

# Merstham Park School

Taynton Drive, Merstham, Redhill, Surrey RH1 3PU



## Teacher of Science

**Main Pay / Upper Pay Range**

Start Date: 1 January 2025

Application Deadline: 18 November 2024, 9am

Interview Date: TBC

**Full-time or Part-time applications will be considered.**

Please note that we reserve the right to withdraw this vacancy at any time, ahead of the closing date, if there is a good level of response. Therefore, we recommend you submit your application as early as possible.



## About Merstham Park School

At **Merstham Park**, our **ethos** is simple - **igniting** a **passion** for learning. We are **proud** to be a **values driven** school which encourages its students to **embrace** these **values** in all that they do. This approach provides all students with the **opportunity to exceed** beyond their potential. We have a team of **passionate** staff who are **committed** to providing all of our students with the very best educational **experience**. We **recognise** the importance of academic **success** whilst **embracing** our wider role in **preparing** our students for their adult life beyond the formal examined curriculum.

Learning is central in our ability to succeed and prepare students effectively for tomorrow's world. We encourage our students to strive to achieve beyond their potential, allowing their academic achievements to open doors for them, while gaining a secure understanding of the skills required to be responsible citizens in our modern world.

We offer a broad and balanced curriculum that is tailored to meet the needs of our students. As a school we encourage each student's particular abilities to ensure that no child slips through the net. We provide our students with outstanding resources and support in every aspect of school life from small class sizes, to well planned responsive lessons, to staffing and subject specific expertise. In September 2022 we opened our brand new state of the art building that encompasses facilities that benefit both our students and the community as a whole. Our new build is tailored to enable our students to develop unique skill sets in a truly first class educational setting through the creation of inviting, interactive and inspirational learning environments.

Our school is committed to the safeguarding of children, so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy to always request references prior to an interview.

Thank you for your interest in working at Merstham Park School and I look forward to welcoming your application.

**Cullum Mitchell**  
**Head of School**



## A Values Driven School


Our vision here at Merstham Park is simple:

*“We are proud to be a values driven school that works closely with our community. We broaden students’ aspirations by providing a culturally rich learning environment where all students are valued, safe and successful.”*



At Merstham Park School we pride ourselves on being a values driven school. This means we not only have a list of values on our website but we encourage our students and indeed staff to embody them in all that they do. The five values that we model at Merstham Park are:

## Our School Values



|                      |   |
|----------------------|---|
| <b>INCLUSION</b>     | <ul style="list-style-type: none"> <li>➤ We strive to meet each child’s needs through a personalised, bespoke curriculum</li> <li>➤ We respect each other for our unique characteristics and embrace equality for all</li> <li>➤ We actively strive to support those members of our community who need our support</li> </ul>                       |
| <b>COLLABORATION</b> | <ul style="list-style-type: none"> <li>➤ We promote leadership skills in our students through involving them in all aspects of school life</li> <li>➤ We promote teamwork and recognising the power of working together</li> <li>➤ We encourage our students to be independently minded whilst respectful of others within the community</li> </ul> |
| <b>RESILIENCE</b>    | <ul style="list-style-type: none"> <li>➤ We inspire a ‘can do’ attitude in our students to support them to overcome challenges</li> <li>➤ We prepare and equip our students for their future, encouraging them to grow, learn and flourish</li> <li>➤ We promote courage and resilience in all members of our community</li> </ul>                  |
| <b>RESPECT</b>       | <ul style="list-style-type: none"> <li>➤ We promote an understanding of others views and show consideration towards them</li> <li>➤ We value our learning opportunities and approach them positively</li> <li>➤ We demonstrate respect to all members of our community</li> </ul>   |
| <b>SUCCESS</b>       | <ul style="list-style-type: none"> <li>➤ We encourage all our students to achieve their aspirational goals</li> <li>➤ We have high expectations of our learning community</li> <li>➤ We promote the celebration of shared successes</li> </ul>  |

Igniting a passion for learning



## KS3 Science at Merstham Park

SCIENCE

13

NUMBER OF LESSONS  
PER FORTNIGHT:

6



### AIMS OF THE COURSE

At Merstham Park, we will encourage our students to ask questions that are important to their lives and equip them with the skills to find out the answers.

