Science at Church Stretton School

Departmental overview for applicants

Science is a core subject at Church Stretton School, with a clear focus on developing students' scientific understanding, curiosity, and analytical thinking. The department is committed to ensuring that all students build secure scientific knowledge alongside the confidence to apply their learning through practical work, investigation, and scientific reasoning.

The curriculum balances conceptual understanding with opportunities for enquiry and application, enabling students to think critically, make connections across the sciences, and engage with increasingly complex scientific ideas with growing independence.

Curriculum approach

Science at Church Stretton School is structured as a coherent and carefully sequenced curriculum. Across Key Stages 3 and 4, students develop their understanding through a blend of direct instruction, practical investigation, retrieval practice, and application of scientific knowledge.

At Key Stage 3, students study biology, chemistry, and physics through clearly sequenced units that build core disciplinary knowledge while developing practical and analytical skills. Key scientific concepts are revisited and developed over time, allowing students to deepen their understanding and make meaningful connections across topics.

There is a clear progression from foundational scientific ideas in Year 7, through increasing complexity and abstraction in Year 8, to more sophisticated application, analysis, and evaluation in Year 9. Students are encouraged to think scientifically, interpret evidence, and apply their knowledge in both familiar and unfamiliar contexts.

At Key Stage 4, students follow the Edexcel GCSE Science courses, studying biology, chemistry, and physics through either Combined Science or Triple Science pathways where appropriate.

Current curriculum offer

- Key Stage 3: A sequenced curriculum across biology, chemistry, and physics
- Key Stage 4: Edexcel GCSE Combined Science
- Triple Science opportunities available where appropriate to a student's enthusiasm and engagement in science rather than based on target grades.

The curriculum is designed to build secure foundations while preparing students effectively for GCSE study and future progression in science-related subjects.

Facilities and resources

The science department is well resourced, supporting high-quality teaching and learning. Facilities include:

- Newly refurbished science laboratories
- Interactive teaching technology in all rooms
- Access to practical equipment to support investigative and experimental work
- Online platforms to support retrieval, assessment, and independent learning
- A bank of shared departmental resources and schemes of learning

These resources support consistency while allowing teachers flexibility and creativity in delivery.

Professional culture

The department operates within a collaborative and reflective professional culture. Staff are supported through coaching, shared planning, and professional dialogue, and are encouraged to refine their practice and contribute to curriculum development.

There is a strong emphasis on consistency, clarity, and evidence-informed teaching, alongside a shared commitment to securing strong outcomes for all students. The department is also focused on continuing to develop high-quality pedagogy, particularly around practical science, scientific thinking, and student engagement.

This is an exciting time to join the department, with opportunities to contribute meaningfully to the ongoing development of science teaching and learning within a supportive and ambitious team.

Looking ahead

Science at Church Stretton School continues to evolve through ongoing curriculum refinement and a focus on improving student outcomes.

There is scope to further develop approaches to practical work, scientific enquiry, curriculum sequencing, and assessment, and we welcome teachers who are committed to high expectations and keen to contribute to the continued development of the department.

This role would particularly suit a teacher who is ambitious about their professional development and excited by the opportunity to help shape a forward-thinking science department.