



Role	Science Teacher
School	Weston Secondary School
Hours	Full time
Salary	MPS/UPS £31,650 - £49,084 Will consider strong ECT applications
Closing date	17 th June 2025
Interview date	Week commencing 23 rd June 2025
Start date	1 st September 2025

An exciting opportunity has arisen for a Science teacher to join our Science department at Weston Secondary School, part of Hamwic Education Trust (HET). The Science department delivers a broad and engaging curriculum, covering key areas such as building key scientific skills across biology, chemistry and physics. Weston Secondary School is seeking to recruit a passionate and dedicated Science teacher to support the continued success of this vital subject.

HET is a large, fast-paced Trust with currently 37 academies across the South Coast. Linked to 6 community-based partnerships, there are 34 primary academies, 2 secondary and 1 hospital school.

Our vision is to cultivate a diverse student community characterised by high aspirations and a commitment to personal development. Upholding our values, we aim to provide an enriching curriculum and exceptional teaching that empowers our students to believe in themselves and embrace the courage to pursue their dreams fearlessly.

We are seeking to recruit a highly motivated and enthusiastic Science teacher with strong subject knowledge and a passion for inspiring students in all areas of Science. The ideal candidate will possess drive, energy, and a commitment to achieving the very best outcomes for our students. Weston Secondary School has begun an exciting programme of investment into the Science department, and we encourage applications from teachers eager to join the school at this exciting stage of growth and development.

‘All about the Child’

At HET, we aim to put the child at the centre of everything we do. We believe that by doing this, it drives our ethos and values to do the best we can for our children.

‘What about Sam’

Sam is the name we have given to the notional Hamwic child. By asking ourselves ‘What about Sam?’ we ensure that we put our students at the heart of our decision making.

WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:

- Can teach a stimulating, imaginative and challenging curriculum
- Can demonstrate high quality teaching and be able to inspire and enthuse students to learn
- Can demonstrate the passion, skills and determination to make a significant difference to the lives of our students.

WE CAN OFFER YOU:

- Excellent CPD opportunities and Training and Development Programmes
- In-house Teaching School
- An individual induction programme supported by a mentor
- Networking groups for Teachers, Business Managers, Site Teams and IT staff
- Eligibility to join the Teachers’ Pension Scheme or Local Government Pension Scheme
- Generous holiday entitlement for staff working 52 weeks per year which increases with length of service
- Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses specifically for the use of display screen equipment (where all conditions are met)
- Opportunity to become a school workplace Health and Wellbeing representative, meeting with other schools on a termly basis and feeding into the Health and Wellbeing strategy
- Access to the Trust Health and Wellbeing pages
- Access to a staff benefits portal through Vivup
- Free confidential telephone and face to face counselling for staff and family members

APPLICATION PROCEDURE:

Should you wish to apply for this vacancy, please view the linked documents on our website, www.westonsecondary.co.uk:

- Headteacher’s welcome
- Job description
- Person specification
- Application form

These can also be found at www.hamwic.org. Please return the completed Application form to Mrs Katrina Jones, hr@westonsecondary.co.uk

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Weston Secondary School reserves the right to make an appointment before the closing date.

SAFEGUARDING:

All schools within HET are committed to safeguarding and promoting the welfare of children and young people and expect 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 Disclosure and Barring Service checks along with other relevant employment checks.

THE EDWIN JONES PARTNERSHIP

The Edwin Jones Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our students and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

Science Teacher Job Description

Date: September (2025) – September (2026)

This job description may be amended at any time following discussion between the School Leader and the member of staff, and will be reviewed annually as part of the performance management process.

Name of Post Holder		Science Teacher
Post Title:		Science Teacher
Grade of Post:		MPS/UPS/ECT
Accountable to:		School Leader
Working time:		FTE as specified within the Schools Teachers' Pay and Conditions Document (STPDC)
General description of the post		
<p>The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.</p>		
Relationships		
<p>The post-holder is accountable to their line manager in all matters.</p> <p>Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.</p> <p>Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.</p> <p>Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.</p> <p>Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>		
Teachers' Standards		
<p>Contribute to the School Development Plan priorities of:</p> <ul style="list-style-type: none"> Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes Securing a collaborative school vision of excellence and equity that sets high standards for every student 		
Achievement		
<p>Duties and responsibilities:</p> <ul style="list-style-type: none"> Making a contribution to raising standards across the school Setting clear and challenging targets that build on prior attainment for each pupil 		

- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Plan, prepare and present lessons in accordance with WSS Guidelines
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- Promote careers education through Science and ensure that teaching and learning illustrates how Science might lead to career opportunities.

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour and Safety of pupils at school

Contribute to the School Development Plan priorities of:

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Leadership and Management

Fulfill wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- To sustain wide, current knowledge and understanding of Science teaching, and pursue continuous professional development.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Headteacher/line manager's signature	
Date	
Postholder's signature	
Date	

Person Specification

Qualifications and training	Essential	Desirable
<ul style="list-style-type: none"> Relevant good degree Qualified Teacher Status – ECTs would be considered 	✓	
<ul style="list-style-type: none"> Recent and relevant professional development Further professional qualification 		✓
Experience/employment record	Essential	Desirable
<ul style="list-style-type: none"> Teaching experience in secondary sector A proven track record of successful and recent class teaching in a secondary school Clear insight into best practice in teaching and learning, to maximise student outcomes Excellent KS3 and KS4 subject knowledge Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance An understanding of issues related to inclusivity and social mobility within education Ability to assess students' needs and barriers to learning 	✓	
<ul style="list-style-type: none"> Use of assessment and attainment data and information Experience working in a school set in an area of deprivation 		✓
Personal qualities, skills and attributes	Essential	Desirable
<ul style="list-style-type: none"> High expectations of all students Excellent communication skills A positive role model who creates a good first impression Ability to motivate, inspire and challenge students Confident ICT user Ability to plan, prioritise and organise self and others Commitment to raising standards Calm, adaptable, dependable, resilient and reliable Collaborative and a good team player Commitment to further own professional development A commitment to promoting and safeguarding the welfare of young people Has 'presence' around the school Able to follow direction and accept challenge and feedback in a positive and productive way An understanding that getting better never stops Ability to be flexible and cope with interruptions in workload 	✓	