our High Starters, many of whom secure places at Russell Group universities, and by those who rely on us for the extra support and care they can sometimes need. Our students are an absolute delight. They help each other and have a strong sense of responsibility for each other and for their school.

The staff, teaching and non-teaching, are a team of professionals dedicated to supporting all our students in realising their potential. Relationships between staff and students are one of the primary reasons that outcomes are strong: excellent classroom practice, interventions and pastoral care have resulted in impressive whole school examination performance and an excellent retention rate in our Sixth Form.

We place great emphasise on staff wellbeing and have recently invested heavily in this area with a brand-new gym, a staff wellbeing garden and free yoga and relaxation lessons. Our staff wellbeing group is made up of colleagues from all areas of our workforce and focus on improving the working environment and activities for all of our staff.

Additional to the academic focus are the exciting enrichment opportunities we offer all our students, which is outstanding, ranging from challenge activities delivered to our High Starters, regular sporting events to whole school concerts and performances.

I have no doubt that Cottingham High School and Sixth Form College will become an outstanding school in many areas of our work, but this is not the driver for us. We want to provide the very best educational experience for every young person in our local area. This is our motivation.

The school has always been at the heart of Cottingham, with most of our students walking or cycling to school and therefore interacting with their community. Our parents work in partnership with us and hold the school in high esteem, as is clear from Parent View with 100% stating that they would recommend our school to another parent. As a result of our parents' faith in the school and the continuous improvement seen over a sustained period, we are delighted to see our school intake in Y7 and Y12 increase again in 2021. Our Consortium Sixth Form Partnership strengthens us post 16. We encourage our Y12 and 13 students to be role models and give assistance to the younger students and they do not disappoint.

I would strongly encourage visits to the school. If you wish to take advantage of this, please contact the Human Resources Department to arrange a convenient time to be shown around.

This is undoubtedly an exciting and innovative school to work at. We very much look forward to hearing from you and again thank you for taking an interest in our school.

Best wishes



Loz Wilson  
Headteacher



# Cottingham High School Development Plan

2021 – 2022

- This document is intended to provide a summary of the key priorities and strategies for the school over the next twelve months. It is underpinned by a Staff Wellbeing Charter, a Student Wellbeing Charter and detailed plans, for example, Pupil Premium Plan, Catch-Up Plan.
- Progress towards the targets will be assessed through the school's monitoring and evaluation schedule along with external scrutiny.
- The latest data and a brief commentary will be added to Progress Checks 1, 2 & 3 at the end of the autumn, spring and summer terms. The targets will be RAG rated and the strategies amended accordingly.

## Vision:

Establish a culture of shared responsibility for the holistic and educational development of all our students where we believe, and instil in our students a belief, that irrespective of background, parental wealth, disadvantage, educational or emotional need or prior attainment, they can achieve according to their potential and that they can therefore succeed in realising their ambitions and aspirations.

<b>Key Priority 1</b>	Continue to embed our inclusive curriculum and implement our curriculum intent through ambitious, inclusive, appropriately challenging and carefully planned, sequenced schemes of learning that facilitate quality first teaching to ensure all students 'know more and remember more'.	<ul style="list-style-type: none"> <li>• All CPDL is designed to improve quality first provision</li> <li>• Governors and staff can articulate the curriculum's intent and how it is being implemented</li> <li>• Learner voice, lesson visits, assessment all demonstrate learners are retaining more knowledge</li> <li>• All parents/carers understand what their children will be taught</li> <li>• All subjects have a positive SPI</li> <li>• All groups of learners to have a P8 score at or above the NA for similar starting points.</li> <li>• Learner voice identifies the learners believe they are making progress in lessons</li> <li>• Parent voice identifies they believe their children are well taught</li> </ul>
<b>Key Priority 2</b>	Ensure access to the curriculum for all students, focussing on the most vulnerable and disadvantaged, through carefully planned and structured interventions across and beyond the taught curriculum.	<ul style="list-style-type: none"> <li>• Attendance is at or above national averages, including that of DA, catch up and SEND students</li> <li>• Barriers to progress and learning are identified and addressed</li> <li>• The impact of first and second wave academic interventions is monitored and evaluated so that interventions are appropriate to support progress for individuals and groups</li> <li>• Learner voice identifies that interventions have led to them making progress</li> <li>• All groups of learners have positive P8 scores in line or above those cohorts with similar starting points</li> <li>• Destination data for the DA, SEND and the most vulnerable learners identifies that learners move into education, employment or training</li> <li>• Support for wellbeing enables even the most vulnerable to access the full curriculum</li> <li>• Enhanced and alternative provision support access to the curriculum</li> </ul>
<b>Key Priority 3</b>	Build upon our effective Personal Development through developing further our enhancement and enrichment offer as part of our curriculum.	<ul style="list-style-type: none"> <li>• Increased % of learners accessing enrichment and enhancement offer</li> <li>• Learner voice indicates that due to an appropriate RSE curriculum and a comprehensive assembly/tutor group offer, that they are prepared for future success in education, employment or training</li> <li>• Consistent application of the PD Policy, rewards, positive AtL, and ensures access to the curriculum for all this is supported through student voice</li> <li>• All learners feel safe at school and understand how to keep themselves safe</li> <li>• Learner voice indicates those who have received pastoral support feel it has been beneficial to them</li> <li>• Increased percentage of learners move into the sixth form</li> <li>• All students benefit from effective pastoral support</li> </ul>
<b>Key Priority 4</b>	Ensure reading is at the core of our curriculum to ensure it is not a barrier to learning.	<ul style="list-style-type: none"> <li>• Lesson visits demonstrate extended opportunities for reading and the development of literacy in the majority of subjects</li> <li>• All learners make strong progress in reading from their starting points</li> <li>• Struggling/stalled readers make accelerated progress as a result of well targeted and effective reading intervention</li> </ul>

### Staffing

The Science department currently has 9 teaching staff including 2 TLR post holders: Head of Chemistry (KS3 coordinator), Head of Physics (KS4 coordinator). There are also 2 Science Technicians.

