HURSTMERE
SCHOOL

TEACHER OF SCIENCE
VACANCY INFORMATION PACK

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LETTER FROM THE PRINCIPAL

Hurstmere School

Hurst Road
Sidcup Kent
DA15 9AW
Telephone:
020 8300 5665
Facsimile:
020 8300 2039

13 March 2024

Dear Prospective Applicant

Thank you for your interest in joining Hurstmere School.

Our school is a popular, non-selective secondary academy for boys aged 11 – 16, serving the local community of Sidcup. Hurstmere School is a special place, with a strong sense of community and a determination to succeed in all that we do.

Our vision is for our pupils to 'Believe and Achieve'; to be the best that they can be. By promoting high aspiration and fostering a confident, self-belief that with hard work and determination, there are no boundaries to what they can achieve.

Hurstmere offers a supportive and inclusive environment that celebrates and welcomes diversity. We expect everyone to have the highest expectations of themselves and of each other. Our pupils are expected to be ready to learn, to work hard and to celebrate their own and each other's achievements.

We have staff who are devoted to providing the best education and pastoral care possible, and pupils of whom we are extremely proud; this mix creates a school that is a pleasure to work and learn in.

We are committed to a strong home-school partnership and believe the whole community can contribute to the progress of our pupils as they journey through Hurstmere School, to Sixth Form, apprenticeships, university, the workplace and beyond.

I look forward to welcoming you to Hurstmere School and working with you to ensure the very best learning experiences for the young people in our care.

Lynn Bennett

Lynn Bennett
Principal

Principal: Lynn Bennett BSc(Hons), MA
Email: info@hurstmere.org.uk
Website: www.hurstmere.org.uk
Hurstmere School a Company limited by guarantee registered in England and Wales (Company Number 07654127)
Registered office: Hurst Road, Sidcup, Kent DA15 9AW (the "Academy Trust").

ABOUT US

Hurstmere School is a popular non-selective secondary academy for boys aged 11 – 16, situated in Sidcup, a district in the borough of Bexley.

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is known, cared for, and valued for the contribution they make.

We aim to provide the very best educational experience for every single one of our pupils.

We work hard to provide this by:

- Having the highest academic standards and expectations for all our pupils, which celebrates success and promotes aspiration, so that pupils exceed their potential.
- Firing pupils' imaginations which fosters self-belief, resilience, and the ability to learn from failure.
- Providing a wide range of learning opportunities in and outside of the classroom for pupils to learn in a safe, supportive, creative, and happy environment.
- Working with a range of educational and supportive bodies to provide the best education and pastoral care possible, so all pupils believe and achieve, as well as looking after pupil's mental health and wellbeing.

We believe that it is essential that school is a challenging, inspirational, and transformational experience. We also believe that it must support parents in providing a moral framework for learners to live their lives by and that pupils perform to their best abilities when they feel supported, confident, and happy.

We are enormously proud of our academic, sporting, and cultural successes; however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

In addition to academic success, we also place extremely high value on the development of character; responsibility, ambition, honesty, confidence, compassion, and courage. This is targeted through a wide range of Learning for Life and extra-curricular opportunities, in tandem with the regular school curriculum.

OUR MISSION

Inspires us to go the extra mile every day to ensure our pupils 'Believe and Achieve'; to be the best that they can be.

OUR VISION

Is for our pupils to have high aspiration and confident self-belief, that with hard work and determination, there are no boundaries to what they can achieve; that our pupils believe in themselves and achieve their full potential.

OUR VALUES

Respect
Treating each other with dignity, courtesy, and respect; celebrating and welcoming diversity.

Teamwork
Creating an outstanding school community where we delight in learning, achieving, and growing together, working as a team.

Resilience
Resilience to face disappointment, learning from failure and adapting to change.

