

Wood Green School



Candidate Information Pack Teacher of Science

Details of the Post

Job Title:	Teacher of Science
Start date:	1 st September 2023
Status of post:	Permanent Full or part time
Closing date for application:	27 th March 2023 at noon
Interview Date:	TBC

WELCOME – Headteacher

Dear Prospective Candidate,

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. We have a clear vision of a Wood Green student, and we are developing our Baccalaureate that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust consists of seven schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School and Matthew Arnold School.

All seven schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to the university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Thank you again for your interest in this post and I hope to receive your application in the near future.

Yours sincerely



Rob Shadbolt
Headteacher

Our School Philosophy

“Head, Hands and Heart”



Our School Philosophy can best be summarised by the phrase ‘Head, Hands and Heart.’ Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves.

Mission, Vision and Values

Mission Statement

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

Our Vision Statements:

Wood Green students

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

Our Values

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

LEARNING **E**FFORT **A**SPIRATION **R**ESPECT **N**URTURE **W**ELLBEING

Department Information

The Science Department has an excellent reputation within the school and enjoys outstanding GCSE and A level results. The Department is centrally located and comprises of ten laboratories, all with ICT facilities and three preparation rooms. The department is well-supported by a dedicated team of technicians. Each teacher is based largely in one laboratory and teaches all three Sciences in Key Stages 3. Specialist equipment is localised in designated laboratories, and these are used for teaching in Key Stage 5. There is a science staff workroom.

Staffing

The Department comprises of a team of eight full time and two part-time teachers and three technicians. The department works as a team giving mutual support through discussion, the sharing of ideas and resources, and corporate decision making; there is a friendly and supportive atmosphere within the department. Opportunities are provided for staff development to promote department initiatives and to develop skills before seeking promotion.

Department Ethos

The department is committed to developing independent learners who are capable of thinking scientifically about the world around them and how it works. We place significant emphasis on assessment for learning across the curriculum, setting personal targets for individuals to enable them to make progress and aspire to the best outcomes possible.

Students are taught the skills to enable them to think critically about scientific ideas and data that they could be asked to process, linking these to real-life situations. Maths and literacy skills are integrated throughout the key stages to build confidence and prepare students for their GCSE examinations.

We are committed to grouping students in ways which will enable staff to focus effectively on the range of needs of a particular cohort; this includes teaching mixed ability groups at KS3. At KS4 the students are offered two different routes, teachers support students to make the correct choice of route, dependant on their ability and their desired direction after GCSE.

Curriculum

Key Stage 3

The department has a two-year KS3, this will allow more time for students to study their GCSE subjects. In Year 7 students are taught in mixed ability tutor groups and in year 8 they are taught in mixed ability teaching groups. The Department has written schemes of work for Key Stage 3 that have used guidance from the National Curriculum, as well as the requirements of students in preparation for Key Stage 4 and are supported by the new AQA Key Stage 3 Science Resources, which prepares students for the step up to GCSE with maths and literacy skills integrated throughout and homework tasks that build confidence in answering longer GCSE-style questions.

Groups are taught by a member of staff with support for teaching off-specialism being provided through these schemes of work and by department INSET. Wherever possible, students are encouraged to take responsibility for their own learning with independent "pre-learning" tasks set. There is a strong focus on science skills, which are assessed through both formative and summative assessments each term. The high standard of resources at KS3 ensures that a wide variety of teaching and learning styles are used and the course ensures progression through the Key Stage and onto GCSE studies which begin in year 9.

Key Stage 4

Students in Year 9 will start to cover the AQA Science syllabus and extend their maths and literacy skills and encourages students to think and work scientifically.

Students in Years 10 and 11 follow the AQA Science syllabus and students may select the Separate Sciences (Biology, Chemistry and Physics) or Combined Science, Trilogy. The Separate Science course is currently an option course and is taught by three subject specific teachers. The Combined Science courses are taught by three members of staff where each member teaches their own specialism. INSET is provided by the department when necessary. The Department has written schemes of work for Key Stage 4 that has used guidance from the National Curriculum, as well as the relevant AQA GCSE syllabi and are supported by the new AQA Key Stage 4 Science Resources.

Key Stage 5

A levels are offered in the three separate sciences. The syllabuses in current use are Biology (OCR), Chemistry (Edexcel) and Physics (AQA).

Extra-Curricular Activities

A KS3 Science Club is attended weekly by students and the department organises events for the annual Science & Engineering Week. Science Speakers are invited into the department to give talks to Triple GCSE and AS/A-level students.

The department also organises a trip to the CERN Science Facility in Geneva on a bi-annual basis.

Department Development and Future Plans

The department is in the process of embedding cognition and metacognition skills within practical work. Resulting in students being more confident when they complete practical work and to plan their own experiments. We are aiming to ensure that the new two year KS3 allows all students to be "GCSE ready" and then start to embed the important ideas during year 9 to allow students to make the correct choice of course during year 10 and 11. We also aim to increase the numbers of students at KS4 taking the AQA separate science route for GCSE, this will allow greater numbers of students to complete science to a higher level and have more choices later in life. The department is exploring the ways that homework can be used to either prepare students for upcoming lessons or to check their understanding of work already covered. The department uses the Educake computer programme to set home for students from years 7 to 11.

