

Teacher of Science at Bishop Luffa School





Thank you for your interest in the post of Teacher of Science at Bishop Luffa School.

Required from September 2026 we are seeking to appoint a dynamic and forward-thinking Teacher of Science, with the ability to teach chemistry to at least GCSE level, however, strong applications from candidates with any science specialism are encouraged. This role would suit an experienced teacher or equally, a strong ECT.

The successful applicant will be passionate about science and truly believe that it is the most important subject on the curriculum. The successful candidate will love the challenge of working with teenagers and committed to supporting them to be creative, reflective and resilient learners, and to make each child they teach into a scientist. They will share our aspiration to help realise the school's vision 'Always our best because everyone matters'.

All of our teachers are also tutors. We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students 'life in all its fullness' and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

Best wishes,

Austen Hindman, Head Teacher

*The school is committed to safeguarding and promoting the welfare of children and young people.
The successful candidate will be required to undergo an enhanced DBS check.*





Our Vision

Our aim is to show every child what 'life in all its fullness' means.

We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa commit to:

- Inspire all students to be ambitious about their futures
- Encourage and develop leadership amongst students and staff
- Develop Partnerships within, and beyond, the school
- Foster engagement in personal and spiritual development
- Nurture a sense of belonging to a safe school and the wider world



About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1608 students including 383 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.



The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.



Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an Investor in People, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.

The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in March 2020 graded the school as 'Excellent'. Not all members of staff are practising Christians, but all support the Christian ethos of the School.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three-legged race or the Ridgeway Reindeer Run!



Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.

Science at Bishop Luffa School

The Science Faculty covers three main science subjects – Biology, Chemistry and Physics at KS3, KS4 and KS5, with the addition of Psychology at A'Level.

The Science Faculty is forward-thinking and enjoys a high profile in the school. This is demonstrated by impressive numbers of students choosing to take triple science at GCSE, and students taking science A'Levels.

Additionally, Computer Science is part of the Faculty, with exams at GCSE and A'Level.



Aims

As a team of experienced and enthusiastic scientists, we offer an exciting variety of learning experiences. We aim for a balance of student-centred and teacher-led activities that give all our students the opportunity to achieve their potential. Practical work is integral to this balance, providing a key context for learning skills of scientific method, and achieving an understanding of the major scientific concepts.



Staff and Resources

The Head of Faculty is supported by the Faculty Coach, and Team Leaders for KS3 and KS4/5. Where possible teachers teach GCSE to their subject specialism. The majority of teaching staff teach up to A'Level. The technician team includes four term time technicians. There are 11 fully equipped Science laboratories with four prep rooms. Science shares a Resource Room with Humanities.

Key Stage 3

All students in Year 7 and 8 have six one-hour science lessons each fortnight (12% curriculum time). The three-year Science course is supported by the 'Activate Science' scheme of work and materials developed in the faculty over the last three years. The course is divided into Biology, Chemistry and Physics units.

In Year 9 students have seven one-hour science lessons each fortnight, with elements of the GCSE course taught both during the year and after Easter. Students are taught in mixed ability groups in Year 7 and 8, and in sets in Year 9.

Key Stage 4

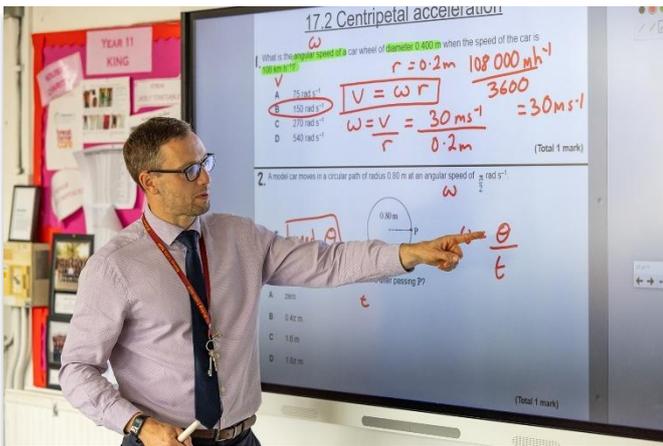
There are two or three groups taking the triple science (15 periods) in both Year 10 and 11, and seven groups each year taking double combined science (9 periods). The faculty follows AQA GCSEs, supported by Nelson Thornes 'Science' texts and revision books, plus the online 'Kerboodle' support service. This includes access to an e-book version of text for all students, plus interactive resources for homework and revision. The Science faculty play great emphasis on retrieval practice, which is supported by an online tool called 'Carousel'.



Key Stage 5

Science is popular at A'Level with either two or three groups per subject, per year.

Groups taking the three main sciences each have two specialist teachers, and there are specialist Psychology and Computer Science teachers.



Job Description

Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our students.

Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

Strategic

Teach allocated students by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extracurricular learning opportunities
- demonstrating appropriate consistent progress
 - o for all students
 - o across all teaching areas
 - o across all spectrums of background, ability and behaviour
 - o that compares favourably with students in similar settings
 - o effectively, managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate students' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching
- Report on progress to all stakeholders at the appropriate times

Pastoral Duties

- Be a form tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Head of House to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of Action Plans and progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE, citizenship and enterprise according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Maintain an up-to-date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Incorporate national strategies in all teaching
- Communicate learning objectives
- Undertake professional development to enhance teaching and students' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
 - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale.

They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation
 - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
 - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism

- Challenge and support: a commitment to do everything possible for each student and enable all students to be successful
- Confidence: the belief in one's own ability to be effective and to take on challenges
- Creating trust: being consistent and fair; keeping one's word
- Respect for others: the underlying belief that individuals matter and deserve respect

Thinking

- Analytical thinking: the ability to think logically, break down problems, recognising cause & effect
- Conceptual thinking: the ability to see patterns and links even when there is a lot of detail

Leading

- Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics
- Managing students: the drive and the ability to provide clear direction to students, and to enthuse and motivate them
- Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners

Planning and setting expectations

- Drive for improvement: relentless energy for meeting challenging targets, for students and the subject
- Information seeking: a drive to find out more and get to the heart of things
- Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead

Relating to others

- Impact and influence: the ability to produce positive outcomes by influencing others
- Team working: the ability to work with others to achieve shared goals, sharing and gathering information
- Understanding others: the drive and ability to understand others, and why they behave as they do

From Hay McBer – professional characteristics of effective teachers

Developing people

- Act as role model to demonstrate leadership in line with the school's Christian ethos and values
- Encourage staff to work together and share expertise within the team
- Offer information, advice and guidance to help staff plan their professional development
- Use coaching skills to help staff achieve their potential

Reflecting

- Reflect on personal and professional development
- Use feedback from all levels of the school to help improve the way you lead, manage and develop staff
- Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance

Inspiring

- Be able to inspire staff and students with the highest standards and expectations
- Be able to take the initiative and lead from the front
- Support and endorse the school's Christian ethos

From Indicator 5 of the Investors in People Standard