



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



INFORMATION FOR APPLICANTS



TEACHER OF CHEMISTRY

MPS/UPS

(possibility of a TLR2A for a suitable and experienced colleague)

Full time, Permanent contract





Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the Headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Office.

The closing date for applications is Thursday 6 May 2021 at noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately and interviews will be held during the week commencing 17 May 2021.

Following the closing date, a recruitment panel will read the information provided and ensure it matches our person specification, shortlisted candidates will then be invited in for interview and references taken. On the interview day, as well as teaching a lesson, a number of sessions may be organised which may include completing a data or written task, producing a presentation, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure & Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

Prince Henry's is a non-smoking/vaping site.

Please note it is the school's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THIS POST

SCIENCE FACULTY

The Science Faculty consists of a well-qualified, committed and friendly team of 14 specialist teachers and 3 full time laboratory technicians who work closely together.

The Science Curriculum

Key Stage 3 – we teach a series of modules that have been developed to support our students' progress towards GCSE science. Year 7 students are taught in mixed ability groups and Years 8 & 9 are grouped by ability.

Key Stage 4 – all students have 20% of the curriculum time to study Science. We have adopted the AQA Science courses and offer the Separate Sciences or Trilogy (known as combined science). The results are excellent with over 80% of students achieving at least two standard pass (9-4) GCSEs in Science, and over 62% achieving at least two good pass (9-5) GCSEs in Science.

Key Stage 5 – courses are provided at A level in Physics, Chemistry, Biology and Applied Science. The uptake in sixth form Science is excellent and the results are very good and consistently above national average.

Activities

We offer a wide range of Science activities to our students. These include Science Club for Year 7, Biology A level field trip, visits to lectures and practical sessions at Leeds and York Universities. A level students attend residential courses in Medicine, Veterinary Science and Forensic work.

Accommodation and Facilities

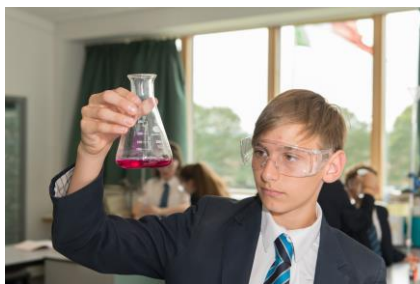
The Faculty is housed in a modern, specialist area that has 11 laboratories and 2 preparation rooms. All laboratories are equipped with digital projectors.

Science Teacher vacancy

The post-holder will be required to teach KS3 and KS4 Science and KS4 Chemistry. This post is suitable for an NQT but could have the possibility of a TLR2A (responsibility for Chemistry) within the Science faculty for a suitable and experienced colleague. The ability to teach KS5 Chemistry would be essential for the TLR role. If, when applying, you are interested in a TLR post please clearly state this on the application in the Additional Information section and why you believe you have the skills and experience to lead an area within the faculty.



INFORMATION FROM THE HEADTEACHER



Dear prospective applicant

Thank you for expressing an interest in the Teacher of Chemistry vacancy at Prince Henry's.

Prince Henry's is an over-subscribed comprehensive school with over 1630 students (and growing!) – including around 320 in the Sixth Form. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 when the core values of hard work, discipline, high achievement and 'virtue' were first established. Such high standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanours are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students and helped secure the 'outstanding' behaviour and safety grade awarded in our Ofsted inspection. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who share our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Prince Henry's is the first high school in the area to have been awarded the British Council's prestigious International School Award on five occasions, and was the first high school in the country to be awarded the Global Schools Award at Level 3. Typically, over 400 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and is now engaged in supporting other schools to develop their own inclusive practices.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Many students also benefit from the high quality enrichment opportunities offered in most curriculum areas. The governors are anxious to appoint staff who will support the vibrancy of our school.

