Blenheim

Teacher of Science

KS3 – KS5

Full time or Part Time

September 2022

Specialism & Salary Negotiable



www.blenheim.surrey.sch.uk

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BACKGROUND INFORMATION

Blenheim has been under new leadership since April 2017. The school became Surrey's most improved secondary school in the 2017-18 academic year, was categorised as 'good' in all areas in May 2019 and attained its best GCSE results in the summer of 2019. In the summer of 2020, 5% of departing sixth form students secured places at Oxbridge and in January 2021 Blenheim was confirmed as Surrey's most improved school for the number of first preference Year 7 applications; an increase of 26%. A number of comprehensive measures are in place that have improved the consistency of teaching, the quality of assessments and the impact of feedback, so that all students now make good or better progress. At the heart of the school's recent successes has been the comprehensive and consistent implementation of formative assessment across the curriculum.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1293 students on roll including 205 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 50% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

Year	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248	248	234	209	188
Number of 1st Preference Applications	263	209	154	185	165

Blenheim revolves around a growth mindset where all members of the school community are expected to value and develop the characteristics of hard work, resilience, innovation and improvement. Since April 2017, there has been significant change to the school's structures and systems, including:

- Newly appointed Headteacher.
- Newly appointed Leadership Team of two Deputy Headteachers and nine Assistant Headteachers.
- A three-year Key Stage 4 and a six-period school day comprising of an increased number of double periods.
- Formative assessment becoming embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- An alternative pathway for vocational Key Stage 4 learners providing high quality vocational provision.
- An extended day for Year 11 and Year 13 students to 5pm Monday - Thursday.
- A relaunched 'high performers' programme to boost the aspirations, independence and career prospects of our high performing students.
- An extensive Co-Curricular programme helping ensure the development of the 'whole' student.
- A Chelsea FC Girls' Sixth Form Football Academy which now fields two teams and competes in both the National Football Youth League and the English Colleges South Premier.
- A comprehensive Easter revision programme for students in Years 11 and 13.
- Significant investment in the school's site and infrastructure, totalling almost £1 million.
- An extra fortnight's holiday with a two week October half term and a seven week summer holiday.

In 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please click here to read the Ofsted Report. Ofsted commented that the vast majority of the school's previous weaknesses had been rectified and that the school now had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well–resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, an AstroTurf pitch, bespoke sixth form facilities and grass football and rugby pitches. The school has a significant capital reserve with complete autonomy to invest. Together with a very supportive and well qualified governing body the school has invested significantly in several areas, not least in the appointment of high-quality practitioners and site infrastructure. Visitors now comment on the calm, purposeful learning environment that pervades. Blenheim has an iPad for learning scheme through which 98% of students own an iPad. Naturally, teaching staff need to be willing to engage with new technologies and to want to develop their pedagogy.

BLENHEIM GCSE RESULTS

Blenheim's 2021 GCSE results involved all students receiving centre awarded grades, whilst 2018 and 2019 saw a significant increase in Blenheim's GCSE results. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance has led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim's 2016 & 2017 GCSE results and 2018 & 19 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A* - G grades with A* - C being considered 'higher' grades or passes. By 2019, all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered 'higher' grades or passes.

Headline GCSE Results 2018 - 2021

	Blenheim 2021	Blenheim 2020	Blenheim 18 & 19	Nat. Av. 18 & 19
5 or more 9 – 4 or A* - C incl. Maths & English	78%	74%	65%	58%
Maths 9 - 4	84%	80%	76%	60%
English Language 9 - 4	87%	85%	75%	62%
English Literature 9 - 4	71%	81%	76%	73%

	Blenheim 2021	Blenheim 2020	Blenheim 18 & 19	Nat. Av. 18 & 19
9 – 7 grades	29%	30%	22%	20%
9 – 4 grades	82%	85%	74%	67%
Progress 8 Score	+0.65	+0.4	+0.2	0.0

Headline GCSE Results 2016 – 2021. 9 – 4 grades (A*-C)

	Blenheim 2020 & 2021	Blenheim 2018 & 2019	Blenheim 2016 & 2017
Maths 9 – 5	59%	58%	39%
English 9 - 5	64%	63%	65%
English	86%	79%	69%
Maths	84%	76%	70%
English Baccalaureate pass	30%	23%	20%
Combined Science (Double Science)	78%	64%	49%
Biology	100%	92%	86%
Chemistry	100%	91%	83%
Physics	100%	91%	81%
Geography	82%	70%	64%
History	84%	60%	65%
French	93%	84%	72%
Spanish	87%	78%	73%
Computing	83%	70%	48%

Headline GCSE Results 2016 – 2021. 9 – 7 grades (A*-A)

	Blenheim 2020 & 2021	Blenheim 2018 & 2019	Blenheim 2016 & 2017
English	**28%**	**23%**	**18%**
Maths	**21%**	**20%**	**17%**
Combined Science (Double Science)	**32%**	**17%**	**12%**
Biology	**90%**	**32%**	**33%**
Chemistry	**90%**	**39%**	**36%**
Physics	**100%**	**35%**	**31%**
Geography	**35%**	**24%**	**23%**
History	**35%**	**27%**	**36%**
French	**52%**	**36%**	**25%**
Spanish	**31%**	**35%**	**33%**
Computing	**29%**	**28%**	**27%**

