

# SMITHILLS SCHOOL

Success for All

## STEM Lead & Science Teacher

### CANDIDATE INFORMATION





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## STEM Lead

The STEM Lead is an exciting new post created to develop an overarching knowledge of STEM provision in Smithills School. The STEM lead will work in collaboration with the Heads of science/maths/design technology (engineering)/computing/IT to explore cross-curricular links. They will be an outstanding science teacher who will also form part of the science leadership team (alongside the Head of Science, KS4 and KS3 Co-ordinators).

The STEM Lead will ensure that the eight Gatsby Career Benchmarks are embedded within Smithills School and will ...

- Make use of the in-house STEM expertise! Work collaboratively with the science, computing, D&T, engineering and maths faculties, and use their knowledge and inspiration to support the careers strategy.
- Use themed awareness events like British Science Week and Ada Lovelace Day to shine a spotlight on the people that work in STEM sectors or use STEM skills in their work.
- When planning careers activities, support students to understand the wide range of jobs available in STEM sectors, including both STEM and non-STEM skilled roles.
- Support colleagues to bring careers learning into their classrooms by sharing STEM careers resources, like posters, job profile examples, further study route information and labour market information (LMI).
- Work alongside the schools' Careers Education Information Advice and Guidance (CEIAG) Lead, to arrange meaningful encounters that expose students to a range of volunteers and alumni from different backgrounds, providing students with a broad view of who can work in a STEM role.
- Use workplace experiences as an opportunity to engage colleagues in STEM careers learning (e.g. where possible, have STEM colleagues supporting events or accompanying students on workplace trips).
- Provide opportunities for students and parents to find out about STEM further study routes at events such as parents evenings, options evenings, career fairs and celebration events (and consider using volunteers from industry and education to create an authentic experience).
- Equip the CEIAG lead with STEM careers posters, flyers and resources and ensure these are available in any careers area.

Alongside the addition of extra-curricular STEM projects (such as running STEM clubs/CREST award) we would like to see a thematic approach to STEM embedded within units in year 7 in the Spring term and in year 8 in the Summer term. These projects would link with the STEM subjects in the school and provide an engaging, thought-provoking STEM curriculum.

The following academic year would provide the exciting challenge of embedding The Arts into STEM, creating an engaging STEAM programme within school.



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## The Science Department

The Science Department is committed to achieving an engaging and academically enriching learning experience that delivers outstanding pupil progress. Within the department and the school there are collaborative support structures and a commitment to training and personal professional development. Within the school, the department is recognised as a lead department for developing classroom pedagogy and this is reflected in the popularity of science with our pupils. Data is used effectively to assess students and to set realistic and demanding targets. There is a genuine commitment to children, and to each member of the team, in an atmosphere where there are high expectations and a genuine pleasure in the job.

We are seeking a well-qualified, enthusiastic and talented teacher **to** enthuse and inspire our students with passion for their subject.

Our new colleague will join a team of 10 enthusiastic and successful Science teachers supported by 2 excellent technicians. There is a good structure in place within the department consisting of a Head of Science supported by a Second in Department (KS4 Co-ordinator) and a KS3 Co-ordinator.

We have 10 well-equipped, fully serviced laboratories, one ICT room plus a suite of iPads. All rooms have projectors and we have purchased different ICT-based packages to assist in the improving teaching and learning within Science.

At Key Stage 3, pupils currently follow a seven term programme with a focus on development and enhancement of key skills. The course has literacy, numeracy and ICT ideas embedded. Year 9 (January onwards) to Year 11 follow a KS4 curriculum studying AQA Trilogy Combined Science. All schemes of learning and lesson resources have been collaboratively written by the department.

To enable us to continue achieving good exam results we ensure that the department places great emphasis on supporting staff new to the school. There is an excellent pastoral system in place supporting pupils and staff to ensure a positive teaching and learning environment is achieved. In addition a well-developed staff coaching programme is also available to all. The whole school behaviour management system is effective in supporting teaching staff together with a very supportive Senior Leadership team.



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## STATUS OF THE POST

Main Scale plus TLR 2 (within the range of £2,873 - £7,017 – depending on experience)

## MAIN RESPONSIBILITIES OF THE POST

The post holder is required to fulfil the professional responsibilities which are common to all classroom teachers in the school, as outlined in the current School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

In particular the post holder's key responsibilities will be for improving the standards of learning and raising levels of student achievement for all students in their care.

The post holder is accountable to a nominated Subject Leader, Senior Leader and to the Principal.

## PROFESSIONAL RESPONSIBILITIES

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

### Making an impact on the educational progress of students in your care

- To promote the general progress and well-being of all students reporting concerns to the appropriate staff member
- To provide guidance and advice to students on educational and social matters
- To ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities
- To actively contribute to the review, evaluation and development of effective Schemes of Work, teaching materials, methods of teaching and methods of assessment in line with school and national policy
- To actively promote relevant subject related activities to promote students' enthusiasm and interest
- To ensure that lessons are appropriately planned, delivered and reviewed
- To be actively involved in interventions to raise student achievement & attainment across the curriculum area
- To assess, record and report on the development, progress and attainment of students in line with school policy
- To monitor and review student progress against targets, ensuring appropriate follow-up action
- To ensure positive behaviour for learning for all students in line with the school's behaviour management policy
- To work to foster a positive working environment in the curriculum area that supports students' learning
- To provide an effective role model for students in terms of your own professional practice

