



## Stroud High School

### Welcome

Dear Applicant

I am delighted that you are interested in becoming part of our community here at Stroud High School.

Stroud High School is a girls' grammar school for years 7-11 with a coeducational sixth form providing a unique educational experience since it was founded in 1904. The school has a strong reputation and this has been created not just by the students in the school, but also by the talented and hardworking staff.

We are looking for someone that is willing to join our team of teachers in providing a stimulating, challenging and exciting educational experience for bright and able students. All of our staff are committed to their own professional development and a full programme of induction and support, is offered to all colleagues who join us.

#### **The successful candidate will:**

- Be committed to Stroud High Schools' ethos and values have the resolve to make a real difference to the lives of students in the school.
- Believe that all young people can – and will – achieve.
- Make a full and positive contribution to our school community.

**The appointment is required to start in April 2021 and the application process will close on Friday 5 February at Midday with an interview date to be confirmed.**

Should you have any questions regarding this post please contact Mrs Jane Thornton, Assistant Head on 01453 764441.

I hope that once you have read our information you will see the opportunities that Stroud High School can offer in the development of your career and we look forward to receiving your application.

Mark McShane  
Headteacher



## JOB PROFILE

### Main Scale Teacher including tutor role

Stroud High School teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Stroud High School 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 students.

In addition, Stroud high School teachers demonstrate consistently high standards of personal and professional conduct.

#### Objectives:

- To ensure that the agreed Curriculum is delivered to all students.
- To motivate, enthuse, challenge and support students.
- To raise students' achievements at all levels and allow each student to achieve her/his personal best.
- To provide a classroom structure which allows students to behave well and flourish.

#### Principal Responsibility Areas:

##### 1.TEACHING

#### Key Tasks:

##### A. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

##### B. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Plan teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Contribute to the support and welfare of students by acting as a tutor.



**C. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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.

**D. 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.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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).

**E. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to learn effectively.
- Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development.
- Have a clear understanding of the needs of all students, 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.

**F. Make accurate and productive use of assessment data**

- 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 students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.



### **G. 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 students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **H. Fulfil 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 and learning through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being

## **2. PERSONAL AND PROFESSIONAL CONDUCT**

Stroud High School teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students and members of the school community 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 students' 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 students' vulnerability or might lead them to break the law.
- Maintaining a 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.



- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.

## Person Specification – TEACHER, Main Scale Pay Range

Attributes	Essential	Desirable
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase</li> <li>• Willingness and desire to undertake further professional development and training</li> </ul>	Evidence of: <ul style="list-style-type: none"> <li>• High academic achievement</li> <li>• Evidence of on-going professional development</li> </ul>
<b>Profession Knowledge</b>	Evidence of: <ul style="list-style-type: none"> <li>• Experience of planning and teaching a Secondary Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of:</li> <li>• Knowledge of recent initiatives and issues in education</li> <li>• Using technology as a curriculum tool to improve standards</li> </ul>
<b>Teaching Skills</b>	Evidence of: <ul style="list-style-type: none"> <li>• Experience of teaching to a high standard</li> <li>• The ability to promote good progress and outcomes for students</li> <li>• The ability to manage behaviour effectively to ensure a good and safe learning environment</li> <li>• The ability to demonstrate good subject and curriculum knowledge</li> <li>• Strong ICT skills</li> <li>• An ability to make accurate and productive use of assessment</li> </ul>	Evidence of: <ul style="list-style-type: none"> <li>• A range of teaching styles able to cater for students difference learning styles and needs</li> <li>• Having an extensive knowledge and well informed understanding of a range of leaning, teaching and behaviour management strategies</li> <li>• Experience of teaching with excellent classroom practice and outcomes</li> </ul>
<b>Professional Attributes</b>	Evidence of: <ul style="list-style-type: none"> <li>• Holding positive values and attitudes and adopt high</li> </ul>	Evidence of: <ul style="list-style-type: none"> <li>• A willingness to see this role as a starting point to</li> </ul>



