

TEACHER OF SCIENCE: BIOLOGY SPECIALIST APPLICATION PACK

2023

Anthony Gell School

Care Aspire Achieve

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Anthony Gell School

Thank you for your interest in this post at Anthony Gell School. We are seeking to appoint a Teacher of Science with a specialism in Biology, to join our excellent school in either September 2023 or January 2024, dependent on the preferred candidate's options available. Please find included in the application pack, some information about the school, a job description and a person specification. I hope the information contained within this pack will help you to discover more about what makes Anthony Gell a special place to work and learn, and enable you to gain more of an insight into the post being advertised.

Anthony Gell students consistently achieve examination results which places our school as one of the highest performing schools in Derbyshire, but life at AGS is much more than academic success. We work hard to create an environment in which every young person is provided with a range of opportunities whilst being cared for and supported. We are proud to have a truly comprehensive intake, and our fully inclusive approach guides all that we do.

Our students demonstrate a pride in their school and work hard to help us achieve our shared aims. We invest time in getting to know every young person and try to adapt our approach to meet their needs. We care about what we do, we encourage everyone to be aspirational and we recognise and celebrate each other's achievements.

The breadth of our curriculum and diversity of enrichment opportunities helps all students to develop their wide range of skills and attributes. We believe it important to give everyone the chance to develop the skills and knowledge necessary to become self-motivated, independent and confident learners; with the social awareness to make a difference and to care about ourselves, others and the environment.

Our school has grown significantly in recent years, but remains a smaller than average secondary school at theheart of the community we serve. Our student roll is currently 858, with year groups in Year 7-11 of approximately 140. Our Sixth Form has also grown in size in recent years, with increasing student numbers alongside an evolving curriculum.

If you would like any further information before you apply, please contact Rachel Seymour, (Director of Teaching and Learning for the faculty in which Science sits) via her email address rseymour@anthonygell.co.uk Thank you for showing an interest in this role and becoming part of a fabulous team of staff at AGS. If you think this sounds like a school you would love to work in, we look forward to receiving your application.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

Yours faithfully



Malcolm Kelly
Headteacher

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Background Information

Anthony Gell School is a very successful, fully inclusive, Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact Heather Harper, PA to the Headteacher, via her email address hharper@anthonygell.co.uk

More information about our school can be found by visiting www.anthonygell.co.uk

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Science Information

The science team is a welcoming, friendly, and supportive group of dedicated staff who achieve excellent results across all Key Stages. The science team consists of eight teachers, which includes the Director of Teaching and Learning for the Investigate Faculty and the Director of Sixth Form. All of our science teachers teach in their specialist areas at Key Stage 4 and/or Key Stage 5. Additionally, within our team, we have a very knowledgeable and experienced laboratory technician and a junior laboratory technician. We pride ourselves on the cohesive working atmosphere within our team and our enthusiasm for science teaching and learning is vital for motivating our students and facilitating their subsequent success.

We have five well-equipped wet laboratories and a dry classroom. In addition, there is a science base for staff meetings and a teachers' working area for planning and marking, as well as a well-resourced prep room. As an Office 365 school, we utilise a school intranet to share information, OneDrive to store resources digitally, and use Teams to assist our teaching and help with communication. All teachers are provided with a laptop that is used to teach in any classroom; with each science teaching space containing a large screen 4K ultra high definition television to connect to.

During Key Stage 3, students are taught in mixed ability groups in years 7, 8 and 9.

At Key Stage 4 we follow the Edexcel schemes of work for both Combined and Separate Science. Students will begin studying their GCSE courses during the second half of year 9. During year 9 we inform students and parents about possible pathways for year 10 and students express a preference at either studying Combined or Separate Science. Their end of year exam then supports us in making the final decision about pathways for year 10. Approximately 65% of students study the Combined Science course with the remainder studying Separate Science.

There is a good uptake for the science subjects at Key Stage 5. We follow the AQA course for all three sciences at A Level.

We have strong links with our partner primary schools which include a transition project and us hosting a competition for children in Key Stages 1,2, and 3. In the 2022-2023 academic year, our first Primary Science Fayre took place at AGS. Teachers have the opportunity to visit and carry out practical sessions with pupils from Key Stage 2. This collaborative work will continue further as we progress over the next few years.

We currently run three extra-curricular clubs. The Bronze CREST award has had a good uptake of students last year and has increased this academic year. An Astronomy club has also been recently introduced and has a regular group of students who attend. Once a fortnight we run a lunchtime science club for KS3 students which has a good number of students attending. Other enrichment opportunities include a half termly House-based engineering challenge for all of KS3 students and once termly for KS4 students who study Combined Science. We look for opportunities to connect with organisations and expand horizons and were very fortunate to have access to a scanning electron microscope during last October, on loan from the Natural History Museum.

