**Candidate Pack**

**Science Teacher**

**MPS/UPS**

**One year in the first instance**

**Start date: September 2021**

**Contents of Pack**

* Headteacher’s Letter to Candidates
* Advert
* Personal Specification for Teacher of Science
* Core Responsibilities of a Classroom Teacher
* Safeguarding Statement/Safeguarding Recruitment Statement
* Teaching Post Application Form Guidance Notes
* Teaching Application Form (PDF and Word version) – as a separate file if pack is emailed/downloaded from website.

**Ferryhill Business & Enterprise College**

**Merrington Road, Ferryhill, Co. Durham, DL17 8RW**

**Telephone: (01740) 651554**

**e-mail: general@fbec.uk web: www.fbec.co.uk**

Executive Headteacher: K.Brennan, Head of School: T Pinkney, Chair of Governors: K. Lumsdon

Dear applicant

Thank you for taking the time to apply for the position of Teacher of Science. Ferryhill is a vibrant school with welcoming staff and an outstanding reputation for both pastoral care and academic success. The College is currently ranked in the top 3% of similar schools in England.

As part of the process to apply for the role, could I ask that the Teaching Post Application Form is completed along with a supporting letter. **Please do not complete the additional information section on the application form as the supporting letter will replace this section.** This should be no longer than 1 side of A4 (Arial font 12, single spaced) and should identify:

“How your skills and experience make you suitable for the position.”

For your benefit I have included a person specification for the position and a job description. This job is suitable for NQT’s.

As a matter of protocol, we will request references immediately on receipt of your application. We will contact you either by telephone or email if you are invited for interview. If you have not heard anything within 30 days please assume you have been unsuccessful.

Finally, I would like to wish you all the very best with your application and I will look forward to meeting you in the near future. If you have any questions, or you would like to arrange a visit, would you please contact the school to arrange an appropriate time.

Kind Regards



Kevin Brennan

Executive Headteacher

**Science Teacher**

**11-16 Students**

**MPS/UPS**

Applications are invited for the post of Teacher of Science from September 2021. We wish to employ a teacher who can drive forward this key area in school. This position is suitable for NQT’s.

The successful candidate would need to demonstrate the following:

* Successful teaching of Science, with lesson observations that are good or outstanding
* Excellent classroom practice
* Strong classroom leadership and management with clear evidence of impact
* Excellent interpersonal skills
* Experience of developing innovative support strategies for key students

If you wish to speak informally about the role and/or your application please contact Kevin Brennan (Executive Headteacher) or Tim Pinkney (Head of School). Application forms must be returned to Ms Troup, MAT Company Secretary on str@fbec.uk

**Closing date for all applications: Tuesday 4th May 2021 @ 12:00 noon**

**Interviews will be held w/c 10th May 2021**

*✓ The college is committed to safeguarding children. All candidates will need to demonstrate a commitment to the welfare and safety of children and young people. Any offer of employment will be conditional upon receipt of two supportive references and a successful DBS check.*

 *‘The Eden Learning Trust is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community’*

*✓✓ Applicants with disabilities will be invited for interview if the essential job criteria are met.*

Ferryhill Business & Enterprise College

*‘Inspiring learners to succeed as enterprising individuals’*

Ferryhill Business and Enterprise College is an 11-16 mixed comprehensive specialist college. Some 744 students are drawn from over 10 partner primary schools in the local area including Ferryhill, Ferryhill Station and Chilton. Excellent liaison with our partner primary schools allow for curriculum links, effective information transfer, and initiatives such as summer schools, cluster out of hours learning programme and a KS2/3 Transition Teacher.

The college’s mission is to provide a caring, orderly environment in which all learn and develop to their full potential. We work in partnership with our community to ensure that quality teaching meets everyone’s needs. We set high standards, find ways to continuously improve and recognise our successes.

The School was inspected in 2014 by Ofsted and was judged to be **Good** with **Outstanding Features**. Our Ofsted reports can be viewed on the school website. In the past five years the college has seen a radical improvement in its GCSE performances and we have consistent positive progress year on year.

Ferryhill Business & Enterprise College values its people very highly – students, staff, governors and visitors. Staff members are friendly, supportive, hard-working and determined. We place great emphasis on ‘getting things right’, setting and achieving high standards. Our performance is improving over time and this is a tribute to teamwork and partnership. Our school is well regarded by our mums, dads and carers, of which, 96% tell us that teaching at the school is good and that their children are happy. This is important to us, as is the happiness of our highly effective staff.

You may gain a flavour of Ferryhill Business & Enterprise College by visiting our website on [www.fbec.co.uk](http://www.fbec.co.uk). We would be delighted to welcome you to college for a tour, to meet members of our community, and to explain how we are ‘inspiring learners to succeed as enterprising individuals’ however, given the current situation this will need to be virtual.