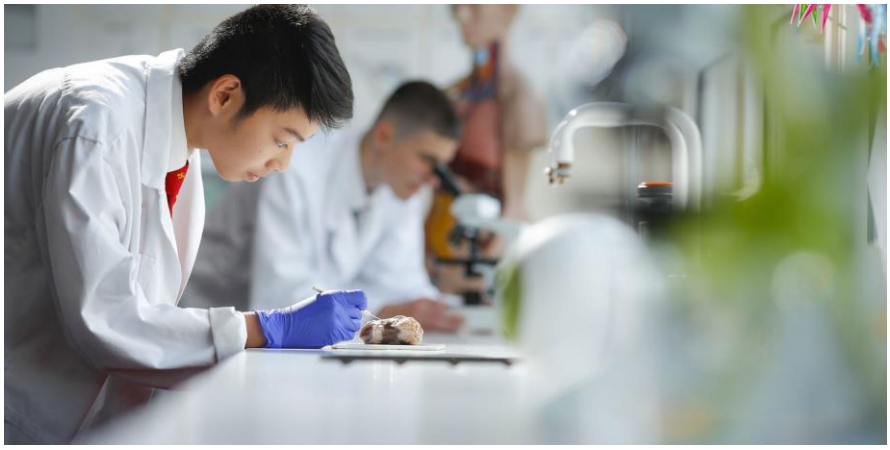
Ambition
To be passionate in our desire and determination to achieve success and exceed our potential.

Integrity
Acting with integrity and honesty so that challenges can be met whilst encouraging responsible decision making.

Leadership
Empowering pupils to work in partnership with each other, staff and with the wider school community.

Self-Belief
Where self-belief is nurtured, encouraging strength of character and a belief in our ability to be the best we can be.

The School has a large site with dedicated areas for each subject, including science laboratories, spacious technology workshops, computer suites and superb sports facilities.



Our commitment to learning is initiated on our growth mind set 'can do' culture. At Hurstmere School, achievement for ALL pupils through a rounded and inclusive approach is paramount. Pupils with special educational needs are empowered to and encouraged to succeed and reach their true potential.

Hurstmere School hosts the School Games programme for the whole of the borough of Bexley, having recently agreed to a request by the Youth Sports Trust to add the Northern half of the borough to our very successful and long-established School Games Network. The School Games is used to drive whole school improvement, supporting schools to develop cross curricular links, increase physical activity, and develop young people's personal and social skills, general well-being and raising standards across the school.

WHY WORK AT HURSTMERE?

Hurstmere School wants to recruit staff who possess a range of qualities, with positivity and enthusiasm high on the list. The staff at Hurstmere are keen to make a difference to each and every pupil by providing the building blocks that they need to raise their achievement and enhance their school experience. New members of staff will work alongside like-minded staff who are ambitious for themselves and our pupils and dedicated to delivering an excellent education.

SPORTS

Hurstmere has been placed in the top 5% of sports schools in the country. Hurstmere was awarded 143rd best sports school out of over 5,000 schools.

STUDIO FIX

Studio Fix is Hurstmere School's own bespoke record label where pupils are mentored in song writing and music production in the school's state of the art recording studio. The project has now been running successfully for 12 years which has seen many highlights including performances at the Royal Albert Hall, The GLC, bands touring with Madness and fund raising charity singles. Over 400 original songs have been written so far with well over 100K plays on various social media platforms.

End2End TV

Hurstmere is the only school that has a TV Production Company working in partnership with them based on site, working inside the curriculum in this way.

OUR EXTRA-CURRICULAR OFFER

At Hurstmere we believe that learning goes well beyond the classroom. We encourage every pupil to take part in extra-curricular enrichment activities and we are proud to offer an extensive range of clubs, trips and activities that are accessible to all. Our in-school and local offer spans from Bee Keeping to Lego club to our nationally successful football teams. Our trip programme includes various worldwide trips including our USA Skiing, Iceland, and Paris trips.

