



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**TEACHER OF SCIENCE**



## **LEARN THINK CONTRIBUTE CARE**



# WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
Headteacher

## TEACHER OF SCIENCE

### Role Overview

**DIRECTLY RESPONSIBLE TO:**  
Head of Faculty Science

Are you passionate about all things Science and have the ability to deliver high quality lessons and achieve excellent results? Then come and join a thriving Science Faculty at Rainhill High School, including Rainhill Sixth.

**COMMENCING:**  
February 2024  
**Fixed term Maternity cover**

Rainhill High was graded as 'Good' by Ofsted in February 2023.

**CLOSING DATE:**  
**9am**  
Tuesday 12<sup>th</sup> December 2023

We are seeking to appoint a dynamic and inspirational Teacher who has a thirst for knowledge and the drive to succeed with excellent interpersonal skills to teach Key Stage 3 and 4 Science. This position is a fixed term maternity leave contract to start in February 2024 until December 2024 and there is a possibility of a TLR offer for the right experienced candidate although applications are also welcome from early career teachers.

**INTERVIEW DATE:**  
Friday 15<sup>th</sup> December 2023

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in Science. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

Prospective candidates can visit the school by prior appointment by calling 01744 677205

Our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our pupils receive a first-class education that enables them to take their place in society confidently. We are a popular and high-achieving school on the edge of Merseyside with a strong reputation locally and oversubscribed. The school is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill High School and Rainhill Sixth an attractive place to work.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. This is a great opportunity to work with a talented and forward-thinking team and make a difference to students at the school.





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
OFSTED

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

Year 9 student

***“Leaders follow up on any concerns quickly and effectively”***  
OFSTED



# JOB DESCRIPTION



<b>Post</b>	<b>Teacher of Science</b>
<b>Grade</b>	<b>STPCD MPR UPR</b>
<b>Responsible to</b>	<b>Head of Faculty: Science</b>

## **Set high expectations which inspire, motivate and challenge pupils;**

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## **Promote good progress and outcomes by pupils**

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **Demonstrate good subject and curriculum knowledge**

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

## **Plan and teach well-structured lessons**

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **Adapt teaching to respond to the strengths and needs of all pupils**

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **Make accurate and productive use of assessment**

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **Manage behaviour effectively to ensure a good and safe learning environment**

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Fulfil wider professional responsibilities**

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PERSON SPECIFICATION



Criteria	E/D	A/I
<b><u>Experience Pupil Progress</u></b>		
Familiarity with the KS3 & GCSE syllabus requirements in Science	E	A/I
Familiarity with the A level syllabus in Biology, Physics, Chemistry	D	A/I
Track record of excellent examination results	D	A/I
To be able to articulate a vision for learning	D	A/I
<b><u>Qualifications Skills and Abilities</u></b>		
Good Degree or equivalent in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level.	D	A
<b><u>Quality of Teaching</u></b>		
Ability and experience of teaching Science to GCSE	E	A/I
Ability or experience of teaching Science subjects to A level.	D	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
<b><u>National Standards</u></b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
<b><u>Ethos and Extra Curricular and Curriculum enrichment</u></b>		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<b><u>Commitment to Equal Opportunities</u></b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

Essential requirement of the role    A = Assessed via the application form    P = Presentation  
 Desirable requirement of the role    I = Assessed at Interview    T = Task

# FACULTY DESCRIPTION



## Faculty Vision

A place where students love science, staff love teaching, and academic progress is outstanding.

## Faculty Aims

To provide challenging, engaging lessons, where pupils are trained to be curious and resilient.

To share well-planned resources, a supportive culture, and hold pupils/each other to the highest standards. For all pupils to make positive progress; increasing KS5 retention and future scientists.

## Facilities

The faculty is housed across 2 buildings with all full-time teachers having their own laboratory. There are 3 classrooms and 3 laboratories in the sixth form building and 7 laboratories in B block.