Leading, developing and enhancing your own teaching practice (or work) and supporting the development of others



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- To work collaboratively within the subject team to reflect the whole school vision
- To coordinate and manage the work of other staff as appropriate to your role
- To participate fully in the performance management of yourself and other staff in line with the school policy
- To actively review and evaluate your own performance and quality of teaching
- To identify key professional development needs and to actively undertake appropriate training opportunities to meet these needs
- To actively support the professional development of other colleagues within the school including the induction and assessment of new teachers
- To work collaboratively to improve the quality of teaching and learning through lesson observations and other strategies, sharing judgements with colleagues as appropriate

### Taking an active role in the day to day management of the school

- To follow all the whole school and departmental policies and practices
- To attend and participate in all calendared meetings as appropriate to your level of responsibility
- To participate fully in arrangements for preparing students for external examinations
- To play an active part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- To play a part in the pastoral development of students particularly acting as a form tutor for a group of students
- To take all registers promptly in line with school policies
- To undertake supervision duties before, during and after school in line with the school's duties policy
- To take responsibility for the effective management of resources in your care
- To ensure that all Health & Safety requirements are complied with
- To ensure the environment within the curriculum area is conducive to learning

### Other specific responsibilities

- To ensure effective liaison with internal and external support agencies
- To liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
- To develop effective liaison with parents/carers informally and through formal home/school communications procedures
- To make an active contribution to the school's ongoing self-evaluation process
- To play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
- To carry out any other reasonable duties as assigned by the Principal



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## SMITHILLS SCHOOL

### Person Specification for the post of Teacher of Science

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>1. SKILLS AND KNOWLEDGE</b>		
1.1	To be a good classroom practitioner and the ability to work effectively within a team environment	Interview/Reference
1.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
1.3	Ability to enthuse, inspire and motivate students	Interview/Reference
1.4	Good ICT skills to support learning	Application Form/Interview
1.5	To be able to plan and develop appropriate learning activities	Application Form/Interview
1.6	To be able to plan and organise themselves effectively.	Application Form / Interview
<b>2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC</b>		
2.1	Qualified Teacher Status	Application Form
2.2	Honours degree or equivalent	Application Form
2.3	Experience teaching GCSE	Application Form
2.4	Willingness to participate in relevant training and development opportunities	Application Form
2.5	Experience of working successfully with young people	Application Form
<b>3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES &amp; PRACTICES</b>		
3.1	Thorough subject knowledge and understanding of current curriculum developments	Application Form/Interview
3.2	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Interview/Reference
3.3	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Reference
3.4	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Interview/Reference
3.5	Able to liaise sensitively and effectively with parents/carers, recognising their role in pupil learning	Application Form/Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form/Interview
3.7	Up to date knowledge of NC requirements	Interview
3.8	Awareness of current curriculum requirements KS3-4	Application Form/Interview
3.9	A willingness to support and uphold the multicultural ethos of the school	Application Form/Interview



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DESIRABLE REQUIREMENTS		METHOD OF ASSESSMENT
<b>1. SKILLS AND KNOWLEDGE</b>		
1.1	To be familiar with the use of an interactive whiteboard to enhance learning	Application Form/Interview
<b>2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC</b>		
2.1	Higher Degree	Application Form
2.2	A desire to progress in his/her career	Application Form
2.3	Proven ability to engage and enthuse pupils	Application Form/Interview
2.4	A willingness to contribute to extra-curricular activities	Application Form

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including any which the penalty is "time expired"
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

M Sidebottom  
Principal



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## SAFEGUARDING CHILDREN – DISCLOSURE & BARRING CHECK

Exempt under the Exceptions Order to the Rehabilitation of Offenders Act 1974

You are advised that all jobs at Smithills School are subject to an Enhanced Disclosure Check via the Disclosure & Barring Service. This means that you are required to disclose any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance including relevant dates.

When completing an application form you are asked to sign a form that the information you have provided about any criminal convictions is a true statement. A conviction will not necessarily be a bar to obtaining employment, BUT failure to disclose any of the above criminal conviction will disqualify you from this appointment and may render you liable to dismissal without notice.

Disclosure checks will only be sought from the Disclosure & Barring Service after a candidate has been provided with a provisional offer of employment. If you have subscribed to the Disclosure & Barring Service (DBS) update service please indicate this on your application form.

To protect your privacy when applying for a post, you can provide details of any convictions, cautions and bind-overs in a sealed envelope marked 'Private', for the attention of Lisa Muller, and return this with your completed application form. Please indicate on the application form if you have enclosed further information separately.

If you require any further information or have any questions, please contact Lisa Muller, Finance & HR Officer, at Smithills School on tel: 01204 842382, prior to submitting your application.



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Thank you for considering this post at Smithills School. I do hope you will find this pack useful and choose to apply for the post.

### Closing Date for Application:

Please Note: A short-list of candidates will normally be drawn up within four weeks of the closing date and they will be informed of the time and date of interviews as soon as the short-listing is completed.

In the interest of economy, I am not able to acknowledge application unless a stamped addressed envelope is enclosed. If you haven't heard from me within four weeks please assume that on this occasion your application has been unsuccessful.

Whatever the outcome can I thank you for showing an interest.

The address for postal applications is Mrs L Muller, Finance & HR Officer, Smithills School, Smithills Dean Road, Bolton, BL1 6JS, or by email to [HR@smithillsschool.net](mailto:HR@smithillsschool.net)

Mike Sidebottom  
Principal