



Teacher of  
Science  
Full Time, Permanent.



# QE School

## Candidate Information Pack





# Letter from the Principal

Welcome to Queen Elizabeth's School or QE, as it is often affectionately known. Thank you for taking the time to find out more about the role of Teacher of Science at QE. I hope the information in this pack is helpful and I look forward to receiving your application.

QE is a place where all people are empowered. Our curriculum challenges students, inspiring their curiosity and creativity. We believe in the power of a broad and balanced curriculum and ensure a range of subjects are available. Through excellent teaching we aim to develop knowledge and understanding of the world and instil the values of respect, reflection and resilience in our learners. Our vision is to be a place where all people in our community progress and are engaged and fulfilled. You will need to embody our ethos, vision and values in everything you do. We are an inclusive school that is absolutely committed to providing the best possible educational experience and outcomes for all our young people.

Our 'QE Principles of Teaching' document explains what good practice looks like at QE. We believe that the best way to support all colleagues to become excellent teachers is through coaching and encouraging staff to be reflective practitioners who are intent on continuous improvement. We will support your career progression with a tailored programme of professional development opportunities within school and across the Ted Wragg Multi Academy Trust and Teaching Schools South West.

We believe in an approach to learning that equips students with a 'growth mind-set', intrinsic motivation and the skills of how to learn and be successful. Our students are well behaved, friendly and respond exceptionally well to good teaching. The overwhelming feeling in our school is one of friendliness. Our staff are fantastic and determined to deliver our core purpose - Educating to Empower.

I look forward to hearing from you; please visit our website for more information about the school and contact us if you have any questions. Please do get in touch via Mrs Anna Field, Personnel Assistant [a.field@qe.devon.sch.uk](mailto:a.field@qe.devon.sch.uk)

Yours sincerely

Rupert Poole - Principal

# 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>
<b>2. Quality of instruction</b>	
<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>
<b>3. Literacy: vocabulary, reading, oracy, writing</b>	
<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>
<b>4. Making it stick</b>	
<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>
<b>5. Inclusive classroom</b>	
<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>
<b>6. Effective feedback</b>	
<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>



# About the Science Learning Area

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.

There are fourteen teachers in the Science Learning Area, who teach across all Key Stages and across both sites, and 4 technicians. Led by:

- Mrs Alexandra Blagden, the Learning Area Team Leader

Who is supported by:

- Mr Tim Ward, KS4 Coordinator & Chemistry Subject Lead
- Mr Nick Baker, Physics Subject Lead
- Mrs Kate Simons, KS3 Curriculum & Teaching Lead
- Mr Ian Muir, Senior Science Technician.

Our KS3 students follow the Exploring Science scheme until the end of the Autumn Term in Year 9 when we then move onto the delivery of GCSE Edexcel Science. The majority of the cohort follow the Combined Science course with 60-90 students each year opting for the Separate Sciences. Our numbers Post 16 are also thriving with Edexcel being followed again by all subjects.

## Support and Leadership Team Structure

The Support and Leadership team (SaLT) is as follows

### **Principal**

Rupert Poole. Rupert has responsibility for the overall effectiveness of the school and strategic leadership.

### **Vice Principal – Quality of Education**

Paula Smith. Paula takes the lead on all aspects of teaching and learning and the QE Principles of Teaching.

### **Vice Principal – Behaviour and Attitudes**

Alex Kirkbride. Alex leads on safeguarding, behaviour, attitudes and personal development across the school.

### **Assistant Principal – Head of Barnfield Campus**

Chris Darvill. Chris leads at our Barnfield Campus for Year seven and eight.

### **Assistant Principal – Curriculum, Assessment and Data**

Jo McDade. Jo has leadership of curriculum and assessment.

### **Assistant Principal – Special Educational Needs**

Lucy Jones. Lucy takes the lead on special educational needs provision across the school.



# Leadership teams

## Learning Area Team Leaders:

Mathematics	Max Wallace
Science	Alex Blagden
Humanities	Martin Willmott
English	Victoria Hopkins-Bond
Expressive Arts	Tracey Landles
Technology	Phil Chudley
Modern Foreign Language	James Addy
Physical Education	Colin Skinner

## Year Team Leaders (Sept 2020 years):

Year 7	Hayley Wood
Year 8	Ross Gillon
Year 9	Dulcie Oliver
Year 10	Mark Baptist
Year 11	David Harris
Sixth Form	Jo Cherrett

## Support Team Leaders:

Student Support	Natalie Hunt
Premises	Ian Bate
Data and Communications	Stefan Bastyan
Communication and Resources	Lisa Gillard
Finance	Annie Rennie
HR/Personnel	Julie Copp
Data and Assessment Team Leader	Natalie Wills
Kitchen Manager	Nick Raymond

# Person Specification

Please ensure you provide evidence that you meet as many of the following descriptors as possible in your application form. We are looking for the potential in a person, not necessarily their experience so if you are short on experience make sure you demonstrate your potential.