Examination Results

Trilogy

		Result Grade																			Below Comparison			Same As Comparison		Above Comparison		
	#	%	Other	U	1-1	2-1	2-2	3-2	3-3	4-3	4-4	5-4	5-5	6-5	6-6	7-6	7-7	8-7	8-8	9-8	9-9	#	#	%	#	%	#	%
Comparison Grade	Other		1													1						0	0	0.00%	0	0.00%	0	0.00%
	U																					0	0	0.00%	0	0.00%	0	0.00%
	1-1																					0	0	0.00%	0	0.00%	0	0.00%
	2-1																					0	0	0.00%	0	0.00%	0	0.00%
	2-2																					2	0	0.00%	2	100.00%	0	0.00%
	3-2																					0	0	0.00%	0	0.00%	0	0.00%
	3-3																					0	0	0.00%	0	0.00%	0	0.00%
	4-3																					25	4	16.00%	7	28.00%	14	56.00%
	4-4																					0	0	0.00%	0	0.00%	0	0.00%
	4-4		5	2																		25	9	36.00%	6	24.00%	10	40.00%
	5-4																					0	0	0.00%	0	0.00%	0	0.00%
	5-5																					15	8	53.33%	3	20.00%	4	26.67%
	6-5																					0	0	0.00%	0	0.00%	0	0.00%
	6-6																					5	1	20.00%	1	20.00%	3	60.00%
	7-6																					0	0	0.00%	0	0.00%	0	0.00%
7-7																					0	0	0.00%	0	0.00%	0	0.00%	
8-7																					0	0	0.00%	0	0.00%	0	0.00%	
8-8																					0	0	0.00%	0	0.00%	0	0.00%	
9-8																					0	0	0.00%	0	0.00%	0	0.00%	
9-9																					0	0	0.00%	0	0.00%	0	0.00%	
#			0	2	0	0	4	4	12	10	13	9	6	5	1	3	2	0	1	0	0	72	22	30.56%	19	26.39%	31	43.06%

Less Than Comparison Same As Comparison Above Comparison

Synergy

			Result Grade																			Below Comparison			Same As Comparison		Above Comparison	
	#	%	Other	U	1-1	2-1	2-2	3-2	3-3	4-3	4-4	5-4	5-5	6-5	6-6	7-6	7-7	8-7	8-8	9-8	9-9	#	#	%	#	%	#	%
Comparison Grade	Other																					0	0	0.00%	0	0.00%	0	0.00%
	U																					0	0	0.00%	0	0.00%	0	0.00%
	1-1																					0	0	0.00%	0	0.00%	0	0.00%
	2-1																					0	0	0.00%	0	0.00%	0	0.00%
	2-2																					0	0	0.00%	0	0.00%	0	0.00%
	3-2																					1	1	100.00%	0	0.00%	0	0.00%
	3-3																					0	0	0.00%	0	0.00%	0	0.00%
	4-3																					12	5	41.67%	2	16.67%	5	41.67%
	4-4																					0	0	0.00%	0	0.00%	0	0.00%
	5-4																					4	2	50.00%	0	0.00%	2	50.00%
	5-5																					0	0	0.00%	0	0.00%	0	0.00%
6-5																					0	0	0.00%	0	0.00%	0	0.00%	
6-6																					0	0	0.00%	0	0.00%	0	0.00%	
7-6																					0	0	0.00%	0	0.00%	0	0.00%	
7-7																					0	0	0.00%	0	0.00%	0	0.00%	
8-7																					0	0	0.00%	0	0.00%	0	0.00%	
8-8																					0	0	0.00%	0	0.00%	0	0.00%	
9-8																					0	0	0.00%	0	0.00%	0	0.00%	
9-9																					0	0	0.00%	0	0.00%	0	0.00%	
#			0	1	0	2	1	2	3	4	2	0	2	0	0	0	0	0	0	0	0	17	8	47.06%	2	11.76%	7	41.18%

Less Than Comparison Same As Comparison Above Comparison

Biology

			Result Grade												Below Comparison			Same As Comparison		Above Comparison	
	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%	
Comparison Grade	Other					1						1		0	0	0.00%	0	0.00%	0	0.00%	
	U													0	0	0.00%	0	0.00%	0	0.00%	
	1													0	0	0.00%	0	0.00%	0	0.00%	
	2													0	0	0.00%	0	0.00%	0	0.00%	
	3										1			1	0	0.00%	0	0.00%	1	100.00%	
	4						1		1	3				5	1	20.00%	0	0.00%	4	80.00%	
	5							2	6	6	1			15	2	13.33%	6	40.00%	7	46.67%	
	6						2	3	6	6	3	2		22	11	50.00%	6	27.27%	5	22.73%	
	7						1	1	4	2		3	1	12	8	66.67%	0	0.00%	4	33.33%	
	8								1	1	1	3	1	7	3	42.86%	3	42.86%	1	14.29%	
9													0	0	0.00%	0	0.00%	0	0.00%		
#			0	0	0	0	4	6	18	19	5	8	2	62	25	40.32%	15	24.19%	22	35.48%	

