



An academy of the  
Penrose Learning Trust

**Science Technician**

**Required as soon as possible**

School Information  
Science Faculty

'Be the best you can be'

Dear Applicant

We know how important it is to choose the right school to work in and this information pack is designed to give you some details about our school.

Our school is committed to providing an education of the very highest quality. Our aim is to enable every child to achieve their very best academically, culturally and socially, so they have the widest possible choices and opportunities when they leave Claydon High School.

We believe that all students can achieve success with support and challenge and it is through working as a partnership with each other that we achieve this. We have high expectations of our students and we ask that they are committed to their own learning and show respect for others.

We are all aware of the unprecedented nature of GCSE results over the last few years but we are proud of having upheld our high standards. As a school 67% of our students achieved a Grade 4 or above in English and Maths with 44% achieving a 5 or above. Across most subjects, results were very strong. In Science we maintained our excellent track record of being in the top 20% of the country.

We hope this information gives you an insight into our school and we would be delighted for you to visit us to have a tour and meet our staff and students. We hope this information captures the things you need to know before making an application; more information is also available via our school website. If, however, you have further questions please do not hesitate to contact us on 01473 836110.

Good luck with your application.



Mark Ismay  
Headteacher



Abbi Driver and Alison Bateman  
Joint Heads of Science Faculty

# Join the team at Claydon High School

At Claydon High School we pride ourselves on the welcoming, friendly and collegiate working atmosphere.

We offer:

- ✓ new staff training and induction with ongoing support;
- ✓ continuous professional development opportunities;
- ✓ bespoke support for career development.

"I have been made to feel very welcome from both staff and students since starting with Claydon High School.

I have been provided with support when needed and have been rescued many times when I have gotten lost (which has been quite frequently).

I am excited for my future here at Claydon and thank all for their kindness so far."

LSA, September 2024

On a practical level we can provide:

- ✓ free on-site parking;
- ✓ cycle to work provision;
- ✓ use of the gym and other keep fit opportunities.

"The support of staff has been great and everyone has been both helpful and friendly. The size of the school has meant that I have started to know my way around, the systems and the students, quickly; I already feel like part of the school community."

Assistant Headteacher, September 2024

We are incredibly social and you find us:

- ✓ offering free tea and coffee in the staffroom;
- ✓ providing breakfast and lunch on PD days;
- ✓ celebrating the onset of holidays with staff draws for Christmas and summer hampers or Easter confectionery;
- ✓ enjoying regular wellbeing activities.

The induction programme gave me the opportunity to become familiar with staff, school procedures and the layout of the school before I began teaching. This, and the complimentary cups of tea! really helped me to settle in. I feel well supported by my team and my line manager. Staff and students have made me feel very welcome at Claydon.

Cover Supervisor, April 2024

We enjoy working here; why not come and join us?

## **Information about the school**

Claydon High School is an 11-16 school with 773 students on roll. The school serves a predominantly rural area to the north and west of Ipswich.

Claydon High School has a long history within the community. The school has been on the site since 1937 and has grown enormously to respond to the demands of each new generation. We constantly work to refurbish and maintain our facilities.

Claydon is a small high school on the outskirts of Ipswich, well served by the A12 and A14. As part of the Penrose Learning Trust we are working closely with other academies, including our closest feeder primary school, to share best practice, supporting colleagues in professional development and maximising opportunities for our students. We enjoy excellent liaison with our primary pyramid and other local high schools.

The school has six primary feeder schools, Claydon, Bramford, Witnesham, Somersham, Henley and Sproughton though we draw regularly from over 20 different primary schools. We have very strong links with our pyramid of schools and we have all worked hard together to establish effective liaison and transition, sharing of events, planning and Continuing Professional Development.

We are a designated Lead Training School for SCITT and are committed to supporting teachers in training and their first few years of teaching alike.

### **Claydon Campus**

This academic year we have joined with Claydon Primary School in order to work towards an all-through school. This is an incredibly exciting time in both schools' history as we embark on some ground breaking work.