PERSONAL SPECIFICATION AND CRITERIA FOR SELECTION

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| CATEGORY |  ESSENTIAL | DESIRABLE |
| APPLICATION | * Supportive reference/s
* Well-structured supporting letter (no longer than 1 sides of A4 –Ariel font 12)
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| QUALIFICATIONS | * Qualified Teacher status
* Degree
 | * Further professional Qualifications
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| EXPERIENCE | * Experience of working successfully and co-operatively and as a member of a team in a school
* Successful teaching of Science, with lesson observations that are good or outstanding
 | * Teaching experience in more than one establishment
* Teaching experience in Key Stages 3 and 4
* Value added or residual analysis showing good progress for students in Science over 2 years
* Successful contribution to school improvement
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| PROFESSIONAL DEVELOPMENT | * Undertaken Personal Professional Development activities covering curriculum and management within the last two years
 | * Evidence of active interest in staff development
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| SKILLS | * Ability to communicate effectively in a variety of situations
* High level of emotional intelligence
 | * Can offer a range of teaching styles and possibly other subject/s
* Developing leadership skills
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| SPECIAL KNOWLEDGE | * A clear vision and understanding of the needs of Secondary students including those with special needs, gifted and talented in and through Science
* Appreciates role of school within its community and vice versa
* Supportive of the school’s safeguarding procedures
 | * Use of ICT in supporting all aspects of school and professional life
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| PERSONAL ATTRIBUTES | * Ability to demonstrate enthusiasm and sensitivity whilst working with others
* Ability to initiate and manage change with successful outcomes
* Caring attitude towards students and parents
* A good health and attendance record
* Emotional stability, can cope with pressure and use humour to good effect
* Ambition to progress further in due course
 | * Flexibility and adaptability in order to be able to mix and work with a wide range of people
* Interests beyond teaching/school
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**Job Description**

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| **Post Title:** | Core Responsibilities of a Classroom Teacher |
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| **Purpose:** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/ Form Tutor
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
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| **Reporting to:** | Director of Learning |
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| **Responsible for:** | The provision of a full learning experience and support for students. |
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| **Liaising with:** | Head/Deputies, teaching/support staff, LEA representatives, external agencies and parents. |
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| **Working Time:** | 195 days per year. Full-time |
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| **Salary/Grade:** | MPS |
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| **Disclosure level** | Enhanced which includes barred list information |
| **MAIN (CORE) DUTIES** |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
* To contribute to the Curriculum Area and department’s development plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute to the whole school’s planning activities.
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| **Curriculum Provision:** | To assist the Director of Learning, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. |
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| **Curriculum Development:** | To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s mission and strategic objectives. |
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| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
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| **Quality Assurance:** | * To help to implement school quality procedures and to adhere to them.
* To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
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| **Management Information:** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for the College MIS system, registers, etc.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.
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| **Communications:** | * To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
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| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as open evenings, parents evenings, review days and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.
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| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
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| **Pastoral System:** | * To be a Form Tutor to an assigned group of students.
* To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
* To carry out a range of appropriate activities during tutor group sessions.
* To liaise with the relevant Learning Coordinator to ensure the implementation of the school’s Pastoral System.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
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|  | * To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
* To contribute to the preparation of Action Plans and progress files and other reports.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
* To contribute to citizenship and enterprise according to school policy
* To apply the behaviour management systems so that effective learning can take place.
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| **Teaching:** | * To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, Literacy, Numeracy and Business and Enterprise are reflected in the teaching/learning experience of students
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for students which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.
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| **Other Specific Duties**: |
| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* To support the school in meeting its legal requirements for worship.
* To promote actively the school’s corporate policies.
* To continue personal development as agreed.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCB not mentioned in the above.

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 a manager to undertake work of a similar level that is not specified in this job description.Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |

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| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

**Safeguarding Statement**

The following statement is attached to job adverts and application forms:

*“To protect the public, the post for which application is being made is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. It is not, therefore, in any way contrary to the Act to reveal any information you may have concerning convictions which would otherwise be considered as “spent” in relation to this application and which you consider relevant to the applicant’s suitability for employment. Any such information will be kept in strictest confidence, and used only in consideration of the suitability of this applicant for a position where such an exemption is appropriate.*

*This reference should be treated in confidence within Eden Learning Trust, however please be aware that if the applicant makes a subject Access request under section 7(3) of the DPA 1998 we may have to disclose the contents of the reference.”*

**Eden Learning Trust**

**Safeguarding Recruitment Statement**

***Applicants are advised that:***

* When applying, you must provide a full employment history, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers.
* Eden Learning Trust reserves the right to contact your present employer and any previous employer.
* Employers will be asked about disciplinary offences, including those which have expired.
* The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice.
* If successful in the selection process, you should be aware that you will be required to undergo a check carried out by the Criminal Records Bureau to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter.
* An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position, i.e. classified as working with children. (Criminal Justice and Court Services Act 2000).
* Confirmation of your identity will be undertaken through the production of birth certificate / marriage or divorce certificate / passport, and educational / professional qualifications will be verified.
* The Eden Learning Trust will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.
* Preliminary interviews will be used to ensure applicants have a full understanding of the requirements of the job and its difficulties; young people may be involved in the selection process.

A probationary period of six months is standard practice for all new appointments to the Eden Learning Trust.