



Longbenton HIGH SCHOOL

Teacher of Science Recruitment Pack



JOB TITLE	Teacher of Science
SALARY	MPS - suitable for ECTs
CLOSING DATE	Monday 19th December
INTERVIEWS	Wednesday 21st December
START DATE	Easter (April) 2023

November 2022

Dear Applicant,

Thank you for taking an interest in joining LHS. This post gives you the exciting opportunity to join a strong team in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people. I hope this letter provides some useful context and helps you to decide whether you would be a good 'fit'.

I joined the school as Deputy Headteacher in 2016 and was subsequently appointed to lead the school as Headteacher from September 2020. If successful, you will be joining the school at an exciting time of change. We recently completed a staffing restructure, including the complete reorganisation of the senior leadership team. We have two new Deputy Headteachers who started in June: Paul Atkinson and Sarah Willis. Our vision is ambitious and unapologetic: we are creating change in order to be the school of first choice in the local area.

The recent promotion of two members of our staff has led to the need for this teaching post. Science is a popular subject and continues to grow; particularly at KS5, where we offer Level 3 Medical Science alongside separate science subjects at A Level. Students know they get an excellent deal from our teachers who instil a passion for the subject in learners of all abilities.

Our most recent Ofsted report ([June 2022](#)), when we moved from RI to Good overall, illustrates how rapidly we have changed and improved in the last few years. We are a growing school: we have shifted historic admissions patterns and are now increasingly a first choice school for parents, meeting our PAN (180) in September 2021 and now full in almost every year group. Our retention from Year 11 into Year 12 has increased by around 10% (retention was almost 50% in 2022). Our results in summer 2022 were the best we have ever had and demonstrate the impact of recent change (see 'Our story' below).

We have undertaken a great deal of work to re-boot routines and expectations and our school values have been re-branded. We have 3 basic rules: listen when spoken to; always do what is asked first time of asking; on time everytime. Our thinking on behaviour and inclusion is based on recent thinking by Strickland, Dix, Lemov, Bennet etc and we use Class Charts. A new vertical house system, new tutor programme, enrichment curriculum and staff training on protected characteristics (sexual harassment, homophobia, racism) are all part of our recent work on character education. We have a fantastic CPD and induction offer for our staff.

LHS really is a great place to work. Our most recent staff and parent surveys highlight this: 97% would recommend the school to another parent; 93% of staff feel behaviour has improved; 100% of staff said they were proud to work at the school; 98% of staff felt that senior leaders and managers "are considerate of my well-being and do all they can to ensure the school has a motivated, respected and effective teaching staff". Parental feedback is also very positive: in our June Ofsted Parent View survey, 89% said they would recommend us to another parent; 83% felt that school ensured students were well behaved (this increased to 93% in our Autumn Term 22 survey) and 91% agreed that their child is happy at LHS.

Our students are brilliant and they deserve an excellent appointment. We really care about them and their futures and pride ourselves on excellent relationships. You can see them - and us - and get a better sense of what we are about in our promotional films on our website [here](#) and [here](#).

I hope that this is the right opportunity for you; good luck with your application.

Kelly Holbrook

Kelly Holbrook
Headteacher

How should you apply?

If you are as excited by this opportunity as we are, please **complete the application form**, paying attention to the **job description and person specification, outlining how you meet this criteria**, with as many concrete examples as possible.

In addition, **outline in your covering letter** (no more than 2 sides of A4):

- Why you love science and want to teach it at our school
- Why you are the best candidate for this post

Completed applications should be sent by email to recruitment@longbenton.org.uk by the closing date: **Friday 16th December 2022**

Further information about the school is available on the school website www.longbenton.org.uk and on social media @longbentonhs (Twitter) and longbenton_high_school (Instagram)



School Information: Our story...