In Science, we will ensure that our students have the correct atmosphere to ensure that they will make informed decisions, allow all learners to learn and feel that they are able to take the risks associated to develop a true understanding of their scientific world.

Our students are active learners and the skills involved in science help to develop key skills that will stay with the students long after the scientific knowledge has gone.

The key stage three curriculum is designed to give a broad understanding of all three sciences and develop practical skills. This will give students the best start to the GCSE science courses.

### HOW CAN PARENTS HELP?

Science is all around us, and not limited to experiments in a laboratory. Encourage children to think about why things happen and look for evidence in every day matters. Visits to museums or exhibitions can link to the science they study, alongside time spent in nature. Watching documentaries together is a great way to introduce scientific discussions at home.

### CONTENT/SKILLS KNOWLEDGE

#### YEAR 7 AUTUMN TERM

- Intro to science
- Particles
- Separating mixtures
- Variation
- Interdependence
- Energy

#### YEAR 7 SPRING TERM

- Electricity
- Movement
- Cells
- Universe
- Gravity
- Acids & alkalis

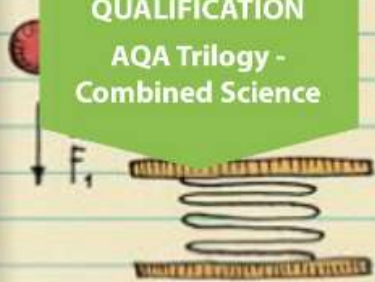
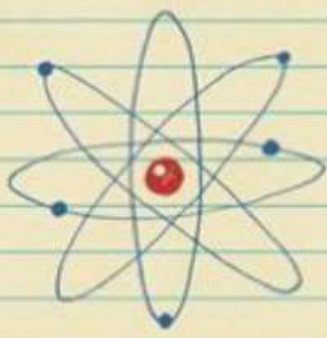

#### YEAR 7 SUMMER TERM

- Metals and non-metals
- Sound
- Light
- Reproduction
- Earth's structure
- Speed

# KS4 Science at Merstham Park

## COMBINED SCIENCE 13

**QUALIFICATION**  
AQA Trilogy -  
Combined Science

**ASSESSMENT FORMAT**

Six written examinations at the end of Year 11 (2 Biology, 2 Chemistry, 2 Physics).  
Each paper is 1 hr 15 mins.

There are two tiers of entry:  
Foundation tier - grades 1-5  
Higher tier - grades 4-9

**KEY CHARACTERISTICS:**

The GCSE in Combined Science should enable students to:

- Develop scientific knowledge and a conceptual understanding of Biology, Chemistry and Physics
- Apply observational, practical enquiry and problem solving skills in an array of different learning environments
- Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions

**YOU WILL DEVELOP CONFIDENCE IN:**

- Planning and carrying out practical investigations
- Using Mathematics to analyse and explain data
- Explaining the world around us and linking the processes that take place in it
- Discussing the ethical issues that arise as a direct result of new scientific discoveries

**POSSIBLE CAREERS AND FURTHER INFORMATION**

Combined Science will give students skills in planning, analysing and evaluating which they will need in a wide variety of careers. These skills lend themselves to future careers in Medicine, Psychology and Research, as well as non-scientific subjects such as Hair and Beauty, Law and Business.

**STAFF CONTACT**  
Mrs C Forbes-Calvin: [cforbes-calvin1@gfhschools.org](mailto:cforbes-calvin1@gfhschools.org)



# KS4 Triple Science

## TRIPLE SCIENCE

# 27

### QUALIFICATION

AQA GCSE Biology  
AQA GCSE Chemistry  
AQA GCSE Physics



### ASSESSMENT FORMAT

Six written examinations at the end of Year 11 (2 biology, 2 chemistry, 2 physics).  
Each paper is 1 hour 45 mins.  
If you choose Triple Science, you will sit these exams instead of those for combined science - you will not have to do both.

There are two tiers of entry:  
Foundation Tier - grades 1 - 5  
Higher Tier - grades 4 - 9

### POSSIBLE CAREERS AND FURTHER INFORMATION

Triple Science will provide students with the foundations that are essential for further studies in the three sciences.  
This will also allow students access to careers in Science, Medicine and Research.