Prince Henry's has been designated as a National Support School by the DfE, and gained Sponsor Academy status in September 2018 subsequently forming the Collaborative Learning Multi Academy Trust in order to support the next stage of the school's development. The Trust is founded on existing partnerships and is in the initial stages of growth. We are proud of what we have achieved so far and excited about the future. Currently all teaching staff and all students in Years 7 to 13 have iPads as part of our "iPads for Learning" scheme. This is another example of how Prince Henry's is at the forefront of educational development and is actively planning for a sustainable future.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

I hope that after reading the information about our school and the vacancy you will want to submit an application. Please clearly describe your relevant skills & abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for this post.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Janet Sheriff', with a stylized flourish at the end.

Ms Janet Sheriff
Headteacher



JOB DESCRIPTION

CLASSROOM TEACHER

Name:	
Faculty:	Science: Chemistry
Contract:	Full time, permanent
Responsible to:	Faculty Leader

As with all Job Descriptions, the role is discussed between the post-holder and the Line Manager(s), to whom all teachers are directly responsible. The job description does not remove the teacher's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Job Purpose:

To facilitate and encourage 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.

Main Duties:

Teaching and Managing Student Learning

1. To teach the lessons assigned
2. To provide effective teaching for whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
3. To use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources

4. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships as published in the school's 'Positive Discipline' framework of rewards and sanctions
5. To maintain good order and discipline among the students and take care of their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere
6. To prepare risk assessments as necessary following the school's Health & Safety policy
7. To undertake the role of Personal Tutor where required (see separate Job Description)
8. To take part, as required in the review, development and management of activities relating to the curriculum

Planning and Setting Expectations/Student Achievement

1. To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified by the school's Teaching & Learning & Assessment Policy
2. To set appropriate and demanding expectations for students' learning and motivation and set clear targets for students' learning, building on prior attainment
3. To identify students who have special educational needs and know where to get help in order to give positive and targeted support and implement and keep records on Pupil Centred Passports (PCPs)

Assessment and Evaluation

1. To assess how well learning objectives have been achieved and use this assessment for future teaching
2. To set homework in line with the school's Home Learning policy
3. To mark and monitor students' class and home learning providing constructive oral and written feedback, setting targets for students' progress
4. To understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses as appropriate
5. To provide or contribute to oral and written assessments, records of achievement and references relating to both individuals and groups of students
6. To participate in preparing and presenting students for public examinations

Relationship with Parents/Carers and the Wider Community

1. To prepare and present informative reports to parents/carers and attend Parents' Evenings/meetings
2. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognizing that learning takes place outside the school context
3. To liaise with agencies responsible for students' welfare

Manage Own Performance and Development

1. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
2. To participate in arrangements made in accordance with the Performance Appraisal Cycle
3. To participate in arrangements for further training and professional development as a teacher
4. To follow school policy by attending and participating in meetings
5. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
6. To share corporate responsibility for the implementation of school policies and practices
7. To set a good example to all students in their presentation and their personal conduct
8. To evaluate teaching critically by reviewing teaching methods and programmes of study and use this to improve professional effectiveness

Managing and Developing Staff and Other Adults

1. To establish and maintain effective working relationships with all colleagues
2. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Managing Resources

1. To select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met

GENERAL DUTIES

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

All job descriptions may change and/or be amended, following negotiation

Ref: office/job descriptions/teaching staff/Classroom teacher Jan 10



JOB DESCRIPTION

PERSONAL TUTOR

Name:	
Subject:	Personal Tutor
Responsible to:	Progress Leader

As with all Job Descriptions, the role of the Personal Tutor is discussed between the post-holder and the Line Manager. The details below represent the expected areas of work.

The job description does not qualify the Personal Tutor's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

Job Purpose:

The purpose of the role of Personal Tutor is to seek to know all the students in his/her form as well as possible and to become accepted as a person to whom they can turn for guidance. He/she should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of their tutees.

