

# Teacher of Science

**Start date:**  
January 2025

**Salary:** MPS/UPS

Full-Time and Permanent

An energetic and enthusiastic Science Teacher is required to join this successful and innovative Faculty. Applicants will be expected to teach Science across all three disciplines at Key Stage 3 and GCSE.

The faculty consists of nine Science Teachers with technical support from two Science Technicians, housed in seven laboratories. Each laboratory has an interactive SMART TV and a computer linked to the school network. There are two good sized and well-equipped prep rooms staffed by enthusiastic and energetic Technicians who provide excellent quality support for the Science team.

Our **Key Stage 3** curriculum is linked to "Exploring Science" which is used to teach four 1 hour lessons per week at Key Stage 3. It has a Teachers' planning resource and our internal schemes have a wealth of supportive materials such as help sheets, extension sheets, literacy sheets, homework sheets and skill sheets. The students in Key Stage 3 are taught as mixed ability groups or setted groups depending on year with class sizes of around 28.

In **Key Stage 4** around 30% of our students choose AQA separate Sciences. All other students follow the AQA Trilogy Combined Science specification and learn through a variety of activities in the classroom including practical inquiry, class discussions, modelling, role play and group work. Students are taught using internally produced highly differentiated schemes of work with extensive ICT resources. All Science teachers are expected to teach the three subjects of Biology, Physics and Chemistry up to and including GCSE. However, we have timetabled groups around staff specialisms where we can at Key Stage 4. Teachers usually take on a

**Applications by: 9.00am**

**Tuesday 1<sup>st</sup> October 2024**

group at the beginning of Year 10, in the given subject, and remain responsible for that group for five lessons a fortnight throughout their 2-year GCSE course.

The faculty runs a variety of extracurricular activities, which include Year 7 'Whizz, Bang, Stink', STEM clubs and an Eco club which are extremely well attended and valued by students and parents.

The current strengths of the faculty are in teamwork and the sharing of teaching resources. Excellent reprographic facilities permit the production of high-quality learning materials and the courses outlined above are all, therefore, well-resourced with student and teacher materials already available.

Career development is strongly encouraged and INSET courses will be identified to match up with training needs and interests. A full induction programme to the school and some guaranteed non-contact time will help you to settle in quickly.

If you are an ECT you can expect to be fully supported. You will have an experienced subject mentor and participate in an extensive programme for ECTs.

## **Form Tutor**

As well as being a subject teacher, you will be required to act as a form tutor under the guidance of the relevant Head of Year.

## **Salary**

The salary range for the post is: -

MPR 1 £30,000	UPR 1 £43,266
MPR 2 £31,737	UPR 2 £44,870
MPR 3 £33,814	UPR 3 £46,525
MPR 4 £36,051	
MPR 5 £38,330	
MPR 6 £41,333	

Salary will be determined on qualification and relevant experience. The post is full-time and a permanent contract.

## **Continued Support for ECTs**

We value the contribution that early career teachers make to our school and recognise that staff in the early years of their careers may need further support and guidance as they continue to improve as a professional. As such ECTs at Cirencester Kingshill School can expect to receive a range of supportive measures including:

- Reduced teaching timetable – 10% in first year and 5% in the second
- Full participation in the Early Career Framework and training programme
- A range of in-house CPD training
- Weekly meetings with your subject mentor
- Opportunities to observe other teachers in the classroom
- Lesson observations to help improve your practice
- The support and guidance of a training manager

## **Safeguarding**

Cirencester Kingshill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. This post is subject to an enhanced Disclosure & Barring Service check.

We welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

## **How to Apply**

- Please complete the Teaching Staff application form, including names, addresses, contact numbers and email addresses of your two referees. One referee should be your most recent Headteacher or Course Tutor.
- Please include your CV.

***Please note that applications without the above being completed/included will not be accepted.***

- It would also be helpful if you could include a letter of application which explains how your experiences and skills will best fit the role of Teacher of Science and how you would be able to add value to Kingshill School.

For further details and an application form please go to the school website:

[www.cirencesterkingshill.gloucs.sch.uk](http://www.cirencesterkingshill.gloucs.sch.uk)

Please email completed application forms and relevant documentation to [jobs@cirencesterkingshill.gloucs.sch.uk](mailto:jobs@cirencesterkingshill.gloucs.sch.uk) or post to Cirencester Kingshill School, Kingshill Lane, Cirencester, Gloucestershire, GL7 1HS

**Closing date for receipt of applications – 9.00am  
Monday 1<sup>st</sup> October 2024**

## **Interview Date – TBC**

We look forward to hearing from you. If you require any further information please do not hesitate to contact the Personnel on 01285 651511 ext. 226, or email:

[jobs@cirencesterkingshill.gloucs.sch.uk](mailto:jobs@cirencesterkingshill.gloucs.sch.uk)

## **JOB DESCRIPTION:**

POST: Class Teacher

As a teacher at Kingshill School, we take pride in our subject knowledge, we seek to unlock potential of all students and we believe that every child can succeed. We are also committed to our own continuous professional development and foster an enquiring mind to grow, collaborate and be outward facing. We know and believe that we can be better today than we were yesterday in our role as teacher, tutor and colleague.

