Dinnington High School

Teacher of Science

Post Title: Teacher of Science

This is an exciting opportunity for an enthusiastic, driven and well-qualified teacher of Science to join our team.

The post is full time, permanent to start September 2022.

The closing date for applications is 9am Monday 16th May 2022.

The Department

Thank you for your interest in our faculty. We are proud of the fact that we are a strong, friendly team of experienced subject specialists and technicians. We support each other on a daily basis and the relationships between staff and students are excellent.

Including the Head of Science and three TLR holders with responsibility for teaching and learning and progress and assessment we have 10 teachers and 3 technicians. A collegiate style of management is adopted throughout the Faculty. Staff generally teach within their subject strengths where timetabling permits but at KS3 and, to a lesser extent, at KS4 some flexibility is required across the team.

Accommodation and Resources

There are 2 linked science blocks in the main school building. We have 11 teaching laboratories; a sixth form study area / resource room (containing networked PCs); 3 preparation rooms (one per discipline). All labs have interactive whiteboards. We have a trolley of 30 tablet computers that can be booked out for classes.

Curriculum and Assessment

We operate on a 5-period day at Dinnington, with each lesson being 60 minutes.

At Key Stage 3 all pupils study Science for 4 periods each week. The course is divided into topics using in-house work schemes based on the 'Activate' units. We have spent time over the past 2 years re-writing our key stage 3 curriculum. We have planned collaboratively with the aim of embedding skills and a slow build of scientific knowledge and understanding in our students. We aim to bridge the gap between key stage 3 and key stage 4 and incorporate challenge in our lessons. In the past we have taught our students in sets from year 8 upwards but this year we are trialling mixed-ability groupings with a number of year groups.

At KS4 we follow the AQA combined science (trilogy) specification. We will offer GCSEs in combined science and separate sciences. Our GCSE students have 5 hours of science timetabled a week. In our Sixth Form Centre, Science courses are very popular. We attract substantial groups of students in 'A' Level Biology, Chemistry and Physics. We are following the new AQA specifications for all three science A-levels.

We look forward to hearing from you, good luck with your application!
Mr Colin Rooney, Faculty Leader Science

Job Description

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

Planning Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;

- setting tasks which challenge students and ensure high levels of engagement;

- setting appropriate and demanding expectations;

- setting clear learning goals, building on prior attainment;

- being aware of and making provision for students' differing needs;

- providing clear structures for lessons maintaining pace, motivation and challenge;

- making effective use of assessment and ensure coverage of long term plans;

- building positive relationships with students;

- implementing academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary

- using effective questioning, listening carefully to students, giving attention to errors and misconceptions

- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;

- ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered learning environment;

- evaluating own teaching critically to improve effectiveness;

- ensuring the effective and efficient deployment of classroom support;

- contributing to the development of schemes of learning in the subject;

- liaising with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;

- mark and monitor students' work and set targets for progress;

- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;

- undertake assessment of students as requested by examination bodies, departmental and academy procedures;

- undertake assessment of students and participate in the academy's system for reporting to parents.

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 Year to ensure the implementation of the academy's pastoral system;

- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;

- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;

- communicate, as appropriate, with parents of students.

Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;

- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;

- know subject(s) or specialism(s) to enable effective teaching;

- take account of wider curriculum developments;

- establish effective working relationships and set a good example through their presentation and personal and professional conduct;

- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;

- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;

- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;

- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;

- liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R

	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
Personal Attributes	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to recruitment@din.leap-mat.org.uk

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at https://www.gov.uk/disclosure-barring-service-check.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.

LEAP

Multi Academy Trust