Longbenton High School (LHS) is a highly aspirational, truly comprehensive and smaller than average 11-18 secondary school of around 900 students, in the NW of North Tyneside, on the outskirts of Newcastle upon Tyne. The school building is bright and modern: a new build was completed in 2016. LHS is a local authority school and part of the North Tyneside Learning Trust (we are not in a MAT). Our vision is to be an excellent school for our local community; a school of first choice that students are proud and happy to come to every day.

Our school roll is growing: we are at PAN as of September 2021 in Year 7 with 180 and our 6th form growth was up 10%. Our retention into Year 12 increased to almost 50% in 2022 and we are full in almost every year group following years of historic under-PAN admissions levels. We have 5 feeder schools but take from as many as 15-20 in the local area. Being close to the boundary with Newcastle, we have higher numbers than usual at non-statutory transition points. Our intake broadly reflects most local key characteristics: majority white British (93%); broadly average in terms of prior attainment but with a high IDACI deprivation index (over-represented in categories 2-5; $\frac{2}{3}$ live in the lowest 50% of IMDB); around 32-33% of students since 2018 have been FSM6 against 27-28% nationally. We have much higher proportions than national of EHCP / SEN K students.

Our curriculum is traditional but we recognise the value of the arts (music, drama, art) in our timetable. We are constantly developing the options process to ensure we have the best offer we can for our students: recent changes have been an enrichment option in Year 9 and oracy/reading lessons in Year 7 and 8.

We are proud to serve our local community and want to give every student the opportunity to EVOLVE, CREATE, DISCOVER, PERFORM, and ACHIEVE in their time with us. Our ethos is based around these 'KIDMAP' values:

- Kindness • Integrity • Determination • Manners • Ambition • Positivity



Our aims for all staff at LHS are:

- A focus on clear priorities - without 'drowning' staff in new initiatives
- An evidence informed approach to CPD, with a focus on instructional coaching (we use Steplab, an online platform linked to Ambition Institute) with plenty of time to embed CPD and training in departments and teams
- An open-door culture
- To be mindful of teacher workload and ensure staff have a sensible work/life balance without too many top-down directives; the teacher is the 'expert' in the room
- To encourage participation in all aspects of school life outside of the classroom and create a positive and supportive staff community
- To provide appropriate role-specific training and encourage skills development for progression (e.g. lots of our staff are undertaking the new NPQs)
- To develop and nurture talent and our own excellent leaders, who in turn are able to nurture their own high performing teams (promotion rates are high and increasing, both internally and to other local schools)
- To support in the development of excellent relationships with students, parents and carers and our wider community

Science Department

The science department consists of 8 staff with 3 biologists, 3 chemists and 2 physicists, led by a Curriculum Leader and Assistant Curriculum Leader. Two science teachers are ECTs and two science technicians support the teaching staff.

Students are taught in sets at KS3 and follow a curriculum which has been recently reviewed to increase the challenge. Students in KS4 follow the AQA separate science courses or the AQA Combined Science: Trilogy course. At post-16 we have high numbers of students studying Biology (AQA), Chemistry (AQA) and Physics (AQA) at A-level, and also run the very popular WJEC Level 3 Applied Diploma in Medical Science (we are the only 6th form in the area to run this subject). The department is involved in extra-curricular activities such as Science clubs, external speakers and supporting sixth form students with their EPQ projects.

Science results:

2021-2022	9-4%	9-5%	9-7%
Biology	100	100	84.2
Chemistry	100	100	89.5
Physics	100	100	89.5
Combined Science	66.4	44.3	10.7

2020-2021	9-4%	9-5%	9-7%
Biology	88.9	81.5	37.0
Chemistry	92.6	74.1	40.7
Physics	100	96.3	55.6
Combined Science	74.4	46.0	13.1

2018-2019	9-4%	9-5%	9-7%
Biology	93.1	65.5	20.7
Chemistry	89.7	75.9	24.1
Physics	93.1	51.7	17.2
Combined Science	47.4	26.3	5.8

Whole school headlines: 3 year trend

KS4 data	P8 score	4+ basics	5+ basics	7+ basics	A8 score
2022	-0.17↑	78%↑	46%→	26%↑	48.9→
2021	-0.29→	73%↑	47%↑	14%→	49.1↑
2020	-0.29↑	72%↑	46%↑	14%↑	46.1↑
2019	-0.5	62%	41%	8%	43.6

Teaching and CPD at Longbenton...