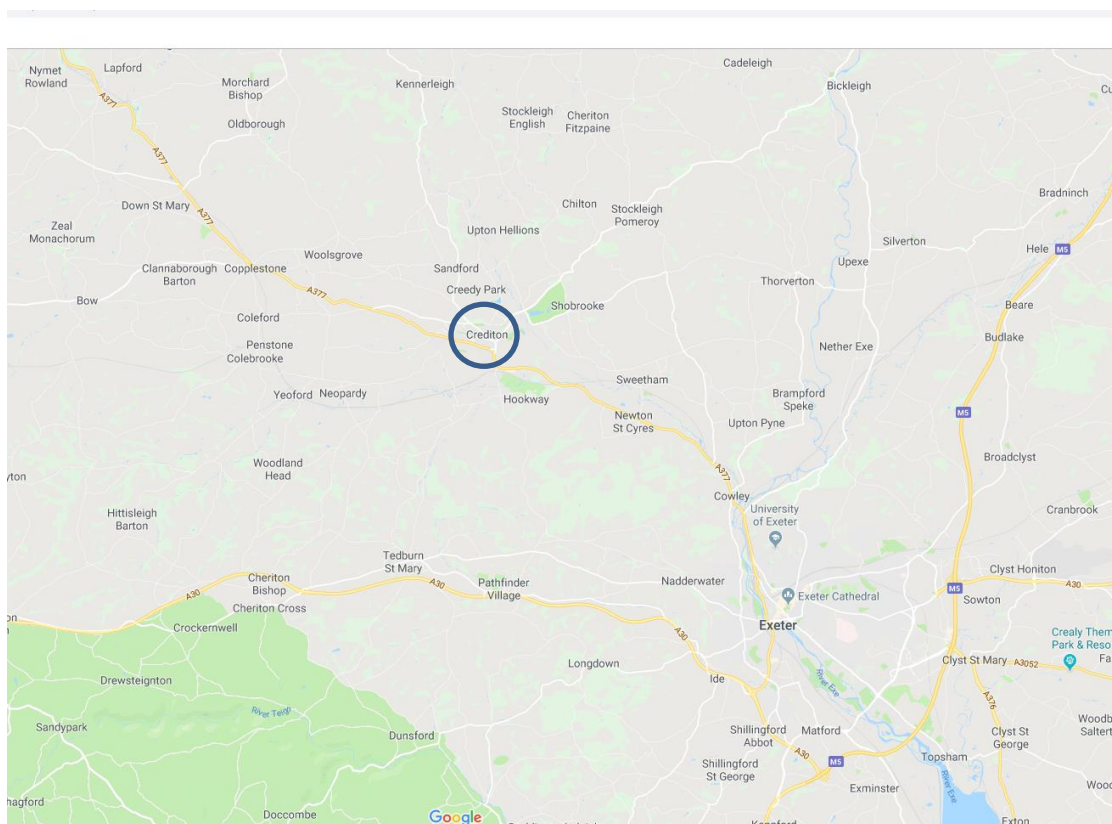
Descriptor	
Expertise	<ul style="list-style-type: none"> <li>• Knowledge of how to, and ability to, motivate young people and adults</li> <li>• Supporting students' progress (in a holistic sense)</li> <li>• Analysis and interpretation of progress and assessment data</li> <li>• Ability to deliver consistently 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>
Qualifications	<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>
Experience	<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>
Personal qualities and beliefs	<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>

# About the area

The historic market town of Crediton has a population of approximately 8,000 and lies only seven miles from the thriving university city of Exeter. Crediton has regular trains from Exeter and Barnstaple and the A377 provides good access to Exeter. It is also easy to access the A30.

Crediton lies in the heart of an area of outstanding natural beauty and the Barnfield Campus in particular enjoys spectacular views over the rolling Devon countryside and Dartmoor. Crediton is convenient for the many recreational opportunities provided by both Dartmoor and Exmoor and the south and north Devon coasts.

Queen Elizabeth's School has a long and proud history of serving Crediton and the surrounding villages, that stretches back over four hundred and sixty years. We have a large rural catchment area and we are the only secondary school in the town. We have excellent relationships with all our partner primary schools through our work with the Crediton Learning Community.



**Queen Elizabeth's School and the Ted Wragg Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and operate in accordance with the Safeguarding and Child Protection Policy. All applicants will be subject to a full Disclosure and Barring Service check before an appointment is confirmed. This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.**