



CANDIDATE BRIEF  
TEACHER OF SCIENCE

# LETTER FROM THE HEAD TEACHER



Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and expectations are clear and consistent. This is reflected in our exam outcomes at both KS4 and KS5.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as NQTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email [recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk) or visit our website:- [www.queensmeadschool.org.uk](http://www.queensmeadschool.org.uk)

Yours sincerely

Rhona Johnston  
**Head Teacher**

# HOW TO APPLY

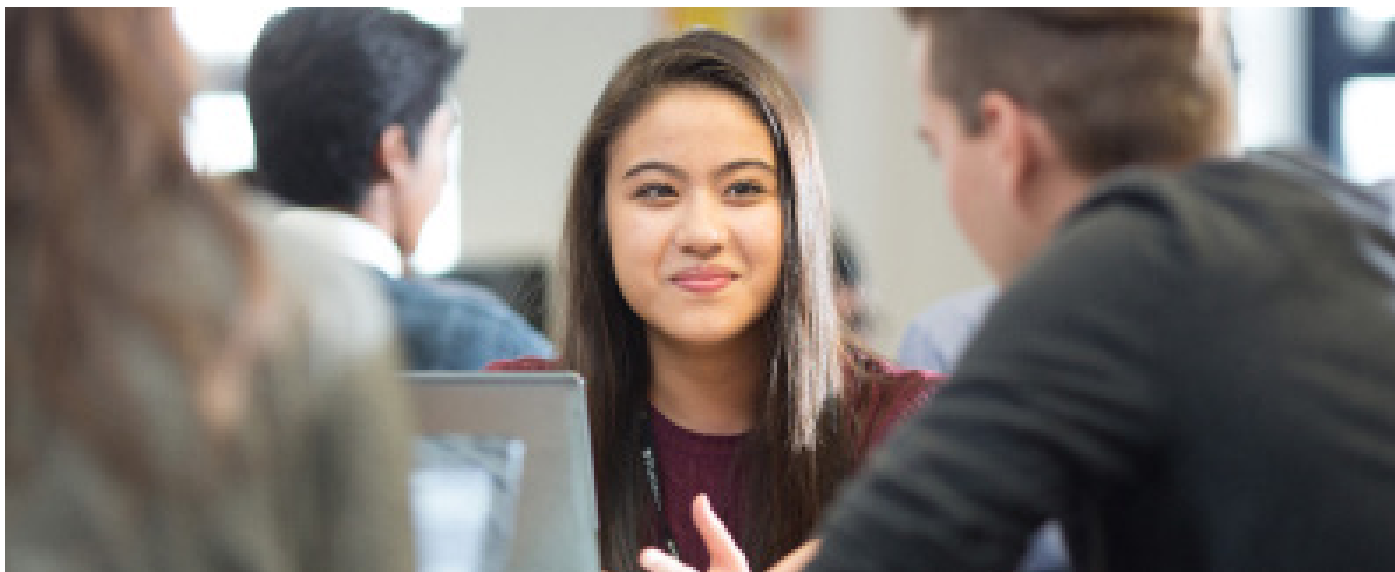


Applications must be received by **9am** on **Monday 4th July 2022**.

Please email your completed application form and covering letter for the attention of the Head Teacher to: **[recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk)**

If you have any questions, please email [recruitment@qmschool.org.uk](mailto:recruitment@qmschool.org.uk)

# DEPARTMENT OVERVIEW



## Overview

The Science Department is made up of a strong team of twelve teachers supported by three fantastic technicians working together in a recently refurbished building. Over the past few years we have consistently obtained outstanding results at both GCSE and A-level. We regularly are in the top 5% of schools for progress in Science GCSEs and get red ALPs scores (progress significantly above the national average) for our Post 16 courses.

## Resources

Staff collaborate in planning and preparing resources to share the workload, allowing them the time and scope to develop fun and creative lessons. Full-time staff teach in their own teaching room containing a Smartboard, all staff are also issued with an iPad and we have sets of Chromebooks for pupils to use in lessons. The department is well stocked with practical equipment.

## Teaching Groups

Students are taught in mixed ability groups apart from those taking separate sciences for GCSE. Class sizes vary but characteristically there are 24 students in each group. Every effort is made to share year groups and separate science groups amongst teachers.

## The Courses

We have developed our own KS3 scheme of learning in line with the National Curriculum. This has a strong focus on practical work and developing pupils' Science skills, as well as the foundation in scientific understanding that they will need as they progress through the school. KS4 students follow Edexcel Science courses. These lead into Advanced Level courses in Biology (OCR), Chemistry (OCR) and Physics (AQA) as well as an Applied Science Level 3 BTEC.

