



Application Pack – January 2024

Teacher of Physics

Possible TLR available for the right candidate.

SGSAT M1 – UPS3

Contract Type: Full time, permanent

Apply By: 19th February 2024

Start Date: 1st September 2024

Dear Candidate

Thank you for taking the time to read about the UTC and the Teacher of Physics role. I'm delighted to tell you more about our wonderful school and the many reasons why you should consider coming to work with us.

At SGS Berkeley Green UTC technical knowledge and skills are highly prized. Our students join us in year 10 or 12 to study STEM and follow one of two specialist pathways: Engineering or Digital Technologies (including Cyber Security). They are highly motivated and determined to do well in their chosen sector. Over the coming years we are looking to develop a science specialism to run alongside the existing specialisms.

The UTC was built in 2017 to meet the needs of local employers, and they helped design the building and facilities. As a result, our students have unrivalled access to high-quality resources, equipment and support, and enjoy being on a state-of-the-art campus. Staff are experts in their subject areas and benefit from excellent CPD. Our engineering barn provides students with an immersive engineering learning experience.

Even the briefest visit to the UTC will demonstrate what makes us unique: a culture of professionalism. The young people we work with are polite, respectful and inclusive. They dress smartly and behave appropriately. We are small enough that we get to know every student and we are all on first-name terms.

This position is available due to expanding student numbers at the UTC and growth in the science curriculum. We are ideally looking for a physics specialist, however we can be flexible for the right candidate. We may also have a TLR available for a candidate to become the 'Lead Teacher of Science'. The curriculum contains the following courses; GCSE Combined Science, GCSE Biology, Chemistry and Physics, A Level Physics and BTEC Applied Science L3.

It short, it is a privilege to work in a setting where you can really immerse yourself in the area you are passionate about with students who will share your enthusiasm, and with fantastic resources at your disposal. We are quite unlike any other school in the area.

If this all sounds too good to be true, come and see for yourself.

With very best wishes

Gareth Lister
Headteacher

Berkeley Green UTC – Who are we?

Opened in September 2017, SGS Berkeley Green UTC is one of Gloucestershire's newest educational institution providing the high quality academic education you would expect from a school with the technical and employer focused education of a college.

Students join us for their GCSEs in Year 10 or A Levels and Technical Qualifications in Year 12 and thrive in this dynamic learning environment. Our work with employers gives you the competitive edge when looking for employment within the areas of Engineering, Digital Technologies and Cyber Security as well as giving you the first class education that you would also expect from a secondary school or sixth form setting.



The UTC provides specialist high quality vocational and academic education for learners aged 14-19 with a strong interest in Engineering, Digital Technologies and Cyber Security. SGS Berkeley Green UTC is one of about fifty University Technical Colleges nationally.

As with all UTCs, SGS Berkeley Green UTC's curriculum has been developed in partnership with employers, who have taken an active role in the development of the UTC. Students follow the national curriculum enabling them to achieve the same number of GCSEs that they would in a school, but because of the longer school days they also have an additional forty percent of their time focused on undertaking specialist vocational education and projects led by employers in the areas of Engineering, Cyber Security and Digital Technologies. This enables students at a UTC to become more attractive to employers as they have practical, relevant skills as well as having the same excellent education and qualifications that they would get within a secondary school or sixth form.



Job Description – Subject Teacher

Job Title	Subject Teacher – SGS Berkeley Green UTC
Main Purpose of the role	
<ul style="list-style-type: none">  Work with the Headteacher, Senior Leadership Team, Teaching and Non-teaching colleagues to implement SGS Berkeley Green UTC’s vision, policies and practices.  To deliver high quality learning & teaching in order to maximise student progress in classes taught.  To support the academic, social, moral and cultural development of students through the tutor role and to fully participate in the UTC enrichment programme. 	
Key Tasks/Responsibilities:	
<p>1 Set high expectations which inspire, motivate and challenge students.</p> <ul style="list-style-type: none">  Establish a safe and stimulating environment for students, rooted in mutual respect and professionalism.  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. <p>2 Promote good progress and outcomes by students.</p> <ul style="list-style-type: none">  Be accountable for students’ attainment, progress and outcomes.  Be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.  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. <p>3 Demonstrate good subject and curriculum knowledge.</p> <ul style="list-style-type: none">  Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain students’ interest in the subject, and address misunderstandings.  Demonstrate an understanding of the sequencing of learning within and between lessons, and of how students effectively commit new learning to memory.  Demonstrate a critical understanding of developments in the subject area and its links to industry.  Demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English, whatever your specialist subject.  Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject. <p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none">  Impart knowledge and develop understanding through effective use of lesson time.  Promote a love of knowledge, intellectual curiosity and learning by doing.  Plan out-of-class activities to consolidate and extend student’s knowledge and understanding.  Reflect systematically on the effectiveness of lessons and approaches to teaching.  Embrace the use of advanced technology in lessons where appropriate.  Contribute to the design and provision of an engaging, real world curriculum. 	

5 Adapt teaching to respond to the strengths and needs of all students

- Have a secure understanding of barriers to learning, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of young people, 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, and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

6 Make accurate and productive use of assessment

- Know how to assess the relevant subject and curriculum areas you teach and ways of checking student understanding
- 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, giving dedicated improvement times in lessons.