SAFEGUARDING & SAFER RECRUITMENT

Hurstmere School is committed to maintaining a safe and secure environment for all pupils and a "culture of vigilance" to safeguard and protect all in its care. At Hurstmere School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

Our safeguarding policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

Our safeguarding policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Furthermore, the school will follow the procedures set out by Bexley Safeguarding Partnership for Children and Young People: Bexley S.H.I.E.L.D: Effective Support for Children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

EQUAL OPPORTUNITIES

Hurstmere School is committed to equality and diversity in employment practice and service delivery and expects employees to comply with our values of promoting equality and diversity, treating colleagues and service users with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the school and potentially constitutes misconduct.

Guaranteed Interview Scheme for Applicants with Disabilities

As part of our commitment to equalities and diversity, we aim to ensure that applicants are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We guarantee an interview to any disabled applicant whose application meets the minimum essential criteria for the post. We are also committed to making **Reasonable Adjustments** to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their abilities and skills.

JOB DESCRIPTION

Job Description for: Teacher of Science

Post: Subject Teacher

Accountable to: Curriculum Leader

All staff at Hurstmere School are expected to:

- actively contribute to the School's culture and ethos of high ambition and achievement;
- live our common values of Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief;
- make a commitment to achieving the highest possible standards in all areas of their work;
- uphold the staff charter;
- be committed to maintaining a safe and secure environment for all pupils and a "culture of vigilance" to safeguard and protect all in the School's care.

Core Purpose

To make the education of pupils their first concern ensuring delivery of high-quality teaching and learning.

Accountable for achieving the highest possible standards in work and conduct through strong up-to-date subject knowledge.

To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

Specific Responsibilities

A. High quality delivery of the department's Curriculum Plans with the support of, and under the direction of the Curriculum Leader or line manager – to:

- Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum
- Analyse and interpret relevant school data relating to their own teaching groups to inform planning and delivery to maximise pupil achievement
- Liaise with staff and parents to provide maximum support ensuring continuity of provision within their teaching groups
- Consider the views of both pupils and parents and respond appropriately.

B. Teaching and learning – to:

- Adhere to the DfE Teachers' Standards Part 1: Teaching
- Plan and deliver challenging lessons to all pupils appropriate to their needs
- Set tasks which challenge pupils and ensure high levels of interest
- Set appropriate and demanding expectations
- Set challenging expectations and clear targets for pupils in their teaching groups

- Support the identification of, and provision for all pupils including the high prior attainers, the more able, the disadvantaged pupils and those with additional educational needs
- Provide clear structures for lessons, maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of the department's learning journeys
- Ensure effective teaching and best use of available time
- Encourage good practice with regards to attitudes to learning by promoting the school's 'Are you ready to learn?' policy and maintaining discipline in accordance to the school's Positive Behaviour for Learning policy
- Evaluate own teaching critically to improve effectiveness and to guide future improvements
- Ensure the effective and efficient deployment of classroom support
- Encourage pupils to think and talk about their learning, develop independence, self-control and resilience
- Liaise effectively with staff to ensure the successful transition of pupils through the school
- Actively engage in meetings, discussions and school processes as necessary to contribute to the work of the school as a whole.

C. Monitoring, Assessment, Recording and Reporting – to:

- Assess and monitor how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Undertake assessment of pupils
- Mark and provide feedback on pupils' work and to set targets for progress
- Assess, record and monitor pupils' progress systematically
- Recognise the level at which the pupils are achieving to inform future planning
- Prepare and present informative reports to parents.

D. Relationships with staff – to:

- Achieve professional working relationships with all staff
- Provide regular information to Curriculum Leaders and other postholders in the department on pupil progress

E. Effective deployment of staff and resources – to:

- Maintain and develop teaching resources and monitor their effectiveness in meeting lesson objectives
- Manage the work of support staff within the classroom to maximise pupil engagement and progress

F. General – to:

- Adhere to the DfE Teachers' Standards Part 2: Personal and Professional Conduct
- To play a full part in the life of the school community and support its ethos, values and aims
- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.