## 2023 GCSE Results

2023 Science Measure	
Achieving 2 x Sci Standard Pass	57%
Achieving 2 x Sci Strong Pass	28%
Achieving 9-7	3%

Separate Science	
Biology 9-7	40%
Biology 9-5	83%
Biology 9-4	92%
Chemistry 9-7	38%
Chemistry 9-5	77%
Chemistry 9-4	90%
Physics 9-7	34%
Physics 9-5	77%
Physics 9-4	93%

Trilogy Science	
Trilogy 9-7	5%
Trilogy 9-5	37%
Trilogy 9-4	64%

## Curriculum KS3 (Y7-9)

Students are taught set on ability based on KS2 Maths data and internal assessment data. They have 3 lessons of Science a week and have one teacher for all three sciences. We follow departmental schemes and share the planning of all resources, to ensure workload is managed and resources meet the highest standards. Pupils rotate around the three sciences, and are assessed with a short, written assessment at the end of each topic, with 1 longer summative LP assessments at the end of the year. All assessments are created and tracked centrally to ensure consistency across the faculty.

## KS4

All GCSE Science is taught to the AQA specification, and formally begins in Year 10. 3 sets in Y10 and 2 sets in Y11 currently take Single Sciences (Biology, Chemistry and Physics), for which they gain 5 extra timetabled hours a fortnight. The remaining pupils follow the AQA Trilogy pathway; these pupils are set based on ability and have also one teacher for each of Biology, Chemistry and Physics. The faculty is always eager to take advantage of new curriculum opportunities; Animal Studies is a course that will begin in September 2023, this will add to the wide range of options throughout the faculty.

### **Extra Curricular**

The Science Faculty is pivotal to the culture of the school. Students are inspired by the range of extra-curricular events that are offered throughout the faculty. Clubs, such as The Zoology Club, are heavily oversubscribed and utilise external speakers and trips to promote the love of Science.

### **KS5 Science at Rainhill Sixth Form Centre - Science Academy.**

In year 12 and 13 the three sciences are popular and successful options. In addition to the traditional A-levels, BTEC level 3 Applied Science is offered and its vocational, work based, focus has proved successful and engaging, allowing more students to carry their Science studies into the Sixth Form.

In the last few years, we have seen two of our Science students progress to Cambridge University to continue their Science studies, and a number of others embark on Science courses at Russell Group universities.

All sixth form students become part of the Rainhill Sixth Form Science Academy which allows students to enhance their university applications through adding to their Science experience through a range of visits to industry, master classes, EPQ, extended research; and have work placements with key science-based employers. Activities have included a visit to CERN in Geneva, a Genetics workshop at Chester Zoo and a visiting Forensics workshop. This is a crucial element in helping to recruit and retain the best of Y11 at the school and beyond to enroll in Sixth Form Science subjects.

### **Staffing**

Paul Flynn	Head of Science
Lyndsey Gordon	Head of Biology
Nicky Hesketh	Head Chemistry
Paul Hurst	Head of Physics
Vacancy	Biology, KS3 Lead
Rupert Shoebridge	Senior Progress Leader, Physics
Neil Fairhurst	Chemistry (Part time)
Rebecca Kerley	Biology
Rebecca Harper	Biology
Felix Shin	Physics/Chemistry
Alex Hitchen	Chemistry
Katherine Chandler	Physics
Ben Sharman	Chemistry
Colin Deane	Biology
Alan Mckeegan	Deputy Head Teacher, Physics
Jon White	Senior Technician
Lynette Scattergood	Technician (Part Time)

This is a pivotal role within the development of Rainhill High School, if you have any questions about the post or the Faculty do not hesitate to contact me.

**Paul Flynn**

**Head of Faculty**



## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

# OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

**RAINHILL HIGH SCHOOL**  
www.rainhillhighschool.org.uk

**RainhillSixth**  
www.rainhillsixth.org.uk

**FOWLER ACADEMY**  
www.fowleracademy9.com

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