Aylestone School

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Candidate Pack

Science Teacher

Permanent Variable (0.6-1.0)

MPS/UPR

Closing date:

12 noon **: Friday 20th May 2022**

Interviews w/c **23rd May**2022

Executive Headteacher's Welcome

Dear Candidate,

Thank you for taking the time to find out more about Aylestone School and expressing an interest in this position. This pack is intended to give you more information about this role and our school's vision and ethos. It is an exciting time at Aylestone School as we build upon the strengths identified in our most recent Ofsted report and now is the time for us to add capacity to our collaborative, resourceful and innovative teaching team.

Aylestone School is located in the picturesque Cathedral City of Hereford, adjacent to the Herefordshire Colleges' campus for Further Education, and 10 minutes walk from the City railway station.

Aylestone is a caring school. Students and staff members matter; consequently a happy and friendly atmosphere has been developed, combined with a sense of purpose and unity in striving to be the best that we can. We would thoroughly recommend any potential candidates visit the school to experience this for themselves; you will not be disappointed.

If you have the vision and passion to contribute to expanding our school, then we look forward to receiving your application.

Simon Robertson
Executive Headteacher

"Leaders have high aspirations for all pupils. They want pupils to leave school as confident, calm and caring people who have achieved well"
Ofsted 2021

About the School

Based on a beautiful site, Aylestone School is a mixed 11-16 comprehensive school federated with two of our feeder primary schools, Broadlands and Withington. All three schools are led by one Executive Head teacher.

Aylestone is a thriving, collaborative and caring school with high aspirations for all students. We pride ourselves on being able to offer something different in the city. We are a smaller school, but big enough to offer the breadth of choice and opportunities that other schools do. We know **all** our children and have a school ethos based on mutual respect. Put simply, we are a happy, caring school, small enough to know each student, but also big enough to offer extensive choice and opportunities .

Our core belief is that children are treated as individuals, with personalised targets and support, and a real voice in their own education. Our federation of schools is committed to providing excellence in education.

Our aim is for children to leave for the next stage of their education with the confidence and aptitude to make their own valuable contribution to their community, for staff to recognise their own contribution to this development of children and parents to genuinely be able to support their son or daughter's education. We believe that everyone should have the opportunity to develop a love of life-long learning and through a strong sense of team and community we can achieve excellence together.

We are immensely proud of all of our students and their achievements through their time with us. We place a strong emphasis on the holistic development of each child as a valued individual. We provide a positive, challenging and exciting learning environment in which children flourish. We pride ourselves on relationships in the school. Children & staff are welcoming & friendly. We offer a broad and balanced curriculum and are immensely proud of successes in many areas. Our extra-curricular offer is wide and varied and many students are involved in charitable work and community projects both within school and the wider community.

The School was inspected in December of 2021 and graded 'good' for personal development, recognising the excellent work staff do. This grading continues the positive progress for Aylestone, which has seen the school repeatedly praised for improvements made following Ofsted monitoring inspections over the past two years. We are very pleased the school has been graded as good for personal development and that the improvements being made here continue to be acknowledged. Whilst overall grading for the school has remained as 'Requires Improvement', we were already aware of and actively tackling the improvement areas raised in the report.

The inspectors made many very positive comments, including:

- *"Leaders have high aspirations for all pupils. They want pupils to leave school as confident, calm and caring people who have achieved well"*
- *"pupils enjoy coming to school and know that their teachers want them to do well"*
- *"Pupils feel well-supported in lessons and many access a range of clubs and activities, which helps develop their skills and interests"*
- *"Pupils feel safe at school. They appreciate that staff look after them well. The site is calm during social times"*
- *"The personal, social and health education curriculum is well-planned and sequenced. As a result, pupil's personal development is well catered for"*
- *"Pupils receive high-quality careers advice to help them make wise and ambitious decisions about their future"*
- *"Leaders have established a strong culture of safeguarding"*

About the Role

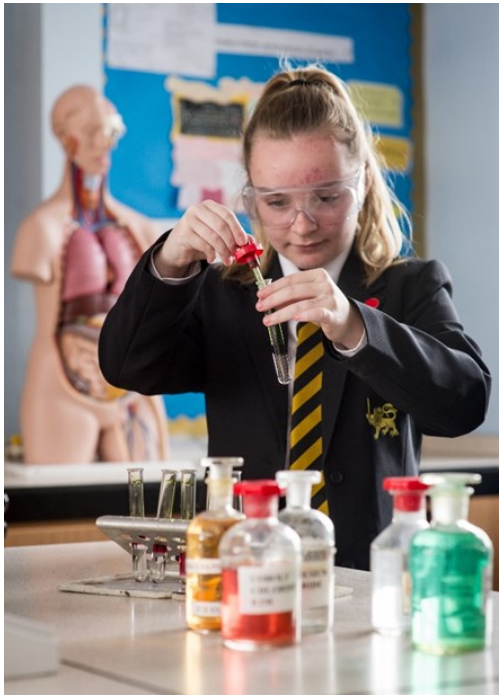
The Aylestone Science Department aspires to develop students who are skilled critical thinkers, problem solvers, innovators and team players. We will develop the minds of life-long learners by providing access to a variety of course offerings that will support the creativity and curiosity of all students. As they move onwards post 16, our students will be capable of applying their scientific knowledge to contemporary issues, making connections between scientific disciplines, and pursuing post-secondary education or careers in the fields of science and engineering.

How will you fit in? By continuing to deliver and develop schemes of work which are accessible to all, which stimulate and engage students and explore areas across the whole scientific range. The modules of study will include AfL tasks which give students the opportunity to develop their understanding of the subject matter and apply it to real life situations together formal assessments, end of topic and end of year, which will allow tailoring of the content to individual needs to both support and stretch across the academic range.