### Curriculum

#### KS3

- 2.5-year programme for years 7, 8 & part of year 9
- All students currently have 3 hours per week of science
- Currently assessed using a combination of low stakes topic tests, termly How Science Works assessments and through observational judgements against key skills
- In house Schemes of Learning are differentiated to address students with different starting points
- Homework – A combination of Educake tasks, assignments and research projects

#### KS4

- Outcomes are improving, with Sig + results in chemistry and biology
- All students have at least 5 hours of curriculum time in Y10 and 4 hours in Y11
- All students study AQA Combined Science Trilogy specification or;
- Triple Science is an option choice for Y10 onwards giving a total of 7 hours in Y10 and Y11
- Standardised internal assessment consists of regular low stakes assessment in conjunction with end of topic assessments, and end of year mock examinations
- All groups follow a centrally scheduled Diagnosis, Testing, Therapy delivery model
- Homework is either Educake tasks, differentiated content-based question sheets or research tasks

#### Post 16

We have 3 different courses running within the faculty in both Y12 and Y13.

Specification	ALPs score in 2019-20
Biology - AQA new spec	4
Chemistry - Edexcel new spec	2
Physics - OCR Advancing Physics new spec	6 (small cohort)





## Job Description

**Job Title:** Classroom Teacher

**Reporting To:** Line Manager (Area Improvement Leader)

**Line Reports:** Assistant Headteacher

**Overall Purpose of the Job:** Facilitating and encouraging learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students

### Principal Accountabilities:

All staff at Cottingham High School need to act as a cohesive team if we are to achieve high professional standards and implement our ethos of working together. For this reason, all staff, including the Senior Leadership Team, teaching and support staff, have common sections to their job descriptions. Obviously, each person will implement these general requirements with relevance to their own areas of responsibility.

- To implement the aims and ethos of the school
- To support actively the implementation of the School Development Plan
- To ensure that all staff work towards high standards of teaching and learning
- To actively maintain order and discipline in the school as well as to reward good conduct
- To ensure the implementation of all school policies
- To meet deadlines for assessment and reporting and to mark work regularly
- To maintain practices that ensure the highest standards of pastoral care
- To attend meetings as and when required, according to level of responsibility
- To ensure that the school is represented at any pertinent out of school meetings
- To maintain an attractive environment in the classroom and the school in general
- To undertake all duties to the standards set by the whole school community
- To welcome visitors to the school
- To liaise with parents and Consortium colleagues as appropriate
- To represent the school at all times with appropriate professional characteristics to enhance the school's reputation in the community
- To ensure own professional development and attend in-service training courses as appropriate
- To suggest changes to the work of the school to enhance teaching, learning and assessment
- To implement the most recent conditions of service set by the Department for Children, Families and Schools
- To maintain the relevant teacher standards as indicated in the 'Professional Standards for Teachers' framework
- To ensure 'Safe Working with Children' as described in the school's guidance documentation

To undertake such activities as can be reasonably expected by the Headteacher

### Specific:

- Prepare and teach lessons of a high standard to students assigned
  - Following designated programmes of study
  - Carrying out the necessary assessments
- Providing information/comments for records
- Monitoring students in accordance with agreed area strategies
- Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework
- Contribute to the corporate tasks of development, record keeping, monitoring, and evaluation of lessons and maintenance of materials
- Participate in the applications of the school homework policy which includes setting and marking, and monitoring of homework
- Follow guidance issued on safeguarding children and report any concerns to a line manager at the earliest opportunity
- Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students

### General Information:

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.

Cottingham High School & Sixth Form College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

## Person Specification

**Post Title: Teacher of Science**

	Essential	Desirable
<b>Qualifications and Professional Development</b>		
Degree/Equivalent	√	
PGCE/Equivalent	√	
Positive GTP report	√	
Good Honours Degree		√
<b>Experience</b>		
Effective planning and teaching 11-16	√	
Experience teaching GCSE level science	√	
Experience teaching A Level science		√
Ability to teach engineering		√
<b>Knowledge, Skills and understanding</b>		
Thorough understanding of the National Curriculum	√	
Ability to communicate effectively and appropriately in a variety of situations	√	
Ability to work under pressure and achieve deadlines	√	
Effective behaviour manager	√	
ICT compliance	√	
Involvement in extra-curricular activities		√
<b>Personal attributes</b>		
Energy, ambition and enthusiasm	√	
Good organisational skills	√	
Good interpersonal skills	√	
Good health record	√	
Ability to establish good relationships with colleagues	√	
Commitment to raising standards		√
High level of self-motivation		√
Professional ambition		√

***Cottingham High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to a Disclosure and Barring Service (DBS) check.***