The role of the Personal Tutor includes the following activities.

a) Education Process

1. To carry out a rolling programme of academic monitoring of the students in the form with guidance from Progress Leader and Assistant Headteachers
2. To attend year group meetings
3. To be involved with the production of IEP's working with Progress Leader and SENCO
4. To provide the Assistant Headteacher with relevant information for the preparation of references and internal reports
5. To deliver the tutorial programme under the guidance of the PSHE/Citizenship Co-ordinator
6. To implement the school's Positive Discipline system within the Tutor Group and to maintain high standards of behaviour and achievement

b) Human Resources

1. To build good relationships with the Progress Leader and other members of the year team
2. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially

c) Students Welfare

1. To encourage students to develop the highest expectations of themselves
2. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
3. To work with the Progress Leader to provide counselling for students as appropriate
4. To assess and monitor students' progress

d) General Responsibilities – many to be undertaken during registration time

1. To register students according to instructions, at the beginning of each session or as otherwise required (e.g. fire drill), to keep information about students up to date; to check on absences, punctuality and absence notes, reporting problems and maintaining a close working relationship with the Progress Leader
2. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, in accordance with the school's published Positive Discipline framework
3. To issue letters to parents via students
4. To check Student Planners weekly
5. To supervise students to, during and from assemblies and to prepare form assemblies when required
6. To check uniform to ensure high standards are maintained and to report any problems regarding incorrect uniform
7. To ensure students receive information regarding school issues/activities
8. To appoint two-year council representatives and oversee the collection of agenda items for school council
9. To work with Year Manager regarding obtaining subject material for absent students

This is a job description only and not necessarily a comprehensive definition of Personal Tutor activities. As such it is subject to review.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

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PERSON SPECIFICATION

TITLE OF POST		TEACHER OF SCIENCE: CHEMISTRY	
AREA		SCIENCE FACULTY	
SPECIFICATION PREPARED BY		DNJ	
DATE		Mar 2021	
Skills & Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 & KS4 Science	E	Application and Selection process
2.	Ability to teach KS4 Chemistry	E	
3.	Ability to teach KS5 Chemistry	D	
4.	Ability to develop and sustain good working relationships with colleagues	E	
5.	Good organisational and communication skills	E	
6.	Excellence as a practitioner in Chemistry and Science	E	
7.	Excellent classroom management skills	E	
8.	Ability to enthuse and motivate students	E	
9.	Good ICT skills and the ability to use ICT packages to support the teaching of Science	E	
10.	Ability to use iPads to enhance teaching and learning	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	National Curriculum at KS3 in Science	E	Application and Selection process
2.	Requirements of GCSE and A Level specifications	E	
3.	Appropriate teaching and learning methodologies	E	
Experience		Essential/ Desirable (E/D)	How identified
1.	Successful teaching of Science at KS3 & KS4, and Chemistry at KS4, or successful and productive teaching practice as an ITT	E	Application and Selection process
Qualifications & Training		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in subject area	E	Application and Selection process
2.	Secondary QTS	E	
3.	Evidence of recent relevant training	D	
Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to upholding the school's aims, procedures and policies	E	
6.	Commitment to continued professional development	E	

Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

INFORMATION REGARDING A TLR POST



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



JOB DESCRIPTION

SCIENCE AREA LEADER: CHEMISTRY

Name:	
Faculty:	Science: Chemistry
Allowances:	TLR2A
Contract:	Full time, permanent
Responsible to:	Faculty Leader and named SLT link
Line Manage:	Team of teachers contributing to designated area

As with all Job Descriptions, the role is discussed between the post-holder and the Line Managers, to whom all teachers are directly responsible. The details below represent the expected areas of work in addition to the Classroom Teacher and Personal Tutor job descriptions.

The job description does not remove the teacher's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

Job Purpose:

Contribute to the development of a shared vision for Science at the school. Assist the Faculty Leader to support, develop and hold accountable a team of teachers, providing professional leadership and management of the Chemistry curriculum in order to secure high quality teaching and improve standards of learning and achievement for all students.