We are looking for an energetic, enthusiastic and inspiring teacher with a real passion for Science. We offer you an exciting opportunity to work with and enhance a forward thinking, highly successful and motivated team. Whilst the school has a relentless focus on high expectations and aspirations we are proud to provide a happy and nurturing environment, so that as well as maturing into well-rounded, confident young people, our students develop a passion for learning. We are looking for a teacher who has a clear commitment to achieving the best possible outcomes for pupils of all abilities. We are looking for teacher who believes in inspiring our students to develop a love of science.

The Science Faculty is at an exciting time in its development. Staff have worked hard to develop students' independent learning and practical skills alongside the knowledge and understanding of how science works.

The Science Faculty is key to the provision of a broad, balanced and challenging educational experience for our students. The successful candidate will be able to generate positive attitudes from students and team members. They would be expected to deliver engaging and motivating lessons to students across both Key Stages, setting high standards and expectations for all students.



"Pupils are keen and eager to learn. At social times, pupils are courteous and polite"

Job Description

"Pupils feel well-supported in lessons and many access a range of clubs and activities, which helps develop their skills and interests "
Ofsted 2021

Job Title: Teacher Science

Responsible to: The Faculty Lead—Science

Main Purpose

- Carry out teaching duties as appropriate in accordance with the Federation's schemes of work
- To provide all students with a high quality learning programme, through which each individual is able to improve their own performance.
- To demonstrate a high level of expertise in the subject and an understanding of national requirements, as well as assessment criteria and procedures.
- To use baseline information to inform future practice.
- To manage resources effectively and to understand the need to balance subject specific needs with the needs of the whole Federation.

Main Duties and responsibilities

Teaching, setting and supervising work by students

- To teach a class, or classes, sets, groups or individual students, and to set tasks to be undertaken both at school and for homework.
- **Planning**
- To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the students in the class.
- To contribute to curriculum planning.

Marking and recording

- To mark and assess students' work and to record their development, progress and attainment, both at school and elsewhere.

Main Duties and responsibilities (continued)

Discipline and relationships

- To maintain good order, discipline and respect for others among students.
- To promote understanding of the school's rules and values.
- To safeguard health and safety.
- To develop relationships with and between students conducive to optimum learning.

Communication with parents

- To build and maintain co-operative relationships with parents, and to communicate with them on students' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

The classroom

- To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole

Overall policy and review

- To take part in whole-federation reviews of policy and aims.

Reports

- To provide or contribute to oral and written assessments, reports and references, both at the federation and elsewhere, relating to the development and learning of individual students and groups of students.

Review

- To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

Professional Development

- To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews.

Any other duties deemed necessary by the Head teacher

This Job Description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder

PERSON SPECIFICATION FOR Teacher—Science

Information for candidates: the person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

	Essential	Method of Assessment
Skills and Abilities	• Ability to teach to KS3 and GCSE. • Commitment to improving student learning and raising achievement. • Enthusiasm to inspire in students a desire to learn and participate. • Ability to communicate clearly and persuasively. • Well developed inter-personal skills and flexible approaches in using them with staff, students, parents and the wider community. • Interest in innovation in the classroom including interactive whiteboard skills. • Experience and understanding of helping high and low achievers.	AF, I, SM, P
Qualifications and Training	• Appropriate teaching and academic qualifications, including degree and PGCE.	AF, I, SM, P
Experience	• Experience of teaching Science across the full age and ability range of an 11-16 college, with proven success. • Experience of curriculum planning, assessment and moderation for Science. • Experience of team work. • Proven record as a teacher whose students reach high standards of learning and achievement. • Able to enthuse, motivate and discipline students. • Experience in the use of ICT in the classroom with the skill to impart that expertise to others. • Successful track record of achieving school improvement in previous posts. • Evidence of continuing professional development (CPD).	AF, I, SM, P

	Essential	Method of Assessment
Knowledge	• Wide ranging knowledge of current developments in the National Curriculum and its assessment. • Very good knowledge of inclusive curriculum and pastoral approaches to school improvement. • Awareness of current syllabus development. • Specific knowledge of innovative educational approaches which make a difference to student outcomes. • Clear knowledge of the educational challenges facing Aylestone School and of how these will be best met.	AF, I, SM, P
Other Factors	• Enjoy working with children / young adults and the opportunities that this offers them. • Strong personal commitment to inclusive educational aims and policies. • Capacity to be a positive role model who will consistently promote high expectations amongst students and staff. • Strong personal commitment and drive to achieving improved outcomes for all students. • Pro-active and outward looking attitudes to the development of strong links with the wider community. • Willingness to reflect upon his / her experiences in a critical and constructive manner. • Fluency Duty - "The ability to converse at ease with members of the public and provide advice in accurate spoken English as relevant to the role is essential for this job." • Police clearance.	AF, I, SM, P Enhanced DBS Check

Governors are keen to continue to recruit teachers of integrity, with a passion for their subject, and excellent interpersonal skills, to join a group of committed and dedicated teachers.

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school. If you would like to arrange such a visit, then please call and ask for Mrs Becky Kastania PA to the Headteacher (01432 357371) to arrange this, or to discuss the post over the phone with Mrs Alderton the Deputy Headteacher.

Application forms should be completed and returned along with a covering letter and your CV to bkastania@aylestone.hereford.sch.uk

"Pupils' behaviour during lessons and around the school is calm and orderly "

Ofsted 2019

The Governing Body are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults. The successful candidate will be subject to an enhanced disclosure through the Disclosure and Barring Service and additional recruitment checks