### **Penrose Learning Trust**

This is a partnership of four high and five primary schools based in South Suffolk and North Essex who aspire to offer the best possible education for our young people; excellence in collaboration is our shared motto.

The vision for the Trust is to inspire and enable all our young people, regardless of background or need, to be the best they can be.

### **Achievement for all**

Our aim at Claydon High School is to provide a high quality education which helps students to grow and develop as self confident individuals in an environment which is supportive and caring.

We treat students as individuals and help them to achieve the highest standards they are capable of. We have high expectations of students and develop and encourage team work, respect and co-operation; all of these factors help students to grow into self confident individuals, able to take a full and active part in their community. Success and achievement are celebrated and we seek a positive partnership with parents/carers and those in the wider community.

Our core values are that students CHALLENGE themselves, and demonstrate a COMPASSIONATE and CONSCIENTIOUS approach to their learning so that they are CONFIDENT lifelong learners.

## Staffing

### **The Senior Leadership Team consists of the following:**

Mark Ismay	Headteacher
Ian Harris	Deputy Headteacher
Ali Legg	Assistant Headteacher
Drew Nash	Assistant Headteacher
Beth Wheatley	Assistant Headteacher

### **The Science Faculty consists of the following:**

Abbi Driver	Joint Head of Science
Alison Bateman	Joint Head of Science
Frankie Seabrook	Second in Science
Jonathan Dunlop	Science Teacher (PT)
Sophie Hume	Science Teacher
Kevin Roche	Science Teacher
Steph Woods	Science Teacher
Jonathan Foster	Senior Science Technician
Vacancy	Science Technician

## Student Management

At Claydon High School we promote an atmosphere of achievement and success. We want students to see the benefits of working hard to achieve great things. We recognise and celebrate achievement in all areas of school life. Students collect plus points for such things as: academic achievement; effort; progress; attendance; punctuality; uniform and equipment; good behaviour; help around the school and commitment to extra-curricular activities. When a student gains 25 plus points their name is entered into a termly prize draw. Student success is celebrated in the school newsletter and regular letters home are sent for student contribution to school life. There is also public recognition at end of term presentation assemblies.

We constantly remind students that they should be behaving in a positive way and we work on choices and consequences to help students make the right decisions about their behaviour and attitudes. We ask staff to be consistent in their approaches and follow the behaviour policy.

## Faculty accommodation, facilities and Science resources

The Science Faculty is based in the Science block which has six laboratories dedicated to the teaching of our subjects. Each laboratory is equipped with a range of resources including data projector, sound, subject specific texts and basic practical equipment as well as additional resources to support teaching and learning. We have two prep rooms for the storage and preparation of practicals which are well organised.

We have two Science Technician roles to support us with practical requirements and a wide range of equipment for our students to use. The Science Technicians are an integral and highly valued part of the team. They work closely together sharing expertise and support is available through a training portfolio. We have CLEAPSS membership which all faculty staff use with the Technicians ensuring updates are followed and procedures altered as needed. We are grateful that they are keen to get involved, helping with some class practicals and attending trips.

As a faculty we love to share and our Google Team Drive is bursting with teaching resources and ideas, this is available in school and at home. It is a constantly updated resource. We

are also members of subject associations which provide access to support and resources on a national scale.

As well as the laboratories in the Science block we make regular use of the ICT suites, and have a class set of laptops available to use in the laboratories.

## Curriculum

### Transition Support

We are fully committed to ensuring that Year 6 students enjoy a smooth transition into secondary education. Students will have the opportunity to visit us and participate in subject events. All parents/carers and students are welcome to visit us on Open Mornings and on our Open Evening in October. Our staff visit all the feeder primary schools and work with our new intake in the summer term of Year 6. Prior to their admission each student and their parent/carer will have an interview in June to share information. When they begin in September all students take part in our wonderful Legacy Project.