### KEY CHARACTERISTICS:

The GCSE in Triple Science should enable students to:

- Develop in depth scientific knowledge and a conceptual understanding of Biology, Chemistry and Physics
- Apply observational, practical enquiry and problem solving skills in an array of different learning environments
- Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions
- Develop understanding of additional units in Biology, Chemistry and Physics through engaging in additional practical activities

### YOU WILL DEVELOP CONFIDENCE IN:

- Planning and carrying out practical investigations
- Using Mathematics to analyse and explain data
- Explaining the world around us and linking the processes that take place in it
- Discussing the ethical issues that arise as a direct result of new scientific discoveries

### STAFF CONTACT

Mrs C Forbes-Calvin: [cforbes-calvin1@gfsschools.org](mailto:cforbes-calvin1@gfsschools.org)

## Staff Welfare

The welfare of our staff is of the utmost importance. The list below details some examples of how we support the wellbeing of all of our colleagues.

### Culture and Values

- A core focus on Learning and Teaching: it is the most important thing we do
- A culture of distributed leadership
- Trust: a leadership team that trusts you and is not 'Ofsted focused'
- A school that values everyone and firmly believes that a culture of positive relationships should be the bedrock of an organisation; we want you to love teaching and our students to love learning
- A history and culture of staff development within a caring multi academy trust, including opportunities to collaborate and progress within GLF - taking on a wider role across the Trust
- Expectation of 7am-7pm communication etiquette with no replies expected outside of these hours
- All meetings calendared to one day of the week so you are not meeting every day after school

### Learning and Teaching

- Well planned meetings which focus solely on key school topics
- Fully research based Learning and Teaching strategy - not just the latest 'gimmicks'
- Clearly considered SEND interventions that are well targeted and regularly reviewed to ensure they are supporting students effectively
- Own classroom and good behaviour at the school

### Training and Development

- Comprehensive CPD: we invest in your professional learning
- Regular career development opportunities, in a growing forward thinking school
- An appraisal system focused on professional learning; all within an embedded culture of collaboration and sharing best practice
- High quality external CPD and training through our MAT programmes
- Career development meetings with the Head regularly offered
- A culture of coaching - staff collaborate, support and develop one another

### Employment Offer

- A designated Staff Association to ensure staff feel valued and supported, also allowing opportunities to give critical feedback
- Access to an external counselling and support service for mental health and well being
- Staff offers and discounts through the 'Wider Wallet' scheme
- Vehicle collection and drop off offered by a local garage if you choose to MOT your car with them
- One fully paid emergency family day per year if needed
- Staff social events and a variety of whole staff celebration evenings throughout the year
- MA offered with contribution to funding



Merstham Park  
School

## Teacher Tapp Staff Survey



Merstham Park  
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- Do your school leaders listen and respond to staff concerns?
  - 87% all or most of the time (MPS)
  - 49% all or most of the time (similar schools)
- I feel I am supported by my senior leadership team:
  - 94% agree (MPS)
  - 82% agree (similar schools)
- I have confidence in the decisions made by the leadership team at my school:
  - 97% agree (MPS)
  - 76% agree (similar schools)
- My school treats all employees fairly:
  - 94% agree (MPS)
  - 71% all or most of the time (similar schools)





## State of the Art New Build



Merstham Park School is a new 6FE (900 pupil) Secondary Free School (aged 11-16) and is part of the GLF Schools Community. In September 2018, the school opened in temporary accommodation on the site with one year group and then moved to its state of the art new build facilities in September 2022.

The school's motto is 'igniting a passion for learning' and the school aims to encourage every single student to succeed. This is achieved through the delivery of a broad and balanced curriculum with clearly considered curriculum intents. The curriculum supports the needs of the community and provides opportunities for the development of both locally and globally focused enterprises.

For further information on our facilities, please explore our website:

[Welcome to Merstham Park School](#)

