



FACULTY OF SCIENCE

FACULTY STAFF

David Tipping	Head of Science
Hannah Tipper	Assistant Head of Science
Sandra Millar	
Keeley Russell	
Miranda Creed-Miles	
Anne Simpson	
Jane Lynch	
Guy Crick	
Vacancy	Teacher of Science for September 2024
Helen Charlesworth	Assistant Headteacher
Anitha Muthukumaran	Senior Science Technician
John Dobson	Science Technician
Sophie Moss	Science Technician
Caroline Thomas	Science Teaching Assistant

THE SCIENCE FACULTY

The Science faculty has a long history of outstanding performance. We are a supportive, professional and highly dedicated team with two common goals: to guide every pupil to their highest level of attainment possible and to develop every teacher to become outstanding. Our faculty enjoys its own building on the very pleasant Deer Park site, with a suite of 8 purpose built laboratories and a central prep-room. Each lab is fully equipped. Two labs are also ICT rooms, one with dual use. We highly value our three technicians, who work closely with teachers to prepare for, and support, learning to raise achievement. The Science faculty is very much one cohesive team, working with well-established systems that are time-efficient.

The Science staff have a strong tradition of resource sharing so that best practice spreads quickly through the faculty. We are never complacent, continually considering if lessons or assessments could be improved. We love to plan practical activities and exciting demonstrations. Science staff travel from as far afield as Cheltenham, Chippenham and Bristol to work within the team. We participate in local networks and regularly share schemes of learning and other resources with schools within the Local Authority and beyond. Over the last few years many Science staff have progressed to TLR positions in other schools or within Deer Park.

KEY STAGE 3 SCIENCE

Currently we teach with the Activate scheme but we have amended the sequence of modules. We think that this gives the course a more cohesive structure. Science is taught largely through experience and many lessons in this Key Stage involve practical work, often of an investigative nature. Pupils will experience a wide range of learning styles, depending on the nature of the subject being studied. Year 7 pupils are taught in mixed ability groups, with setting in Years 8 and 9.

KEY STAGE 4 SCIENCE

We offer AQA Separate Sciences and AQA Combined Science (Trilogy) at GCSE. Separate Scientists study 15 hours a fortnight and Combined Scientists study 10 hours a fortnight across our two-week timetable. Separate Science is consistently a popular option. Far more of our pupils in Combined and Separate Science attain the highest grades (7-9) than their target data would predict. We challenge our pupils rigorously, in many cases transforming their view of what they are capable of achieving academically. We are demanding of every pupil, but we also provide every child with virtually every resource that they may need, with guidance on how to use them most effectively. Science is consistently one of the highest performing faculties in the school, with many of our pupils going on to study A Level Sciences. Historically, our gender and Pupil Premium gaps have been minimal.

EXTRA- CURRICULAR SCIENCE

We work hard to make Science fun within the classroom, but we are always considering ways to extend the pupils' experience and understanding of Science. Examples include visits to Chemistry workshops at Bristol University, study days at Oxford Museums and Botanic gardens and Science-based visits to local zoos. We have also taken pupils to the Big Bang event in Birmingham and collaborated with Cirencester's Corinium Museum and Cirencester College to allow pupils to contextualise their learning in new practical situations. We offer Science Club, which has an enthusiastic membership.

INFORMATION AND COMMUNICATION TECHNOLOGY

The Science Faculty has an ICT suite and a computer lab, with data projectors in each room. We have access to a range of independent learning software to allow a personalised curriculum. At Key Stage 3 and 4, pupils make extensive use of GCSE revision resources, and we often use ICT to support their theoretical and practical studies. We use Show My Homework extensively to allow pupils and staff to access work and information from home. A wide variety of data is available to teachers about individual pupils' targets and progress, which staff are able to use to inform their lesson planning.

We hope that you will be interested in joining our faculty and look forward to receiving your completed application form.

Dr David Tipping
Head of Science
April 2024



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted 2019, updated September 2023) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;

- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;

- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Pupils enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct....Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.