Less Than Comparison Same As Comparison Above Comparison

Chemistry

			Result Grade												Below Comparison			Same As Comparison		Above Comparison	
	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%	
Comparison Grade	Other										1			0	0	0.00%	0	0.00%	0	0.00%	
	U													0	0	0.00%	0	0.00%	0	0.00%	
	1													0	0	0.00%	0	0.00%	0	0.00%	
	2													0	0	0.00%	0	0.00%	0	0.00%	
	3									1				1	0	0.00%	0	0.00%	1	100.00%	
	4			2				1		5		1		7	1	14.29%	0	0.00%	6	85.71%	
	5							1	3	10	4			18	4	22.22%	10	55.56%	4	22.22%	
	6							1	4	4	3	3	3	1	19	9	47.37%	3	15.79%	7	36.84%
	7			1				2	3	2	1	1	1	2	12	8	66.67%	1	8.33%	3	25.00%
	8									1		1	2	1	5	2	40.00%	2	40.00%	1	20.00%
9													0	0	0.00%	0	0.00%	0	0.00%		
#			0	0	0	0	5	10	22	9	6	6	4	62	24	38.71%	16	25.81%	22	35.48%	
<div><div></div> Less Than Comparison<div></div> Same As Comparison<div></div> Above Comparison</div>																					

Physics

Comparison Grade				Result Grade														Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%			
	Other												1		0	0	0.00%	0	0.00%	0	0.00%			
	U														0	0	0.00%	0	0.00%	0	0.00%			
	1														0	0	0.00%	0	0.00%	0	0.00%			
	2														0	0	0.00%	0	0.00%	0	0.00%			
	3											1			1	0	0.00%	0	0.00%	1	100.00%			
	4			2				1		2	3	2			8	1	12.50%	0	0.00%	7	87.50%			
	5								2	5	6	2			15	2	13.33%	5	33.33%	8	53.33%			
	6			1	1				1	9	4	2	4		21	11	52.38%	4	19.05%	6	28.57%			
7							1	1	2	1		2	2	9	5	55.56%	0	0.00%	4	44.44%				
8								1		2		1	3	7	3	42.86%	1	14.29%	3	42.86%				
9													1	1	0	0.00%	1	100.00%	0	0.00%				
#				0	1	0	0	2	5	18	17	6	7	6	62	22	35.48%	11	17.74%	29	46.77%			
<div><div></div> Less Than Comparison<div></div> Same As Comparison<div></div> Above Comparison</div>																								

A Level Results 2022

Details			A* to A		A* to B		A* to C		Grades									
Subject Name	Entries	APS	#	%	#	%	#	%	A*	A	B	C	D	E	F	G	U	X
A - Biology	33	32.4	10	30	15	45	23	70	2	8	5	8	5	1			4	
A - Chemistry	23	29.6	4	17	9	39	14	61	1	3	5	5	4	4			1	
A - Physics	15	31.3	3	20	6	40	9	60	2	1	3	3	3	3				



Job Description

Job Title	Teacher of Science
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	January 2020
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of Science
Responsible for:	Teaching and supporting all designated classes in Science
Purpose of Post	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate To monitor and support the overall progress and development of students as a Teacher/Form Tutor To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none"> To undertake a designated programme of teaching across all key stages Teach consistently high-quality lessons

	<ul style="list-style-type: none"> • Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 • Be a role model for students, inspiring them to be actively interested in the subject • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS systems • To complete the relevant documentation to assist in the tracking of students • Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching • Prioritise and manage time effectively, ensuring continued professional development in line with the role • To follow the school policies and procedures • To ensure the effective/efficient deployment of classroom support • To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • Follow schemes of work for the subject at all Key stages • Promote aspects of Personal Development related to subject • Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject • Promote subject learning through out of hour's activities • Ensuring a high-quality learning environment throughout the subject area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> • To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy • To follow department monitoring and tracking systems relating to students' attainment, progress and achievement • Mark, grade and give written/verbal and diagnostic feedback as required • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in the subject at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole • To liaise with the relevant pastoral leaders to ensure the progress of students • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To lead the National Baccalaureate within the tutor group

	<ul style="list-style-type: none"> • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ Successful teaching experience ➤ Evidence of professional development relevant to this role
Skills and knowledge	<ul style="list-style-type: none"> ➤ Good classroom practice, constantly showing a positive and resilient approach to students and staff ➤ Excellent communication and organisational skills ➤ Knowledge of effective teaching and learning strategies ➤ A good understanding of how children learn ➤ Ability to adapt teaching to meet students' needs ➤ Ability to build effective working relationships with students ➤ Knowledge of guidance and requirements around safeguarding children ➤ Knowledge of effective behaviour management strategies ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> ➤ High expectations for all students and belief in bringing out the best in all ➤ Commitment to upholding and promoting the ethos and values of the school ➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to equality

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.



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