7 Manage behaviour effectively to ensure a good and safe learning environment.

- Take responsibility for promoting professional and courteous behaviour in teaching areas and around the UTC, in accordance with the UTC Behaviour Policy.
- Use praise, sanctions and rewards consistently and fairly, and engage in positive restorative conversations with students in line with UTC expectations.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain professional relationships with students, exercising appropriate authority when necessary.

8 Fulfil wider professional responsibilities

- Make a full and positive contribution to the wider life and ethos of SGS Berkeley Green UTC.
- Develop effective professional relationships with colleagues and industry partners, knowing how and when to draw on advice and specialist support. Be prepared to adapt practice where necessary.
- Deploy support staff effectively where appropriate.
- Take responsibility for improving teaching through appropriate professional development.
- Communicate effectively with students, parents and carers with regard to achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

- Act with honesty and Integrity.
- Forge positive professional relationships within and beyond SGS Berkeley Green UTC and SGSAT
- Be committed to collaboration and co-operative working.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Demonstrate respect for the rights of others.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the SGSAT, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, any relevant statutory frameworks.

Other Information

The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

The UTC will pay all teaching staff in accordance with the qualified or unqualified scale depending upon qualifications.

All employees are expected to take part in the UTC enrichment programme and open days/events and work such hours as may be needed to enable the effective discharge of the teacher's professional duties and to meet the educational needs of our students.

The SGS Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Author and Date

Gareth Lister, December 2023

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Person Specification - Teacher

Criteria	Essential	Desirable	Assessed by
Qualifications & Attainments			
Teaching Qualification	✓		Application
Qualified Teacher Status		✓	Application
First Degree	✓		Application
Evidence of further study		✓	Application
Evidence of CPD & its impact on school improvement		✓	Application / Interview
Experience & Knowledge			
Proven record of success as a teacher or lecturer in education		✓	Application / Reference
An understanding of barriers to learning and how to overcome these		✓	Interview / Reference
Excellent classroom practitioner with knowledge, understanding and practical application of teaching strategies to enable students to maximise student progress	✓		Interview / Application
Clear vision for and track record of raising achievement for all students, including strategies for dealing with underachievement		✓	Application / Interview / Reference
Excellent classroom management skills and a positive, consistent approach to behaviour for learning	✓		Interview / Application
Knowledge and understanding of how to sequence learning within and between lessons to ensure that students know and remember more		✓	Interview / Reference
Knowledge and understanding of current curriculum developments in relevant subject areas at KS4 and KS5		✓	Application / Interview
Skills & Abilities			
Professionally confident with highly developed effective PR, written & verbal communication & interpersonal skills	✓		Application / Interview / Reference
Enthusiastic, optimistic with a sense of humour	✓		Interview
Positive & practical approach to change & challenge	✓		Interview
Capacity to innovate, inspire & motivate	✓		Interview / Application / Ref

Clear vision & values	✓		Interview / Application
Effective organisational & administrative skills	✓		Interview
Effective user of new technologies	✓		Interview / Application
Good team player, sharing accountability for achievement & success	✓		Application / Reference
Knowledge & understanding of health and safety, safeguarding, preventing extremism & radicalisation and SMSC		✓	Interview / Application / Ref
Willing to challenge inefficiency, ineffectiveness or complacency	✓		Interview / Application / Ref
Essential Attributes			
Initiative: Demonstrating the willingness & ability to use initiative – whether that means deciding on necessary action & following it through - or suggesting ways to work in a better way.	✓		Application / Interview
Interpersonal Skills: The ability to communicate & interact with other people in a way that promotes cooperative relationships	✓		Application / Interview
Teamwork: The willingness and ability to collaborate & work closely with colleagues in a mutually supportive manner	✓		Application / Interview

Job Description – Lead Teacher

Job Title	Lead Teacher
School	SGS Berkeley Green UTC
Reporting to:	Headteacher
Main Purpose of the role	
To provide curriculum leadership within key stage 4 and key stage 5 for a specified subject area.	
Key Tasks / responsibilities:	
<p>The specific duties of the Lead Teacher will be determined by the Headteacher and will depend upon the needs of the UTC. The key tasks and responsibilities will be additional to the key tasks and responsibilities of a Teacher.</p> <p>Overall Responsibility</p> <ul style="list-style-type: none"> To be an inspirational Lead Teacher, able to contribute effectively to the development of the department. To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning. <p>Subject Curriculum Leadership</p> <ul style="list-style-type: none"> Ensure continuity, progression and cohesiveness in all teaching in the subject. Work effectively as a member of the UTC team to improve the quality of teaching and learning within the subject area. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge. Develop working relationships with colleagues from other schools and UTCs to ensure work is assessed accurately. Analyse internal and external performance data to identify trends in achievement, and use this analyse to embed subject wide strategies for improvement. Communicate effectively with parents, students and colleagues. Contribute to the professional development of colleagues 	
Author and Date	
Gareth Lister December 2023	

Child Protection and Safeguarding

The successful applicant will be required to obtain and maintain a satisfactory Disclosure Certificate, Enhanced with Children's Barred list check, as a requirement of the job.

South Gloucestershire and Stroud Academy Trust welcomes applications from all sectors of the community and is an equal opportunities employer.