- Every day begins with a 20 minute lesson with the form tutor, followed by four 75 minute lessons
- We have a two week timetable

### The School Day

Time	
8.30 am	Period 1
8.50 am	Period 2
10.05 am	Break
10.25 am	Period 3
11.40 am	Period 4
12.55 pm	Lunch
1.35 pm	Period 5
2.50 pm	End of day

	Key Stage 3			Key Stage 4	
SUBJECT	Year 7	Year 8	Year 9	Year 10	Year 11
English	7	7	7	7	7
Mathematics	6	6	6	6	6
Science	6	6	6	8	8
Physical Education	3	3	3	2	2
LIFE	2	2	2	1	1
Modern Foreign Languages	4	4	3	4 x option subjects 4 lessons per fortnight	
Design Technology & Computer Science	3	3	3		
Art & Design	2	2	2		
Drama	1	1	1		
Music	1	1	1		
History	2	3	3		
Geography	3	2	3		

Currently the optional subjects offered at KS4 are: Art and Design, Business Studies, , Computing Science, Design Technology, Drama, Engineering, French, GCSE PE, Geography, Health and Social Care, History, Hospitality and Catering, Music, Sociology and Spanish.

### At Key Stage 3

- Students study French or Spanish initially in Year 7 and this continues through Years 8 and 9

### At Key Stage 4

- All students study a core curriculum of English, Maths, Science, PE, LIFE (PSHEE/ Citizenship and RE)
- Students will also select up to an additional four subjects

## Faculty Curriculum

### KS3 Faculty Curriculum

Throughout Key Stage 3 students have 6 x 75 minutes of lessons every fortnight. Year 7 are taught in their tutor groups for the first term after which all groups are set according to their ability, within the context of the cohort, so that they experience the best learning environment possible. All students will have Biology, Chemistry and Physics lessons. All students will start the KS4 Science courses in September of Year 9, at this point the pace and depth of work increases.

	Term 1-2 Autumn	Term 3-4 Spring	Term 5-6 Summer
Year 7	Cells Structure & Function of Body Systems Particles & Their Behaviour Chemical Reactions Forces Space	Structure & Function of Body Systems Biological Processes Chemical Reactions Acids & Alkalis Sound & Light	Ecosystems & Adaptations The Periodic Table Electricity and Magnetism
Year 8	Biological Processes Materials Energy	Ecosystems & Adaptation The Earth Forces & Motion	Inheritance & Reactivate Biology Reactivate Chemistry Reactivate Physics

## KS4 Faculty Curriculum

All students from Year 9 will be following the AQA examination board syllabus and at the end of Year 11 be awarded either three separate GCSEs in Biology, Chemistry and Physics or two GCSEs in Combined Science “Trilogy”.

Students receive 450 minutes of Science lessons per fortnight in Year 9, increasing to 600 minutes every fortnight in Year 10 and 11.

All students will learn the following units throughout their KS4 Science study:

	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
Year 9	Cells and organisation. Atomic structure. Energy.	Cells and organisation. Atomic structure. Energy.	Body Systems. Bonding Electricity.	Health and Disease. Bonding. Electricity.	Health and Disease. Chemical Changes and combined Quantitative. Molecules and Matter.	Finish any incomplete topics, then revision.
Year 10	Cell processes. Chemical Changes. Electricity.	Cell processes. Electrolysis and Quantitative Chemistry. Electricity.	Plant processes. Separate Quantitative & Energy Changes Molecules and matter.	Homeostasis. Energy changes and Exam prep. Nuclear Radiation.	Genetics. Earth's resources. Magnetism and electromagnetism.	Finish any incomplete topics, then revision.
Year 11	Ecology Organic Chemistry. Nuclear radiation.	Ecology Organic Chemistry. Waves.	Ecology Rates and equilibria. Waves.	Revision Chemical Analysis. Space (Separate Sciences only, revision for Combined Sciences).	Revision.	Revision.

## KS4 Health & Social Care

There are eight content areas which are taught across Year 10 and into Year 11. These are:

- Health and social care provision and services
- Job roles in health and social care, and the care values that underpin professional practice
- Legislation, policies and procedures in health and social care
- Human development across the life span
- The care needs of the individual
- How health and social care services are accessed
- Partnership working in health and social care
- The care planning cycle



## Staff Development

We know that continuing professional development is highly important for all staff. We have an in-house CPD programme as well as the opportunity to attend courses run by external providers. We pride ourselves on our induction programme and further training can be requested as part of our performance management process. An annual theme for CPD encompasses PD Days and whole school teaching and learning.