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Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	**Teacher of Science**
Reporting to	**Director of Teaching and Learning - Investigate Faculty**
Post	The post holder will be expected to teach across the full age and ability range.
Role	To play an important part in the school's drive to achieve our goals; primarily focusing on facilitating high quality teaching and learning alongside the provision of outstanding care and support to allow all of our students the chance to achieve high levels of personal fulfilment.
Main duties and responsibilities	**Set high expectations which inspire, motivate and challenge students** • Establish a safe and stimulating environment for students, rooted in mutual respect. • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. **Promote good progress and outcomes** • Be accountable for students' attainment, progress and outcomes. • Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guide students to reflect on the progress they have made and on the next steps in their learning. • Encourage students to take a responsible and conscientious attitude to their own work and study. **Demonstrate good subject and curriculum knowledge** • Have a secure knowledge of Science at all Key Stages and expert knowledge in Biology. • Demonstrate a critical understanding of developments in Science, in particular Biology, at all Key Stages. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy. **Plan and teach well-structured lessons** • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of learning

	• Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). **Adapt teaching to respond to the strengths and needs of all students** • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit a student's ability to learn, and how best to overcome these. • Be able to use and evaluate distinctive teaching approaches to engage and support all learners. **Make accurate and productive use of assessment** • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Make use of formative and summative assessment to secure students' progress. • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to feedback. **Manage behaviour effectively to ensure a good and safe learning environment** • Have clear rules and routines for behaviour in classrooms/learning areas, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour, and establish consistency in the use of a range of strategies, using praise, sanctions and rewards effectively. **Fulfil wider professional responsibilities** • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues. • Deploy support staff effectively. • Engage in appropriate professional development • Communicate effectively with parents with regards to students' achievements and well-being.
Form Tutor	• To offer guidance and support to tutees over routine problems they may encounter • Deliver aspects of spiritual, moral, social and cultural education • To deal with minor disciplinary matters referred to the Form Tutor • To accurately record attendance of students • To promote and actively monitor the safeguarding of all students. • Challenge and motivate students, promote and reinforce self-esteem and engagement. • Establish productive working relationships with students, acting as a role model. • Guide students to make choices about their own learning/behaviour/attendance.

	• Promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage students to take responsibility for their own behaviour choices. • Be aware of and comply with policies and procedures relating to safeguarding, reporting all concerns to an appropriate person. • Monitor student behaviour and implement policy when standards are not adhered to. • Promote the use of the school's rewards system to promote student achievement and self-esteem. • To actively promote the development of students' individual and collaborative study skills necessary for them to become independent learners, through structured activity

All employees have the responsibility to:

- Be aware and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Represent the school at events as appropriate
- Support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- Undertake any other duties and responsibilities as required that are covered by the general scope of the post
- Undertake any other reasonable duties at the request of the Headteacher

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SIGNATURES

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed:_____ Print Name:_____

Date: _____

Signed: _____ (Headteacher) Date: _____

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Person Specification for TEACHER OF SCIENCE

Education and Qualifications	**Essential** • Qualified teacher status and/or degree level qualification • Recent participation in a range of relevant in-service training • Ability to teach Biology to GCSE and A level **Desirable** • Ability to teach outside specialism at KS4	**Assessed by:** **A, I, R**
Experience	**Essential** • Appropriate training and experience within an educational setting. **Desirable** • Facilitation of enrichment activities	**A, I, R**
Special Aptitudes	**Essential** • Committed to inclusive education • Highly skilled teacher who is able to facilitate excellent student progress • Good understanding of Child Protection procedures • Good understanding of Equal Opportunities issues • Good understanding of SEND and inclusion issues • Able to analyse and interpret data and use school data management systems • Able to liaise effectively with parents/carers • Able to support and implement effective behaviour for learning strategies • Able to meet deadlines and work under pressure • Demonstrates a positive attitude and outwardly optimistic • Demonstrates a professional approach at all times and has a 'can do' attitude • Drive, energy and the capacity for hard work	**A, I, T, R**
Interpersonal Skills	**Essential** • Sets professional standards and displays a sense of integrity in all that is done and shows commitment towards continuing professional development • Excellent attendance and punctuality • Able to inspire children and young people • Excellent communication skills and a team worker • An ability to inspire others • Is self-motivated and a creative thinker • Reflective and resilient practitioner • Has integrity and resilience • Is reliable, has a positive attitude and a good sense of humour • Effective time management	**A, I, T, R**

A = Application
I = Interview
T = Task
R = References