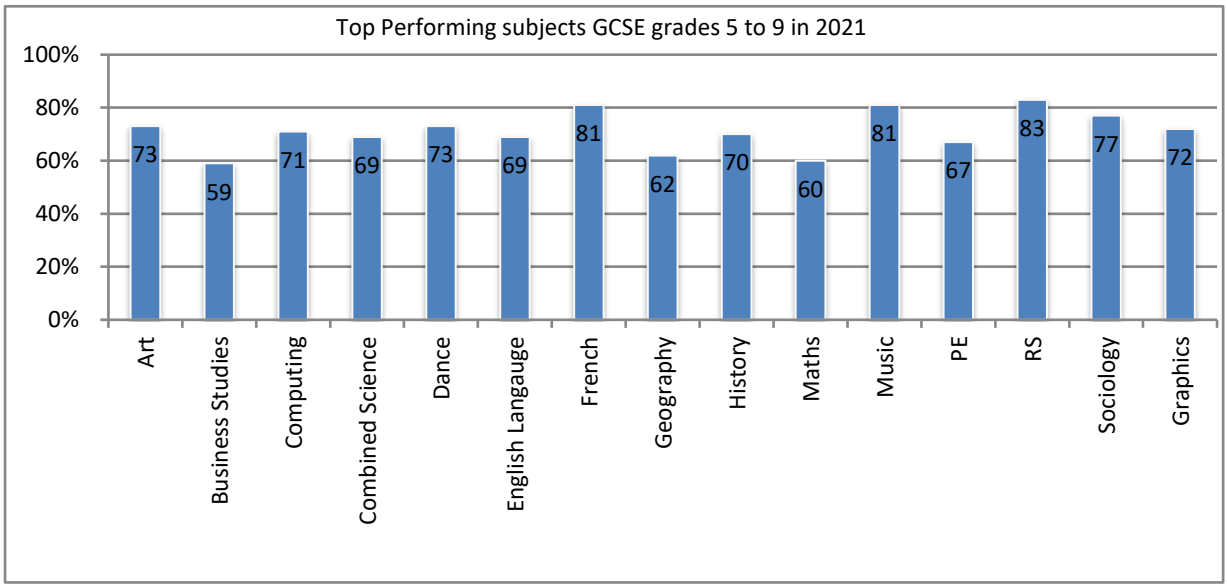
BLENHEIM GCSE RESULTS 2021

Achievement across a range of subjects

Blenheim's 9 – 4 pass rate was 82%. In all subjects studied as GCSE or BTEC course over half of all grades awarded were 9 – 5. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction*) in Level 2 Cambridge Technical iMedia, BTEC Health and Fitness and BTEC Travel and Tourism.

English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2021 with 84% gaining the 9 - 4 GCSE grade in Mathematics, 87% in either English Language or English Literature, with 29% of grades being the highest GCSE grade of 9 - 7 in English and 20% in Mathematics.



GCSE grades 7 to 9

29% of all our entries were awarded 9-7 grades, 37 students achieved average grades of 7 or higher, and 16 students achieved an average of grade 8 or higher. Our top performing student secured all grade 9s and one grade 8 across the ten subjects studied at GCSE.

JOB PROFILE



The aim
To ensure that students make maximum academic progress. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to:

- The Head of Department

Supporting roles

- The school secretariat, teaching assistants, members of the department and other Blenheim colleagues.

Job Purpose:

- To ensure that all students make maximum progress.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support and challenge members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by the department delivering creative, innovative and rewarding lessons.
- To role model excellent practices, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons.
- To follow department and whole school guidelines e.g. deadlines are met, registers are taken, students' have challenging starter activities recapping prior learning, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.

- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the department where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a point of contact for students.

Safeguarding:

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key Responsibilities:

- To advocate the place of the department in the curriculum and the benefits it will provide students once they leave school.
- Ensure potentially vulnerable students can succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Track and monitor data and its integrity.
- Undertake department responsibilities such as book scrutiny, learning walks, standardisation and revision sessions.
- Attend and run department and whole staff CPD sessions and meetings as required and actively engage in them.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- To contribute to whole school events as necessary and weekly duties.
- Communicate effectively and purposefully with parents so they are well informed.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND and EAL Departments to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.
- **The post holder will be expected to run after school, each week, at least one voluntary 45 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will be part of a wider, whole school, extended day.**
- **The post holder will also contribute to the school's co-curricular programme by delivering a vocational activity for 30 minutes per week.**

Person Specification:

- A willingness to embrace a growth mind set.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good'.
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly pupil premium students including those with Special Educational Needs.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the senior leadership team, publicly.
- To challenge school policy, and the senior leadership team, privately.



THE APPLICATION PROCESS

Please complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 7th February 2022** with interviews scheduled for later that week. The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