We do not have a prescriptive, 'tick-box' approach to teaching at LHS; teachers can be autonomous and we believe that the curriculum drives progress. We do not grade lessons and we do not subscribe to a formal '3 lesson observations per year' approach. This is because we want to focus on generating exciting and engaging professional dialogue every week about what makes great teaching and about how we can all tweak our practice to get that little bit better. Our teaching practice here is based on recent thinking in pedagogy; for example Rosenshine's teaching principles and Tom Sherrington and Oliver Caviglioli's Teacher Walkthrus. We use this as the basis of our day to day teaching, but staff are free to adapt this to their own contexts and subjects. We have updated our appraisal process based on a professional growth model.

We have a rich programme of CPD opportunities: weekly CPD every Tuesday afternoon (students finish early at the end of Period 4), including dedicated time for subject planning and development in departments; regular twilight sessions on core whole school focus areas; 'Open Door Fortnights' where staff can learn from and share best practice; access to

high quality leadership development opportunities for aspiring middle and senior leaders; and a comprehensive induction and support programme for ECTs.

We are a PIXL school and currently engaged in the new NPQ qualifications and a package of support from Ambition Institute on curriculum development (Transforming Teaching). We try to ensure that there are not too many conflicting priorities and that staff have time to develop and embed training within their own subject disciplines. Our focus currently is very much on instructional coaching.

Our school philosophy: marking & feedback, assessment and home learning

The curriculum is the progression model Do students know more, understand more, remember more; can they *do* more? The teaching of concepts is key to helping students build long term understanding and build new knowledge. Assessment and homework should be clearly connected to concept work.

Home learning helps to embed our values Our KIDMAP school values - specifically determination, ambition and positivity - are qualities that home learning should reinforce. Home learning should encourage and develop in students self-discipline, study habits and a sense of responsibility and commitment to their own learning. Home learning should also be about the development of skills and experiences through attendance and participation in extra-curricular activities and our Period 6 timetable from 2.45-3.45pm.

Fewer things in greater depth Students need high-quality feedback they can act on, rather than every single piece of writing marked without any student response or engagement with feedback. Marking should be 'meaningful, manageable and motivating'.

Feedback looks different in different subjects We do not subscribe to a one size fits all approach for subjects or key stages. Different department areas will set homework in varying formats, on different online platforms and at different paces. This makes what is set more meaningful, rather than setting a homework timetable for the whole school.

Formative is just as powerful as summative assessment Feedback can and should take place in the classroom, and checking for understanding should always take place throughout lessons. Written, summative comments should not be the only way to provide students with feedback. Feedback might be verbal discussion, whole class feedback on common misconceptions or DIRT ('directed improvement and reflection time'). Teachers should dedicate lesson time to summarising strengths and additional focus areas to their classes. The type of feedback should also depend on the type of assessment: if the test is to see what students know, feedback doesn't need to be about improvement; if it is about helping students learn then it should.

Feedback should be very specific Areas for improvement might be described as WW/EBI (what went well/even better if). These are effective when expressed as questions to elicit a student response eg 'Could you give an example...?' Or 'How does this compare with...?'

Evidence of progress over time is crucial Looking at student work and having conversations with them over time, looking for better understanding of concepts, results from low stakes quizzing and retrieval practice, checking if students can articulate what they know, understand and can do - these are all ways to measure progress more effectively rather than the mark from a one-off assessment or test.

Planning first, marking second Teachers should not mark sets of classwork after every lesson, putting written comments in every book. Checking books quickly after lessons and summarising the strengths and weaknesses for the next lesson, building this into lesson planning, is far more powerful and impactful.