## Extra-curricular Activities

We have a fantastic staff at Claydon High School who offer a wide range of extra-curricular clubs and activities. Our students benefit from so many opportunities they would be impossible to list!! We also have a huge number of trips from different subject areas, many in holidays and over weekends. Staff support of any extra-curricular activity is always very welcome!

## Things we are proud of:

- Peer student monitoring
- In house staff CPD programme
- Year 7 Legacy Project
- Visiting speakers and authors
- Readathon
- Music performances
- Drama productions
- Our sports teams
- Year 10 work experience
- The curriculum being enhanced by many varied trips and visits
- Charity fundraising
- Christmas hampers
- Community tea party
- Our results
- Our staff
- Our students!

## Things the Faculty are proud of:

- Progress of our students
- Collegiate atmosphere of planning and collaboration
- Commitment of our students in attending additional sessions to support and extend their learning
- How our students rise to our culture of challenge and high expectations.

## School development priorities for 2024-2025:

OBJECTIVES FOR 2025/2026		Link to 5 Year Plan
Objective 1	Improve outcomes at KS4 (English and Maths targets to go here) 5+ 47%/4+ 72%	Objective 1
Objective 2	Reinforce the Claydon lesson; with a particular focus on improving independent learners and rigorous teaching through varied formative assessment, in order to ensure staff have knowledge of individual learners and are able to adapt lessons accordingly. <i>Through embedding, reviewing and adapting the quality assurance process as necessary.</i>	Objective 1, 2, 5
Objective 3	Evaluate, review and implement a rigorous system of KS3 assessment which allows curriculum plans to be tailored for specific year groups, staff to adapt lessons appropriately and students to know where they are and how to progress.	Objective 1, 3, 5
Objective 4	Embed a consistent approach to classroom management ensuring that staff and students can articulate how conduct is managed in the classroom ( <i>Acknowledge, intervention, support, relocate</i> ). Including implementing an effective community curriculum in p1 that encourages students to be a fully participating member of society.	Objective 1, 4

## **In conclusion**

We look for quality in everything we do and strive to be the very best we can whilst seeking to provide opportunities for our students to experience success, growth and happiness.

## **Joining us as an Early Career Teacher?**

Read about how we will support you in this first year of your new career.

Judged “good” by Ofsted, Claydon High School students have pride in their school, excellent relationships with staff and there is a “positive climate for learning”.

Claydon is a small high school on the outskirts of Ipswich, well served by the A12 and A14. As part of the Penrose Learning Trust we are working closely with other academies to share best practice; supporting colleagues in professional development and maximising opportunities for our students. We enjoy excellent liaison with our primary pyramid and other

"I couldn't have started my teaching journey at a better school. I was fortunate enough to train in such a supportive and warm environment and I am overjoyed to be able to continue my professional development surrounded by an excellent team. The whole staff culture is so well-established and welcoming, it made my acceptance of the job the easiest decision I have made. Within the ever-evolving world of teaching, having a solid foundation that is there to support and guide you at any given moment eases what can feel like a daunting and scary period. Claydon captures the sense of community perfectly and I am thrilled to be a part of it." English ECT Teacher, September 2024

local high schools.

We work with both NESTT and EAST and are committed to supporting teachers in training and their first few years of teaching alike.

As a small community high school (NOR: 771) we are a very friendly staff where new colleagues at any level soon get to know many people across faculties and subjects. All new colleagues are invited to new staff training prior to their start date and follow a whole school induction programme in their first term as well as being supported by faculties and other staff. ECTs are helped to access training, support and CPD in school and from our network of neighbouring schools.

Many of our ECTs from the past few years continue to work at the school following their first year and a number have taken on TLR posts and taken a role in leading curricular developments in school and many have followed programmes for developing their teaching and leadership skills.

## **Why not come and see for yourself?**

See our website [www.claydonhigh.com](http://www.claydonhigh.com) or contact Mark Ismay (Headteacher) if you would like to know more about our school or to visit.