SOUTH NOTTINGHAMSHIRE ACADEMY AND SIXTH FORM

SCIENCE AT SOUTH NOTTINGHAMSHIRE ACADEMY

"We believe that Science is all about asking questions; questions about our past, present and future. Within Science you find answers that have moved us from cave to car, from muttering to medicine and from not knowing to the net. As educators we aim to enable our students to make informed decisions about the contribution that science offers to society and prepare them for a modern world that is underpinned by scientific processes."

SNA Science Department, 2021

The successful applicant will join a team of seven highly motivated professionals, including one part-time teacher, in enabling students to maximise their potential by developing a deep understanding of science through engaging, challenging and enjoyable Science lessons. The faculty has a friendly and supportive atmosphere with teaching and learning at the centre of everything we do and staff are supported in continually developing their practice as we all strive for excellence. Development work is routinely carried out as a team due to the positive working relationships within the faculty. We have formed good relationships with the Redhill Academy Trust Science network and take an active part in the further professional development this provides. Staff have the opportunity to take part in other external, subject-specific professional development, including STEM learning opportunities.

Science is based on the second floor of our brand new school building that opened in September 2016. We have six specialist teaching rooms and a substantial prep room and workroom. All rooms have an Interactive Vboard and visualiser. Teachers are provided with laptops.

The school as a whole is in a very interesting phase of curriculum development which is motivated by the major changes to the program of study and particularly the new 1 to 9 GCSE. As a result of this we have a three-year Key Stage 4 and students have increased hours of Science in Year 11.

Key Stage 3

Students are taught in traditionally setted groups from the start of Year 7 and the faculty operates a top heavy setting policy so as to provide increased levels of support for lower achievers. Students follow a course based on a scheme of work developed by the department, around working scientifically skills and concepts. We use Seneca to provide personalised, comprehensive and scaffolded homework which has a clear purpose and which students understand. Whilst in Key Stage 3 it is typical that students will be taught by a different teacher each year.

Key Stage 4

As in Key Stage 3 students are taught in setted classes, aligned to anticipated Tiers of entry. We follow the AQA Triple Science syllabus and the AQA Combined Science Trilogy syllabus. The resources used to deliver lessons are largely those created and developed by staff themselves. Resources are shared on central drives.

Where possible, teachers follow their groups throughout Key Stage 4 to provide consistency in these crucial years. Students continue to access Seneca to support their learning during Key Stage 4.

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Key Stage 5

Our Sixth Form students follow the OCR A-Level Biology A and Chemistry A syllabus and AQA A-Level Physics. Teaching at Key Stage 5 involves engaging and challenging activities that are used to interest and enthuse students as well as developing understanding and practicing the skills that are required, both for their written exam papers and also for the practical elements of the course. This is in conjunction with promoting independence and the rigor needed to be successful in post-16 sciences.

In all our work at SNA we are driven by the goal of enabling students to achieve their best. We do this by focusing on teaching and learning and working collaboratively to create activities that allow students to develop independence, understanding and skills that prepare them for success in exams and when they leave SNA. The Science team at SNA work hard to create activities and learning episodes that build confidence and encourage active engagement of students in learning. We believe in looking for the logic in all student responses as a means to unpick misconceptions and celebrate mistakes as a means of learning. The 2017 OFSTED report noted that, across the Academy,

"Good relationships between pupils and teachers support learning and encourage pupils to answer questions in the classroom, even when they might be wrong.".

We are looking now to add to our team an energetic and enthusiastic teacher who can take an active part in all these aspects of Science at South Nottinghamshire Academy.

In the next two years the department considers its main priorities to be:

- Continue to improve the progress for all students, with ongoing focus on Most Able
- Continue to improve the proportion of 5-9 grades at GCSE
- Continue to close the gap in attainment for disadvantaged students
- Increase the level of challenge and engagement at Key Stage 3
- Increase the proportion of Key Stage 5 students taking a Science course
- Teaching and learning development on assessment for learning, providing quality feedback and collaborative learning.

Fiona Lambourne
Faculty Leader of Science – January 2021