PRINCIPAL ACCOUNTABILITIES

Accountable to the Headteacher in the following aspects:

Curriculum and Curriculum Planning

1. To help ensure the delivery of an effective, high quality and cost effective performing arts curriculum, with specific responsibility for the designated area of the curriculum.
2. To liaise with the Faculty Leader to help produce a Faculty Area Improvement Plan compatible with the School Improvement Plan (SIMP). To aid the Faculty Leader in the review of progress against all improvement plans regularly in order to contribute to whole school improvement.
3. To engage relevant faculty staff in the creation, development and consistent implementation of effective schemes of work and Student Learning Plans in the designated area of the curriculum.

4. To work with the Faculty Leader to ensure effective preparation and assessment of internal examinations, including internal standardisation, in the designated area of the curriculum.
5. To keep up to date with all relevant assessment requirements and co-ordinate the process of preparing students for external examinations in the designated area of the curriculum. This includes the internal and external moderation and the completion of the required documentation for the awarding body. To liaise with the Faculty Leader, partner schools, Higher and Further Education, Industry, Awarding Bodies and other relevant external agencies as appropriate
6. To contribute to the overall development of the school's curriculum and other school policies, particularly from the perspective of the faculty area, advising the identified member of SLT of national or local developments
7. To contribute to PSHCE, Global Citizenship and equalities work according to school and faculty requirements
8. To work with the Faculty Leader to deploy staff effectively within the designated area of the curriculum, using staff skills, qualifications and experience to enable the curriculum to be delivered to the appropriate level for identified groups/students
9. To co-ordinate appropriate arrangements for classes in the designated area of the curriculum when staff are absent, liaising with other staff as necessary in order to ensure that appropriate cover work is completed and the curriculum is delivered effectively.

Teaching, Learning and Professional Development of Staff

1. To model 'outstanding' teaching and learning. To assist the Faculty Leader in the development and continued improvement of teaching and learning in the designated area of the curriculum, in line with the school's Teaching & Learning & Assessment Policy, in order to secure 'outstanding' student progress.
2. To maintain a personal commitment to professional development in order to facilitate the learning of the faculty team, and the school as a whole.
3. To liaise with the Deputy Headteacher, Learner Experience and the Faculty Leader in order to help lead the professional development of all staff in the designated area of the curriculum. To support and mentor staff, including ITT trainees and NQT's, so that the Teacher Standards are met by all staff contributing to the designated area.
4. Assist the Faculty Leader to foster and oversee the use of technology to support teaching and learning in the designated area and ensure that every opportunity is taken by staff contributing to the designated area to develop and improve the literacy and numeracy skills of students, in line with school policy.

5. To assist the Faculty Leader to implement, co-ordinate and quality assure educational enrichment activities within the designated area of the curriculum, including booster classes as appropriate to provide a breadth of experience that will improve student enjoyment, learning and progress.
6. To support, develop and contribute to the work of the Red Kite Teaching School Alliance.
7. To ensure that the school's Performance Appraisal policy is implemented effectively throughout the designated area of the curriculum.

Self Evaluation and Quality Assurance

1. To assist the Faculty Leader in monitoring and evaluating of the work of staff in the designated area of the curriculum, so that there is an accurate understanding of strengths and areas for development in order to inform improvement planning.
2. To work with other faculty staff as appropriate to regularly analyse student progress and attainment data for the designated area of the curriculum (at student, teaching group and subject level) in order to identify and address any underachievement and support 'outstanding' achievement for all students within the faculty. To use the results of this analysis to inform improvement actions.
3. To communicate effectively with all members of staff contributing to the designated area so that they are familiar with (and work in line with) the aims and objectives of the faculty and the school. To promote whole school initiatives and maintain the consistent implementation of faculty and whole school policies and procedures.
4. To assist the Faculty Leader to monitor the work of staff contributing to the designated area and check the implementation of school policies for example setting of home learning, marking of students' work and the assessment and recording of progress. To involve these staff in the review and evaluation of their own work, including the standards and progress of students that they teach.