	standards of behaviour in a professional role <ul style="list-style-type: none"> <li>• Genuine commitment to high quality teaching</li> <li>• A commitment to equal opportunities and inclusion</li> <li>• A commitment to the safeguarding of children and young people</li> <li>• A willingness to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required</li> <li>• A genuine passion and enthusiasm for their subject</li> </ul>	develop the skills and competencies to take on additional responsibilities in the future
<b>Personal Skills</b>	Evidence of: <ul style="list-style-type: none"> <li>• Highly effective communication skills with both children and adults, including parents/carers</li> <li>• Effective time management skills and an ability to meet deadlines and work under sustained pressure</li> </ul>	Evidence of: <ul style="list-style-type: none"> <li>• Effective ICT skills</li> <li>• Proven track record of successful teamwork</li> </ul>
<b>Notes</b>	The above will be evidenced by a variety of means including: <ul style="list-style-type: none"> <li>• Application Form</li> <li>• Letter of Application</li> <li>• References</li> <li>• Interview (Panel interview, lesson observation, student panel)</li> </ul>	



## The Science Department

The post of teacher of Chemistry has come available in our committed and dedicated science team. The post will involve teaching science at Key Stage 3 while teaching your specialist subject at Key Stage 4 and Key Stage 5.

Science is a very well-resourced part of a broad and balanced curriculum that is offered at Stroud High School. Through effective teaching we try to address the issue of the importance of science as a subject in today's world, considering applications and career requirements as well as the knowledge and understanding requirement of the National Curriculum. Progression from KS2 to KS3, through effective primary school liaison, and progression from KS3 to KS4, with its external examinations, is extremely important. We have nine teaching laboratories, two prep rooms and a science office.

We offer a three year Key Stage 3 combined Science programme that enhances the key skills that benefit the girls at Key Stage 4.

At Key Stage 4 all girls follow the AQA GCSE Double award or separate science routes; the latter benefits from additional time through option blocking so we are able to teach triple science in triple time. The popularity of this course has increased year on year.

A-Levels in Physics, Chemistry and Biology all follow the OCR A course and students take regular practical skill assessments until full competence is achieved in the Practical Endorsement.

### Staffing

Phil Scott	CTL Biology
Damian Murphy	CTL Chemistry
Iain Green	CTL Physics
Martin Harrison	KS3 Co-ordinator and teacher of science (Biology)
Tim Leadley	Teacher of science (Biology)
Sarah Murphy	Teacher of science (part-time) (Chemistry)
Carly Niedzwiecki	Teacher of Science (part time) (Biology and Chemistry)
Rosie Coates	Teacher of Science (Chemistry) Part Time
Estelle Manson-Whitton	Teacher of Science (Physics) Part Time
Oliver Lockhart	Teacher of Science (Physics) Part Time
Kay Rowan	Teacher of Science (KS3) Part Time
Nicola Shelbourn	Lead Technician (Biology)
Babs Munson	Technician (Chemistry)
Megan Digby	Technician (Physics)



## Before Making an Application

Before applying for a post within Stroud High School you should be fully aware of the following points.

### Equality of opportunity

Stroud High School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

### Safeguarding

Stroud High School is committed to the safeguarding and promoting of welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

### Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff who we expect to set an example.

### Policies

Stroud High School has a range of policies and handbooks that help to make clear our expectations and ways of working, these are always shared openly with staff and are accessible to everyone.

There are several policies that prospective employees should be aware of when making an application and all members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of ICT, Whistle Blowing, Keeping children safe in education – part 1, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, Anti-Bullying and Staff Code of Conduct policy.

New staff will also be expected to undertake a suite of online training modules to support their induction.





## Making an Application

### To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the school or contact the Headteacher for a conversation.
3. Write a letter of application outlining why you wish to apply for the post.
4. Complete the application form in full
  - a. Personal Details (Part 1)
  - b. Complete knowledge and skills profile (Part 2) – no longer than 2 sides of A4
  - c. Complete personal information and sign the application (Part 3)
  - d. Complete the equal and diversity monitoring form (Part 4)
5. Return all parts by the closing date and time.

### Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

### Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

### Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

### Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

### Private and Confidential Disclosure of criminal record form

All shortlisted candidates will be asked to complete, sign and bring to the interview process.

**References**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

**Previous employment section**

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

**Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

**Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

**Declaration – relatives and other interests**

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

**Equal and diversity monitoring form**

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the shortlisting or appointment panel.