Leadership development

We provide a range of support and development for our leaders in a variety of ways: fortnightly line management meetings with an experienced member of the SLT, focusing on strategic leadership development as well as the day to day monitoring of the quality of education • Curriculum leader 'breakfast meetings' to shape the direction of the school in collaboration with SLT and take ownership of operational issues • Half termly CPD for middle leaders focusing on a range of topics • Supporting staff who may want to develop their own professional qualifications in collaboration with the Ambition Institute and PIXL; for example the new NPQs • School-based opportunities to gain leadership experience, e.g. associate SLT roles and in house CPD for aspiring middle and senior leaders • We are investing in an 18 month Transforming Teaching programme with all of our curriculum leaders which began in January 2022.



Be part of a supportive, collegiate team...

Of 57 FTE teaching staff, teaching staff turnover in summer 2022 was only 3%. 2 teachers retired, two went on to promoted posts in other schools and 1 left the profession. Staff want to stay here. We have tight, robust behaviour management systems and a visible and supportive senior leadership team who will 'have your back'.

We are conscious that working in education today can be stressful and at LHS we are conscious to alleviate pressures on staff where we can: ● Feedback and marking is based on streamlined 'DIRT' principles (new policy 2021) ● Teachers are not expected to write lengthy reports for students; we have 3 main grade captures per year ● We do not grade lesson observations ● Teachers are not required to keep lengthy 'evidence files' for appraisal ● Plenty of department CPD time creates space for joint curriculum planning ● We work alongside organisations such as Just Like Us and Stonewall and have undertaken recent training as a whole school around the LGBTQ+ agenda, equality and diversity and sexual harassment ● Our school has a thriving Equalities Team (staff and students)

Period 6 / Enrichment / House System

We have a wide range of clubs, enrichment activities, trips and visits - everything from Lego Club to Warhammer. We changed the timings of the school day in September 2021 so that 2.45-3.45 became 'Period 6' for enrichment activities and clubs. We have also rolled out an enrichment curriculum in Year 9 where students have dedicated time to undertake courses such as coding, Sports Leaders or Duke of Edinburgh Award in order to expand their skills-set. Students in Year 12 have the opportunity to undertake the EPQ.

We launched a new vertical House System in October 2021: our 4 houses are Alnwick, Bamburgh, Dunstanburgh and Warkworth led by a house captain team (see photo below). Students attend a vertical house form on Fridays and a year group form Monday - Thursday. The PSE curriculum is delivered by form tutors during a dedicated lesson on Tuesday mornings.

Staff alignment to the vision and systems of our school is of critical importance; demonstrating your alignment with what we are about at interview will be key to the right appointment to this post.

Job Description

Job Title	Teacher of Science
Salary	MPS
Contract	Full time, permanent
Responsible to	Curriculum Leader of Science
Date of person specification	November 2022
Start date	April 2023

Main Purpose of the role

- ☐ To deliver the science curriculum to students according to their educational needs, including the setting and marking of work.
- ☐ To assist and support students' academic progress and emotional development.
- ☐ To work with colleagues as appropriate to raise standards of progress, achievement and attainment.
- ☐ To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- ☐ To support the Assistant Curriculum Leader and Curriculum Leader of Science and work within the science team.

Role and key responsibilities

Teaching and Learning

- ☐ To teach challenging, well-organised lessons and sequences of lessons across the age and ability range.
- ☐ To take responsibility for your own professional development and remain up to date with current practice, undertaking any relevant training.
- ☐ To assess, record and report on the progress of students through the science curriculum.
- ☐ To give feedback to students to enable them to make progress in science.
- ☐ To give feedback to parents about the progress students are making in science.
- ☐ To maintain the highest professional standards as set out in the Teachers' Standards.
- ☐ To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- ☐ To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- ☐ To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged; to use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.