Student Progress and Well Being

1. To liaise with the Assistant Headteacher: Learner Progress, the SENCO and faculty staff to ensure that the needs of all students are met in the designated area of the curriculum so that they are able to fulfil their potential and make 'outstanding' progress.
2. To assist the Faculty Leader to ensure that appropriate challenging targets are set for all students in the designated area and that high expectations and high standards are maintained across this area of the curriculum.
3. To work with faculty staff to monitor and support the overall progress, attendance, development and well-being of students within the designated area of the curriculum to ensure equality of opportunity.

4. To support the school's Positive Discipline system (including Standards for Learning) in accordance with the published framework, in order to maintain an environment conducive to good teaching and learning
5. To ensure effective communication with parents/carers so that they are advised and informed of their child's progress as appropriate

Resource Management

1. To work with the Faculty Leader to ensure that the teaching commitments within the designated area of the curriculum are effectively and efficiently timetabled and roomed within the constraints of the school
2. To monitor 'best value' expenditure and help the Faculty Leader to decide on the priorities for the spending of faculty capitation in consultation with other members of the team
3. To oversee the maintenance of records on capitation spending and commitment to ensure proper financial control within the designated area of the curriculum.

ADDITIONAL SPECIFIC RESPONSIBILITIES

1. To play a full part in the life of the school community and support the achievement of its vision and aims. To contribute to the distinctive ethos of Prince Henry's Grammar School and to encourage staff and students to follow this example

GENERAL DUTIES

As defined by the current School Teachers' Pay and Conditions document and the most recent Teacher Standards.

HEALTH & SAFETY

Area Leaders will make themselves familiar with the requirements of the school's Health and Safety Policy and ensure that these procedures are adhered to across the faculty.

All job descriptions may change and/or be amended, following negotiation.



PERSON SPECIFICATION

TITLE OF POST		AREA LEADER: CHEMISTRY	
AREA		SCIENCE FACULTY	
SPECIFICATION PREPARED BY		DNJ	
DATE		Mar 2021	
Skills & Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 & KS4 Science	E	Application and Selection process
2.	Ability to teach KS4 & KS5 Chemistry	E	
3.	Ability to develop and sustain good working relationships with colleagues	E	
4.	Excellent organisational and communication skills	E	
5.	Excellent leadership skills	E	
6.	Excellence as a practitioner with the ability to role model outstanding teaching & learning	E	
7.	Excellent classroom management skills with the ability to role model outstanding classroom/behaviour management	E	
8.	Ability to enthuse and motivate others – relevant coaching and mentoring skills	E	
9.	Good ICT skills and the ability to use ICT packages to support the teaching of Science	E	
10.	Ability to analyse student progress and attainment data in order to identify and tackle under-achievement within the subject area	E	
11.	Ability to write reports, letters, documents etc in a focused and highly professional manner	E	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	National Curriculum at KS3 in Science	E	Application and Selection process
2.	Requirements of GCSE and A level Science/Chemistry specifications	E	
3.	Knowledge of a range of effective approaches to assessment	E	
4.	Appropriate teaching and learning methodologies	E	
5.	Knowledge of effective self-evaluation procedures	E	
6.	Knowledge of effective intervention strategies	E	
Experience		Essential/ Desirable (E/D)	How identified
1.	Successful teaching of Science and Chemistry at KS3, KS4 & KS5 level	E	Application and Selection process
2.	Participation in working groups and/or leadership of specific projects	E	
3.	Responsibility within a faculty/departmental or whole school context	D	
4.	Experience of analysing student progress data in order to identify and tackle under-achievement	D	
Qualifications & Training		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in subject area	E	Application and Selection process
2.	Secondary QTS	E	
3.	Evidence of recent relevant training	D	

Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to upholding the school's aims, procedures and policies	E	
6.	Commitment to continued professional development	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	
			Pre-Employment Health Declaration



GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

References

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees. If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required. Safer Recruitment procedures require that we contact at least one referee before interview.

Employment History

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g.. Teacher of Science M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

Education History

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

Other Courses or Professional Development

Please include any professional development that may be relevant including dates and grades obtained.

Information to address the Person Specification

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

Rehabilitation of Offenders Act 1974

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed.