Teacher of Science

Salary range £25,714 - £41,604 (MPR/UPR)

Required for January 2022/April 2022 or sooner if possible

Closing date: 6 December 2021



Contents

3 Welcome from Paul Hemmings, Headteacher

5 The Science Department

6 Working at Oakmoor School – A View from our Staffroom

8 The University of Chichester Multi-Academy Trust

9 Professional Support and Development

10 Together we make a difference

11 Job Profile

15 Person specification

18 Application Procedure

Welcome from Paul Hemmings, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School.

Oakmoor is brand new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations. The Oakmoor ethos is encapsulated by our motto: *Ambition, Courage, Excellence*.

We are a highly collegiate staff with high expectations of ourselves and each other surrounded by like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our brand new, vibrant school where all staff are valued and their contribution to the organisation as a whole is recognised.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

Our school has grown in the last few years from 450 to 670 students owing to increases in outcomes and popularity. Our applications for Year 7 in September 2021 will see us grow to 765 students. We are firmly positioned as the first choice secondary school for families in our town and are oversubscribed. Our new buildings will accommodate up to 900 students and with larger pupil numbers coming through our partner primary schools, along with the regeneration of our town, we anticipate reaching this number in the next few years. As we approach 900 students we will begin the planning for further expansion in accordance with the town's regeneration programme to meet the growing needs of our community. The final phase of expansion will complete our buildings for 1200 students.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students allowing high levels of progress to be enjoyed. Students benefit from a wealth of extra-curricular activities, including trips and visits to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Two years' ago, one of our staff-led school improvement groups, piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and is now our whole school approach to assessing and planning.

Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Oakmoor and we have created an exceptional teaching staff here.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central court yard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students. To experience this for yourself I extend an invitation for you to visit our school and discuss the post with me in more detail. Vicky Ross, PA to the Headteacher, will be pleased to make arrangements for you and can be contacted at v.ross@oakmoor.hants.sch.uk or telephone (01420) 472132.

Thank you for your interest in the Science Department

The Science department has recently undergone a complete transformation. The results are rapidly improving under the dynamic leadership of our Head of Department who has the full support of a team of specialist science teachers and high quality technician support. We have recently relocated to our new site and staff and students are enjoying a suite of seven brand new science laboratories. This is a really exciting time for Science at Oakmoor School.

Over the last few years, the school has grown and is now oversubscribed with first choices. This growth necessitates an additional member of the Science Department which provides a superb opportunity for a talented Science teacher to join our team. We support every member of the team in becoming outstanding, reflective practitioners and look to open doors for all to ensure their continued professional development

The aim of the department is to encourage students to delve deeper into the interesting and diverse world around them. We open students' minds to the ways that Science shapes their everyday lives and enable students to develop their knowledge, understanding and application of the subject to their full potential. We aim to instil resilience and determination in each and every student to achieve their very best.

The KS3 curriculum is organised into umbrellas containing units that link to a central theme. Umbrellas include 'The Force Awakens' and 'The Rainforest' in Year 7 and 'Hocus Pocus' and 'Surfing USA' in Year 8. We focus on developing students' love of the subject, their knowledge and understanding of key concepts and ideas and their working scientifically skills in preparation for KS4.

At KS4, the qualifications students work towards are either AQA Biology, Chemistry and Physics (triple science) or AQA Combined Science: Trilogy. Where possible, teachers are able to teach within their specialisms and this helps to provide continuity for students.

Students are taught in classes which are relatively small in comparison to other schools giving each teacher an opportunity to personalise their teaching to meet the needs of their students. Students have ample teaching time for Science throughout their time at Oakmoor School with 8 hours each fortnight in KS3, 10 hours each fortnight in Years 9 and 10, and 9 hours each fortnight in Year 11.

Working at Oakmoor School - A View from our Staffroom

At Oakmoor you are trusted to deliver high quality lessons. You can deliver high quality lessons because the school has worked extremely hard to reduce the administrative burden for their teaching staff freeing our time to focus on what is most important, the progress of our students. I can genuinely say coming to school each day is a pleasure!
Mr Riley, Computing Department

Since joining Oakmoor School as a NQT in 2015, I have had the support of my colleagues every day, and have always felt trusted and valued as part of the team.
Mrs Carter, English Department

I have worked in quite a few schools during my working life and I can honestly say that none of them compare to Oakmoor. There is a really nice sense of belonging and knowing that you are all equally part of a team, we are all striving for the same thing…to better the school, to make a happy working environment, to give students and staff the opportunity to learn new things and to be encouraged to shine. With all of this in place results come naturally….
Mrs James, Senior Science Technician

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.
Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 14 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here
Mrs Hale, Technology Department

I have worked at Oakmoor School since September 2018 and, as a new member of staff, have been really impressed by the warm and friendly environment around the school. The staff work collaboratively and the pupils' well-being is at the heart of everyone's work. Coming from a primary background, I like how the year 7s are welcomed into the school and I think the mixed mentor groups is a real strength, providing a great sense of togetherness amongst the year groups.
Mrs Pullinger, English and Mathematics Department

Working at Oakmoor as a teacher is an absolute pleasure. This is my third year at Oakmoor School and feel so lucky to have such an amazing classroom environment. Everything a teacher could wish for, lots of cupboard space, visualizers, interactive whiteboards and space to create displays. The team at Oakmoor is supportive and it feels like a family".
Mrs Sutehall, Head of Humanities

I have worked as the Exams Officer at Oakmoor School for almost 3 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

Mrs Kelly, Examinations Officer

As soon as you step through the doors as a new member of the team, you are welcomed, included and supported by all. There are fantastic links and communications across all departments, and staff are always willing to support both your personal and professional development. Watching our students grow academically and personally is truly an honour. I feel immensely proud to be part of the Oakmoor team.

Mrs Atkins, Inclusion Manager - Behavioural

The University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust is uniquely placed to make a difference to the local education landscape. With access to the University's extensive resources, we provide both educational expertise from the University's Institute of Education and expertise from professionals within HR, Finance, ICT, Estates and Communications.

The Trust has an inclusive and an aspirational vision. People and relationships matter to us and we share the University's belief that education has the power to transform society.

Our Vision is for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

Our Mission is to create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Our Shared values are:

- **Aspirational**
- **Inclusive**
- **Collaborative**
- **Dynamic**
- **People-focused**

University of Chichester as sponsor

As a University we believe education has the power to transform society and we should play a role in enabling people to exceed their own expectations, creating a positive impact on our local and regional communities.

Our belief is all schools can be successful and that student progress and the retention and growth of high-quality teachers should be at the heart of our work. We have years of experience in working with outstanding and improving schools as well as those less successful and were proud when we established the Academy Trust in 2012.

We believe there are five key factors that distinguish the University of Chichester as an academy sponsor:

- Teacher training and schools have been fundamental to the University since 1839;
- Tailor-made solutions designed on merit not a one size-fits-all compliance model;
- Wide ranging experience of working in partnership with a rich variety of schools backed up with school focused CPD and classroom-based action research;
- The University is judged as a good provider of Initial Teacher Training;
- High quality teaching and learning, recruitment, training, development and retention are all at the heart of the University ethos, which is shared by the Trust.

'The headteachers and chairs of governors of all of the schools play an important role in the leadership of the trust through forums such as the termly advisory group. Consequently, officers, headteachers and members of local governing bodies share a strong sense of common purpose.'

University of Chichester Multi-Academy Trust
Report, 2017

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan and individual performance management to ensure that we are improving and enhancing the school as well as individual practice.

Throughout the school year, staff participate in a Twilight programme of professional development that has a focus on key areas. All staff are given the time and opportunity to choose a theme that they would like to research and study. The results of this work are then implemented to improve and enhance an area of their practice. There are also opportunities to share this knowledge with the whole school through our meeting and INSET programme and on many occasions whole school policy and practice has been influenced by the Twilight professional development programme.

Staff are also given the opportunity to work collaboratively with other staff and departments across the school though our meeting cycle. The collaborative meetings have a clear agenda that relates to sharing good practice to enhance provision through planned learning walks, work scrutiny opportunities and discussion and debate regarding learning, the curriculum, assessment, examination technique and classroom practice.

For Newly Qualified Teachers (NQTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers.

Our NQTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further.

This support programme continues once NQT status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme to ensure that support and development is on going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Job Profile

Job Title: **Teacher of Science**

Reports to: **Head of Department**

Location: **Oakmoor School, Bordon, Hampshire**

Function of the Post

To plan and deliver high quality engaging and challenging teaching and learning across the full ability and age range of students, ensuring all students make rapid and sustained progress.

Principal Accountabilities:

1. Plan and deliver high quality engaging and appropriately challenging lessons that inspire all students to share a passion for your subject and become independent learners.

2. Ensure all students make rapid and sustained progress in line with the assessment criteria for the scheme of work or qualification.

3. Effectively assess student progress and understanding to inform future planning and make formative and summative assessment, including data for reporting purposes in line with academy procedure.

4. Provide high quality marking and constructive feedback so that students are informed of how to improve their work.

5. Set and assess appropriate homework that matches individual student needs.

6. Take responsibility to ensure teaching assistants understand the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all students.

7. Attend scheduled meetings of the academy and parents' evenings as directed by your line manager or senior staff.

8. Make a positive contribution to the strategic aims, values and ethos of your subject area/s, the academy and the University of Chichester Academy Trust.

9. Contribute to the wider life of the academy, such as leading on extra curricula activities.

The following accountabilities will be determined according to your career stage as a Teacher, and relevant to the duties of your post.

Teaching and Learning Support

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor students' class and homework, providing written and oral feedback, and set targets for student progress;
- Develop innovative and engaging high quality teaching, along with the robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst pupils;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;

Planning and Managing Resources

- Contribute to the overall development of the academy which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school student assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of student progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written student report;
- Maintain accurate student records, working with parents, carers and agencies as required, and with other colleagues.

Communication

- Communicate effectively with staff at all levels, students, parents and carers, visitors and stakeholders.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;
- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving student issues and ensuring support is in place as required;
- Create a positive culture where staff and students feel safe and are valued, where all students' needs are supported and where all stakeholders work together effectively for the benefit of the students;
- Take responsibility to ensure students are aware of and adhere to the expected behaviour and conduct within both the classroom and around the academy, in accordance with the academy's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the academy, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Teachers' Standards (England):

You will be expected to uphold the principles of the Teachers' Standards and it is expected you will perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Code of Conduct, Academy and Trust related policies and procedures and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health & Safety:
To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the wok environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:
The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:
You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:
The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service Certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applications for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	**Desirable**	**Evidenced through**
Knowledge and Qualifications	Qualified Teacher Status/ PGCE or NQT. Evidence of continual professional development that is relevant and appropriate to the post. Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development. Knowledge of the national curriculum in relation to the post. A good knowledge of emerging technology and the use of ICT to enhance learning and engage students. Understanding of assessment for learning and its use to raise standards. Current knowledge of safeguarding legislation and government guidance relevant to the post.	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	Application/ Documentary evidence Interview Teaching task.
Skills	Demonstrable evidence of the skills required to be an excellent classroom practitioner. Ability to challenge and differentiate teaching and learning for students of all abilities and needs. A skilful communicator with strong interpersonal and presentation skills, both verbal and written.	Ability to analyse data for the effective monitoring and assessment of student performance and target setting. Creative and innovative approach to using the latest technologies within the curriculum for enhanced student learning.	Application/ Interview References Teaching task.

	Ability to make learning exciting, relevant and cross curricular. Ability to create a vibrant, collaborative, happy and challenging learning environment. Ability to plan and implement a cohesive, creative and innovative curriculum.		
Experience	Experience of successfully raising attainment and increasing student progress. Experience of systematically assessing, monitoring and evaluating student attainment, and adjusting provision in order to accelerate progress. Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community. Successful experience of teaching children with SEND and other vulnerable groups.	Experience of participating in extra-curricular activities and visits to enrich learning experiences.	Application/CV Interview References.
Personal attributes	Enthusiastic, positive and approachable with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop. Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups. Adaptable and sensitive to challenging situations, forming positive relationships with students, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback.		Application Interview Presentation References Teaching task.

	Committed to the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students and the school community. Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.		

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website www.unicat.org.uk/find-job and submit it, so that it is received no later than 9am on 6 December 2021.

Oakmoor School
Budds Lane
Bordon
Hampshire
GU35 0JB

T: (01420) 472132
E: v.ross@oakmoor.hants.sch.uk

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up week commencing 6 December 2021. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Safer Recruitment

The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service Certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applications for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.