

MOULSHAM HIGH SCHOOL



JOB DESCRIPTION

FACULTY: SCIENCE

JOB TITLE: TEACHER OF SCIENCE – MPR/UPR

ACCOUNTABLE TO: HEAD OF SCIENCE

Science is large and forward-looking faculty; staff are very supportive of each other, with good practice and resources being shared regularly. The Head of Faculty provides strong leadership.

STAFFING

There are currently twelve specialist teaching staff in science. Faculty meetings are held weekly and the views of all staff are valued.

Post holders are as follows:

- Head Of Faculty.
- Subject Leader Physics.
- Subject Leader Chemistry.
- Subject Leader Biology.
- Raising Achievement And Progress Co-ordinator: Years 7-9.

The work of the faculty is supported by a team of five technicians, which includes a Senior Technician and a specialist for each of Biology, Chemistry and Physics.

FACILITIES AND RESOURCES

The school provides superb facilities for teaching science. There are seven laboratories in the main school building and in 2019 a new purpose built science block opened, containing four laboratories and a general classroom. These have greatly enhanced the learning environment in science.

Members of the science faculty have wireless-linked laptops that can connect to the school intranet and the internet from any laboratory. Every room also has a multimedia projector and electronic whiteboard. The faculty has comprehensive schemes of learning in place that are available to all staff electronically, with the equipment and books appropriate to lessons readily available.

AIMS

The work students do should:

- stimulate interest in, encourage curiosity about and provide enjoyment from the study of science;
- encourage responsibility for their own learning;
- improve the way in which knowledge is organised and data is presented and interpreted;
- meet the requirements of the National Curriculum and other external assessment schemes;
- show the importance and influence of science in everyday life.

PROVISION

To meet its stated aims, the faculty is continually revising and improving its courses to ensure they provide tasks that challenge students of different abilities and allow them to achieve their full potential.

Key Stage 5

Courses are offered leading to AS and A Levels in Biology, Chemistry and Physics. The number of students studying post-16 Science courses has increased substantially over recent years, bucking the national trend.

A Level Results 2019 (Last Year Of Validated Outcomes)

| | % A*-B | % A*-C | % A*-E |
|-----------|---------------|---------------|---------------|
| Biology | 41.7 | 70.8 | 100 |
| Chemistry | 71.4 | 71.4 | 100 |
| Physics | 55.6 | 77.7 | 100 |

Key Stage 4

Triple Science is offered as an option to all students and currently has a take-up of approximately 80. Most of these students have high prior attainment and are very well motivated.

Triple Science Results 2019 (Last Year Of Validated Outcomes)

| | Physics | Chemistry | Biology |
|--------------|----------------|------------------|----------------|
| %9-7 | 50.91 | 60 | 63.64 |
| % 9-4 | 100 | 100 | 100 |

Combined Science is compulsory for the rest of the cohort. In 2019, 77% students gained grades 9-4. The faculty begins to teach the G.C.S.E. course in Year 9.

ENRICHMENT

The Science Faculty offers a wide range of enrichment opportunities both within and outside of the taught curriculum. These include Year 7 science club, Dissection Live, Year 9 biology fieldwork at Rainham Marshes and A level biology residential fieldwork at Flatford Mill, Suffolk.

THE POST

This post is for a fulltime teacher of science who will teach up to and including G.C.S.E. A level teaching may also be available.

The post is suitable for either a Career Entry or a more experienced teacher. Career Entry teachers have a reduced timetable of 40 out of 50 lessons a fortnight in Year 1. They also are allocated a mentor within their faculty and take part in a thorough induction programme, led by an Assistant Headteacher, and validated by the Ambition Institute.

NOTE:

All staff at Moulsham High School are expected to:

- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding policies can be found on the school website: www.moulshamhigh.org

This post is subject to an enhanced DBS check and is not suitable for anyone who has been barred from working with children.

See person specification below.

(April 2022)

PERSON SPECIFICATION

POST: TEACHER OF SCIENCE – MPR

The qualities and attributes marked 'Essential' must be demonstrable at the point of interview. Over time we would also expect the successful candidate to acquire those marked 'Desirable.'

| Qualities and Attributes | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| Good quality honours degree in a science. | √ | |
| PGCE, or equivalent, in Secondary Education or in the process of working for this. | √ | |
| Qualified Teacher Status or working towards this. | √ | |
| Experience | | |
| Experience of teaching science up to KS3. | √ | |
| Experience of teaching science at G.C.S.E. level. | | √ |
| Experience of teaching science at A level. | | √ |
| Knowledge / Skills | | |
| Strong subject knowledge | √ | |
| An understanding of what makes outstanding teaching and learning and the willingness to strive for this on a daily basis. | √ | |
| Good and imaginative use of resources including new technologies | | √ |
| Good understanding of Assessment for Learning and the ability to put this into practice | √ | |
| The ability to differentiate effectively so that the needs of all students are met. | √ | |
| The ability to develop students' literacy and numeracy skills through science. | | √ |
| Well-developed behaviour management skills | √ | |
| An ability to forge good working relationships with staff and students | √ | |
| Organisational skills | √ | |
| Knowledge and understanding of current curriculum developments in science. | | √ |
| Ensure that whole school policies are implemented consistently, including those relating to safeguarding, child protection and student behaviour. | √ | |
| Personal | | |
| Ability to prioritise and meet deadlines | √ | |
| Commitment to continued personal development | √ | |
| Commitment to contribute to extra-curricular activities and educational visits | | √ |
| General | | |
| Good attendance and punctuality record | √ | |
| Professional dress | √ | |