Culture and Ethos

- ☐ to contribute to the development of the school vision, values and ethos, priorities, targets and plans for improvement
- ☐ to have the highest aspirations for students and to be accountable for them, ensuring the best possible outcomes for students in your classes
- ☐ to model professional behaviour and attitudes around the school to ensure that the highest standards of appearance and conduct are met
- ☐ contribute to wider school life and the overall vision, values and guiding principles of the school, including through providing opportunities for our students to participate in extracurricular activities
- ☐ to be a form tutor involving: monitoring student progress and achievement; providing first line support and guidance; following the programme of tutor activities each week
- ☐ to provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships

General responsibilities

- ☐ To act in accordance with the school's policies and procedures
- ☐ To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school
- ☐ To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practises each day
- ☐ To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained
- ☐ To contribute to the provision of an effective environment for learning
- ☐ To support the promotion of positive relationships with parents and outside agencies
- ☐ To attend skill training and participate in personal/performance development as required
- ☐ Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher

Person Specification

Job Title	Teacher of Science
Salary	MPS
Contract	Full time, permanent
Responsible to	Curriculum Leader of Science
Date of person specification	November 2022
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CATEGORY	ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
APPLICATION	<ul style="list-style-type: none"> → Fully supported by references → Well-structured supporting letter and well-completed application form 		<ul style="list-style-type: none"> → Application Form → Reference
QUALIFICATIONS	<ul style="list-style-type: none"> → Good degree qualification in science or related subject; A Level/s in science subject → Qualified Teacher Status 		<ul style="list-style-type: none"> → Application form
TRAINING	<ul style="list-style-type: none"> → Evidence of good quality professional development 		<ul style="list-style-type: none"> → Application Form → Interview
EXPERIENCE & KNOWLEDGE	<ul style="list-style-type: none"> → Ability to demonstrate high standards of classroom practice → Experience of training / teaching in KS3 and 4 → Experience making a significant impact upon children's learning and progress → Experience of tracking, monitoring and assessment of pupils to support progression for all learners 	<ul style="list-style-type: none"> → Experience teaching KS5 preferably Physics or Biology → Experience working with parents and outside agencies → Experience being a form tutor → A thorough and up to date knowledge of teaching and wider curriculum developments 	<ul style="list-style-type: none"> → Application Form → References → Interview
SKILLS	<ul style="list-style-type: none"> → Able to demonstrate an understanding of lesson planning, delivery and assessment to support progression for all learners → High quality and reflective practitioner → Ability to utilise a range of teaching styles and strategies to ensure high levels of learning and achievement 		<ul style="list-style-type: none"> → Application Form → References → Interview

	<ul style="list-style-type: none"> → Ability to deliver well differentiated lessons to ensure stretch and challenge for all students → Ability to motivate and enthuse young people → Ability to understand how children learn → Willing to develop specialist skills and subject knowledge → Ability to readily establish professional relationships and work as part of a team → Good organisational and interpersonal skills → Good written, verbal and ICT skills → Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies 		
SPECIALIST KNOWLEDGE	<ul style="list-style-type: none"> → Knowledge of the structure and content of the current curriculum in KS3 and 4 → Understanding and knowledge of current issues in education → Awareness of current GCSE syllabus development 	<ul style="list-style-type: none"> → Knowledge of the structure and content of the current curriculum in KS5 	<ul style="list-style-type: none"> → Application Form → References → Interview
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> → Enthusiastic, ambitious and adaptable → Positive, can-do attitude → Ability to be a presence in the classroom and around the school → Ability to form and maintain appropriate relationships and personal behaviour with children → Emotional resilience in working with children with challenging behaviour → Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community → Excellent attendance and punctuality → Good command of English language → Aligned with our school ethos and values 	<ul style="list-style-type: none"> → A commitment to extra-curricular activities 	<ul style="list-style-type: none"> → Application Form → References → Interview
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> → Fully supported references → Suitability to work with children (DBS) 		

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure from the Disclosure and Barring service) and pre-employment checks will be undertaken before an appointment is confirmed.