Post Threshold – UPS1

In addition to the above requirements, a Post Threshold UPS1 teacher, will consistently demonstrate competency in the areas below:

Teaching

- Their Quality of Teaching will be predominantly evaluated as at least secure

School Culture

- Model school values
- Follow policy and procedures
- Support the school ethos
- Manage your work/life balance
- Lead by example
- Be creative
- Embrace and support change
- Inspire others

Professional Development

- Accept and act on feedback
- Evaluate learning
- Engage with pedagogy
- Be able to prioritise
- Communicate appropriately and effectively
- Be able and willing to lead on a project
- Impact positively on other members of the school community
- Be able and willing to model outstanding practice to others

Post Threshold – UPS2/3

In addition to the above requirements, a Post Threshold UPS2/3 Teacher will:

- Have their Quality of Teaching predominantly evaluated as excellent, and never below secure
- Contribute to the professional development of colleagues through coaching and mentoring
- Contribute to implementing workplace policies and practice and promoting collective responsibility for their implementation
- Have a more developed knowledge and understanding of their curriculum area and related pedagogy including how learning progresses within them.
- Have a positive impact on standards beyond their own classroom
- Have a positive impact on other members of the School community
- Take care of their own emotional well-being and that of others

Please note that the above tasks are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties and the post holder will be expected to undertake other duties considered commensurate with the role.

Duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of Hurstmere School will be expected to comply with GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above, the post holder must be committed to safeguarding and promoting the welfare of children and young people.

Review and Amendment

This job description should be seen as enabling rather than restrictive and will be subject to regular review. As such:

- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

- This job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title and in order for the school to meet its statutory and general obligations regarding service provision.

This job description will be reviewed during the summer term 2024.

Principal: .....

Member of Staff: .....

Date: .....

This job description may be amended at any time following consultation between the Governing Board and the post holder.

PERSON SPECIFICATION FOR THE POST OF
TEACHER OF SCIENCE
HURSTMERE SCHOOL

CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
Education and Training			
Educated to Degree level or equivalent	✓		App/Cert
Teaching qualifications	✓		App/Cert
Evidence of participation in external professional development within the last 3 years		✓	App/Int
Experience			
Evidence of successful teaching in a mainstream school (11 to 16) across ability range		✓	App
Full-time professional teacher experience		✓	App
Experience of the role of a form tutor		✓	App
Aptitudes (Abilities and Skills)			
A secure knowledge and understanding of the concepts and skills essential for success for pupils in Science	✓		Int/Ref
A secure subject knowledge for teaching Science at KS3 & KS4	✓		App/Int/Ref
Good understanding of assessment for learning.	✓		Int/Ref
The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom.	✓		Int/Ref
The ability to plan for progression in learning using intervention as necessary.	✓		Int/Ref
The ability to establish a safe and purposeful working atmosphere that supports learning and in which pupils feel secure and confident.	✓		Int/Ref
Willing to learn new skills.	✓		Int/Ref
Prepared to undergo further training.	✓		Int/Ref
Good communication skills, orally and in writing.	✓		Int/Ref
Able to relate and interact with young people.	✓		Int/Ref
Good interpersonal skills and able to work in a team.	✓		Int/Ref
Ability to work to deadlines.	✓		Int/Ref
Good organisational and administrative skills.	✓		Int/Ref
ICT literate.	✓		App
Ability to speak English with confidence and accuracy, using accurate sentence structure and vocabulary.	✓		Int
Ability to choose the right kind of English vocabulary for the situation in hand without a great deal of hesitation.	✓		Int
Experience of teaching the reformed GCSE specifications.	✓		App/Int
Experience of being an examiner/moderator.		✓	App/Int

Additional Requirements			
Personal commitment.	✓		App/Int
Prepared to take responsibility and use initiative.	✓		Int
Calm and able to manage difficult situations.	✓		Int
Energy and enthusiasm.	✓		Int
Willingness to contribute to the wider life of the school.	✓		App/Int
Reliable and punctual.	✓		App
Good health record.	✓		Int

A=Application I=Interview R=Reference C=Certificate

Hurstmere School is committed to maintaining a safe and secure environment for all pupils and a "culture of vigilance" to safeguard and protect all in its care. There are policies and procedures in place, including safer recruitment procedures. All staff and volunteers are expected to uphold this safeguarding commitment. Offers of employment are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and other employment checks.