## Job Profile

|   |                 |                 |    |
|---|-----------------|-----------------|----|
| Job Title   | Subject Teacher | Job Reference   |    |
| Location  | Merstham Park   | Travel Required | No |
| <i>Core purpose</i>   |                 |                 |    |
| <ul style="list-style-type: none"> <li>The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards not only their personal education but the school as a whole.</li> </ul>   |                 |                 |    |
| <i>Key accountabilities</i>   |                 |                 |    |
| <i>Main duties</i>  |                 |                 |    |
| <ul style="list-style-type: none"> <li>Teach students in years 7 – 11</li> <li>To deliver lessons which enrich and engage all students taught.</li> <li>Teach other subjects as required.</li> <li>Plan lessons carefully, having regard to the schemes of work and faculty practice.</li> <li>Cover for absent colleagues within the 'rarely cover' parameters within which we work.</li> <li>Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches.</li> <li>Assess student work to monitor and evaluate progress, set targets and consider student needs when planning lessons.</li> <li>To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate.</li> </ul>   |                 |                 |    |
| <i>Planning and classroom management</i>  |                 |                 |    |
| <ul style="list-style-type: none"> <li>Teach allocated students by planning your teaching to achieve progression of learning.</li> <li>Identifying clear teaching objectives and specifying how they will be taught and assessed.</li> <li>Setting tasks which challenge students and ensure high levels of interest.</li> <li>Setting appropriate and demanding expectations.</li> <li>Setting clear targets, building on prior attainment.</li> <li>Identifying SEND or very able students.</li> <li>Provide clear structures for lessons maintaining pace, motivation and challenge.</li> <li>Make effective use of assessment and ensure coverage of programmes of study.</li> <li>Ensure effective teaching and best use of available time.</li> <li>Monitor and intervene to ensure sound learning and behaviour management.</li> <li>Use effective questioning, listen carefully to students and give attention to errors and misconceptions.</li> <li>Select appropriate learning resources and develop students' study skills.</li> <li>Ensure students acquire and consolidate knowledge, skills and understanding appropriately.</li> <li>Evaluate your own teaching critically to improve effectiveness.</li> <li>Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.</li> </ul> |                 |                 |    |
| <i>Monitoring, assessment, reporting and recording</i>  |                 |                 |    |

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- To meet and discuss as required, students' performance progress and attainment with parents or carers.
- Mark and monitor students' work and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving.

#### Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- To be aware of national developments in education and curriculum area.
- To abide by the teacher professional standards and carry out duties as required by STPCD.
- Operate at all times within the stated policies and practices of GLF Schools.
- Establish effective working relationships and act as an exemplar role model.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the school through effective participation in meetings and management systems.
- Take responsibility for your own professional learning and duties in relation to school policies and practices.
- Liaise effectively with parents, governors and external professionals.
- Take on any additional responsibilities which might from time to time be determined.
- Participating in INSET in order to keep abreast of development.

#### Main responsibilities as a Learning Mentor

- Being aware of the strengths and needs of each student.
- Undertaking regular learning mentor reviews to monitor and provide appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance.
- Promoting high standards of student behaviour and attitudes to work.
- Communicating effectively with staff and parents.
- Completing administrative tasks as required.
- Attending year / house meetings.

#### Accountable to

- Head of Science Faculty; Head of Year for learning mentor duties.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

#### Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

## Personal Specification

| Teacher of Science  | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications</b>   |           |           |
| Qualified Teacher Status  | ✓         |           |
| Good honours degree   | ✓         |           |
| Evidence of commitment to continuing professional learning  | ✓         |           |
| Evidence of further study   |           | ✓         |
| <b>Experience</b>   |           |           |
| Teaching of subject to students at KS3 and KS4  | ✓         |           |
| Developing and maintaining good relationships with colleagues and students  | ✓         |           |
| Involvement in extracurricular activities   | ✓         |           |
| Commitment to raising the achievement of all students of all abilities  | ✓         |           |
| Experience of preparing students for GCSE   | ✓         |           |
| Using ICT to support learning and teaching  | ✓         |           |
| Supporting improvements in learning and teaching  | ✓         |           |
| Using data to inform planning and future developments   | ✓         |           |
| Monitoring, evaluation and review to support outcomes   | ✓         |           |
| A successful track record of improving performance outcomes   |           | ✓         |
| <b>Personal attributes</b>  |           |           |
| Values aligned with the school's vision and values and GLF Schools core values  | ✓         |           |
| Positive, enthusiastic outlook, embracing risk and innovation   | ✓         |           |
| Self-motivated and well organised   | ✓         |           |
| Encourages ideas, initiative and innovation in others   | ✓         |           |
| Reflective and keen to develop yourself and others  | ✓         |           |
| Ability to communicate effectively  | ✓         |           |
| The ability to maintain and form appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct | ✓         |           |