# PERSON SPECIFICATION

## Classroom Management

To maintain classroom discipline and help maintain school discipline in accordance with school policy standards and procedures; to arrive promptly at lessons and tutor sessions and dismiss students at the correct times; to keep checks on students' attendance at lessons and follow up absences as appropriate; to liaise with Heads of Department and/or pastoral staff on matters of concern relating to individual students.

## Subject Responsibilities

To follow conscientiously, departmental syllabuses and schemes of work for each teaching group; to prepare properly lesson materials and to mark students' work consistent with departmental and school assessment policy; to set and mark homework in accordance with departmental and school policy; to have the highest reasonable expectation of individual student performance; to play a part in organisation and administration.

## Recording Student Progress

To keep appropriate records of individual students' work and achievements, consistent with departmental and school policy; to make a proper contribution to the writing of school reports; to complete such National Curriculum assessments as are required.

## Pastoral Responsibilities

To teach the pastoral curriculum and to follow conscientiously personal, social and health education syllabuses and schemes of work; to act as counsellor and guide to individual students in the tutor group, both in relation to personal development and specific phases of educational development and transition.

## Administration

To carry out efficiently the various necessary administrative functions of the Form Tutor including school requirements in relation to the proper and accurate keeping of registers.

## Development Aspects

To play a part in the development of departmental, curriculum development group and year team meetings as appropriate; to seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior pastoral staff.

## Appraisal/Performance Management

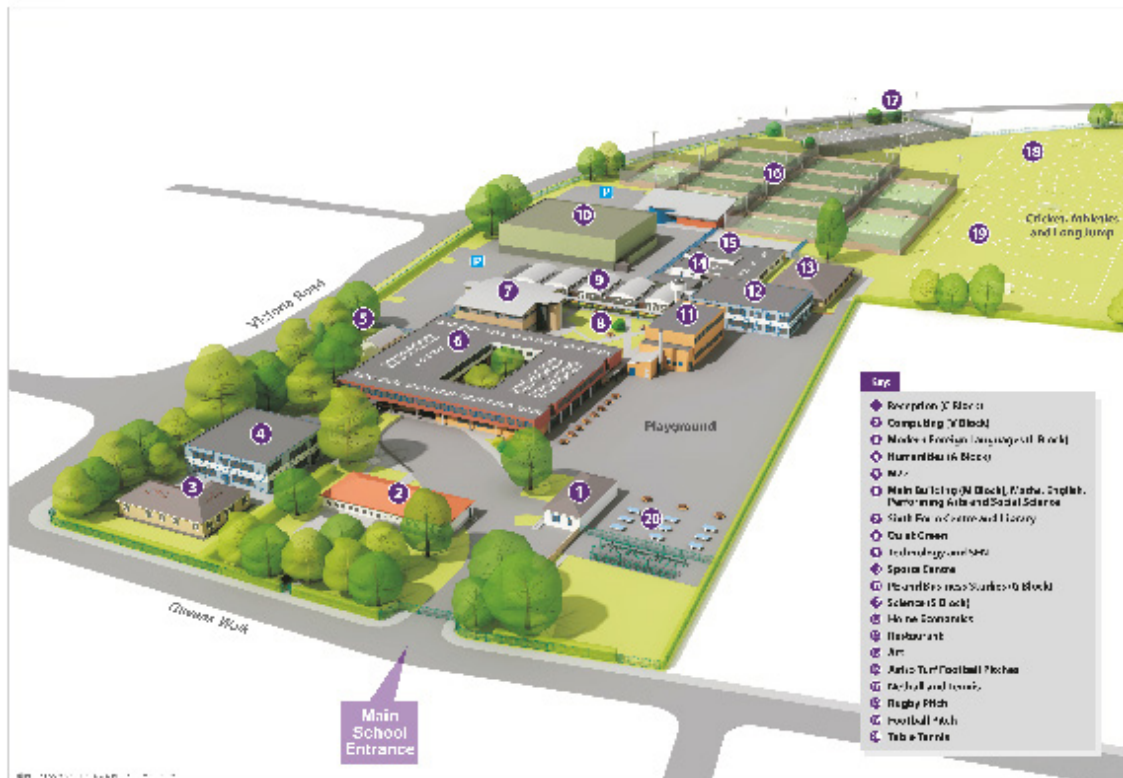
To play a part, as required, in the school's appraisal programme, both as appraisee and, where appropriate, as appraiser of other colleagues.

## Health and Safety

To ensure that practice is, in all respects consistent with the requirements of Queensmead Health and Safety at Work policy as well as with any subject specific health and safety guidelines.

# QUEENSMEAD

excellence through learning



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