Please note: This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. Hurstmere School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

HOW TO APPLY

To apply, complete the enclosed application form and email to info@hurstmere.org.uk. Alternatively, paper applications can be sent to Hurstmere School, Hurst Road, Sidcup, Kent DA15 9AW. CVs will not be accepted.

Visits to the school are strongly encouraged and can be arranged by contacting the School on 020 8300 5665 or at info@hurstmere.org.uk.

The closing date for receipt of applications 12/04/24 at 12 noon. Interviews will be held upon successful application.

WHAT WILL HAPPEN IF YOU ARE SHORTLISTED FOR INTERVIEW?

If you are shortlisted for interview, you will be notified of this via phone and/or email. Emails will be sent to the email address provided on your application form.

REFERENCES

References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our on-going commitment to Safer Recruitment practices.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

SELF-DISCLOSURE

The Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975 (Amended) (England and Wales) Order 2013 recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits. Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, applicants shortlisted for interview will be provided with a self-disclosure form which must be completed and returned prior to interview.

Information obtained through the self-disclosure process will be used to inform the overall assessment of an individual's suitability for the role.

Disclosure forms will only be accessed by those who need to see it as part of the recruitment process and will be stored securely and only for as long as necessary. Disclosure forms of unsuccessful candidates will be destroyed.

Please note: applicants do not need to declare any criminal record information that is 'protected' and therefore filtered under The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020). Further guidance

on whether a conviction, caution, final warning, or reprimand is eligible to be filtered can be found at: https://www.gov.uk/government/publications/dbs-filtering-guidance .

ONLINE SEARCHES

Online searches will be undertaken on shortlisted applicants to review publicly available information that would either harm the reputation of the school or make an applicant unsuitable to work with children. Information that causes concern will be explored with the applicant at interview.

IDENTITY AND RIGHT TO WORK

We are required to check that a job applicant is allowed to work in the UK before we employ them. You will therefore be required to provide evidence of your identity and right to work in the UK at interview.

QUALIFICATIONS

Candidates will be asked to provide evidence of qualifications relevant to the role, and in accordance with the Person Specification at interview.

WHAT WILL HAPPEN IF YOU ARE OFFERED THE ROLE?

Any offer of employment will be subject to clearance of appropriate vetting checks in accordance with Keeping Children Safe in Education 2022.

DISCLOSURE AND BARRING SERVICE CERTIFICATE

You will be asked to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

OVERSEAS CHECKS

Individuals who have been a resident overseas for three months or more within the past five years or were resident overseas prior to the past five years and working with children or young people or were born overseas will be asked to apply for an overseas criminal record check and a "Letter of Professional Conduct" from the professional regulating authority in the country (or countries) in which they qualified/worked. The application process for criminal records checks or 'Letters of Professional Conduct' varies from country to country. The Home Office provides guidance on applying for criminal records checks for overseas applicants.
We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you have successfully completed a period of teacher induction;
- Whether you are prohibited from working in the teaching profession;
- Whether you are subject to disciplinary sanctions from the GTCE;

- Whether you are subject to a Section 128 direction made by the Secretary of State for Education, if relevant. Such a direction prohibits or restricts a person from taking part in the management of any independent school (including academies and free schools);

- Your Qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, if relevant; and

- That you are medically fit to undertake the role.

FALSE INFORMATION

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

DATA PROTECTION

Our privacy notice explains how and why we collect and use Personal Data about our members of staff (hereafter referred to as "you" or "your") before, during and after your working relationship with the School, what we do with such Personal Data and what rights you have in relation to the use of such Personal Data, that is, in accordance with the GDPR.

Our Privacy Notice is available at:
https://www.hurstmere.org.uk/169/key-information/category/19/policies