### **Main Purpose of the Role**

To deliver

Aside from the [Teachers' Standards](#), the main roles and responsibilities of our teachers are to:

- Plan learning activities in line with the schemes of learning that enables an equitable experience for all our students to think hard, work hard and remember more through Quality First Teaching.
- Implement each lesson plan through our Active Minds programme (Teaching & Learning strategies) so that our students think hard, work hard and remember more.
- Be agile in response to securing accelerated outcomes for our students; checking for understanding leads to adaptive teaching.
- Interrogate data to unlock potential for all students.
- Refer to, embed and imbue our underpinning values (our STEPs) in every aspect of the role so that we can shape greater futures for our students; allowing them to grow as ambitious, confident, resilient young people and adults.
- Commit to continuous learning and professional development: attending meetings, Inset, widely reading, researching and to be receptive to feedback so that we can independently and in collaboration be better than we were yesterday.
- Embrace collaboration both within the faculty and wider school community; seeking to learn from and share knowledge and skills with other colleagues.
- Take pride in the role of form tutor, supporting our students to be the best version of themselves each and every day.
- Deliver PSHE as required and to do so with commitment and passion so that our students have the skills, knowledge, tolerance and balanced viewpoints to access the wider world.
- Commit to participating to the wider school both through co-curricular activities to inspire and motivate students to have life-long enjoyment of your subject and to extra-curricular activities to develop opportunities beyond the life of the classroom.
- Be a role model who promotes professional standards and expectations to young people, the Kingshill team and the wider community.
- Equipping all our young people to acknowledge and celebrate their skills, qualities and successes, securing positive progression routes in a global market.
- Implement school policies consistently and follow the procedures outlined in our Staff Handbook.
- Undertake any other duties reasonably required by SLT which supports the overall aims and objectives of the School Development Plan.

This role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

**RESPONSIBLE TO:** Faculty Lead

**ASSOCIATED LINKS:** Year Leader, Faculty Second in Charge, Faculty Subject Lead

**STAFF FOR WHOM RESPONSIBLE:** Not applicable

# Cirencester Kingshill School

## Person Specification – Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• A degree in their subject area or a related subject.</li> <li>• PGCE (Postgraduate Certificate in Education) or equivalent.</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• A postgraduate qualification, e.g. a master's degree.</li> </ul>
Experience, Understanding and Knowledge	<ul style="list-style-type: none"> <li>• Experience of teaching within a secondary school environment or, for early career teachers, work or voluntary experience in a comparable environment.</li> <li>• A clear understanding of the subject's curriculum and examination specifications across key stages 3 and 4.</li> <li>• Sufficient knowledge to answer subject-related questions raised by students.</li> <li>• An ability to use different teaching methods and adapt to cater for students' different needs.</li> <li>• Knowledge of effective intervention strategies to improve the quality of teaching and learning.</li> <li>• Conducting assessments, keeping records and producing reports on students.</li> <li>• Implementing safeguarding procedures in schools.</li> <li>• Organising and participating in extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of relevant legislation and educational developments.</li> <li>• An understanding of how assessment and attainment information can be used to improve practice.</li> <li>• Skills in effective resource management and deployment.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Punctual, with a good attendance record.</li> <li>• An excellent communicator, verbally and in writing.</li> <li>• Organised</li> <li>• An excellent time manager.</li> <li>• Hardworking, with high expectations of themselves and their professional standards.</li> <li>• Committed to CPLD.</li> <li>• Able to work both independently and as part of a team.</li> <li>• Able to maintain successful working relationships with other colleagues.</li> <li>• Able to plan and resource effective interventions to meet curricular objectives.</li> <li>• Driven and energetic.</li> <li>• Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to the value and promotion of their subject.</li> <li>• Able to effectively promote the school's ethos and vision.</li> <li>• Dedicated to promoting their professional development, and that of others.</li> <li>• Able to promote good behaviour consistently.</li> <li>• Able to plan and take control of situations.</li> <li>• Committed to contributing to the wider school and its community.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally assertive and clear thinking.</li> </ul>

# Cirencester Kingshill School

## Employee Benefits

Cirencester Kingshill School is proud to offer a wide range of benefits for our employees, which includes:

- Attractive salary and pension schemes – Teachers Pension Scheme (Teaching Staff) or the Local Government Pension Scheme (Professional Support Staff)
- Family friendly policies
- A range of statutory benefits including sick pay, maternity, paternity, shared parental and adoption leave
- Access to an employee assistance programme for all staff that offers services, including wellbeing, self-referral counselling, information on stress, weight management, smoking cessation
- Access to Occupational Health services
- New staff induction and support programmes
- Continuous service in other state funded schools will be honoured in relation to sick pay, holiday entitlement, pension rights
- Cycle to work scheme
- Long service awards
- Access to or provision of IT equipment (role specific)
- Access to CLPD and INSET, personalised for individuals through the schools' Appraisal procedures, including access to role specific academic study and professional qualifications
- Onsite parking facilities and cycle storage
- Staff social, sporting and wellbeing activities throughout the year
- The dining room is open for staff to use at break and lunch times
- Staff room with facilities, including tea and coffee
- There is an optional staff social fund