



Teacher of Science

MPS/UPS

Full time

Temporary, maternity cover contract to start 24 February 2025 or as soon as possible thereafter.

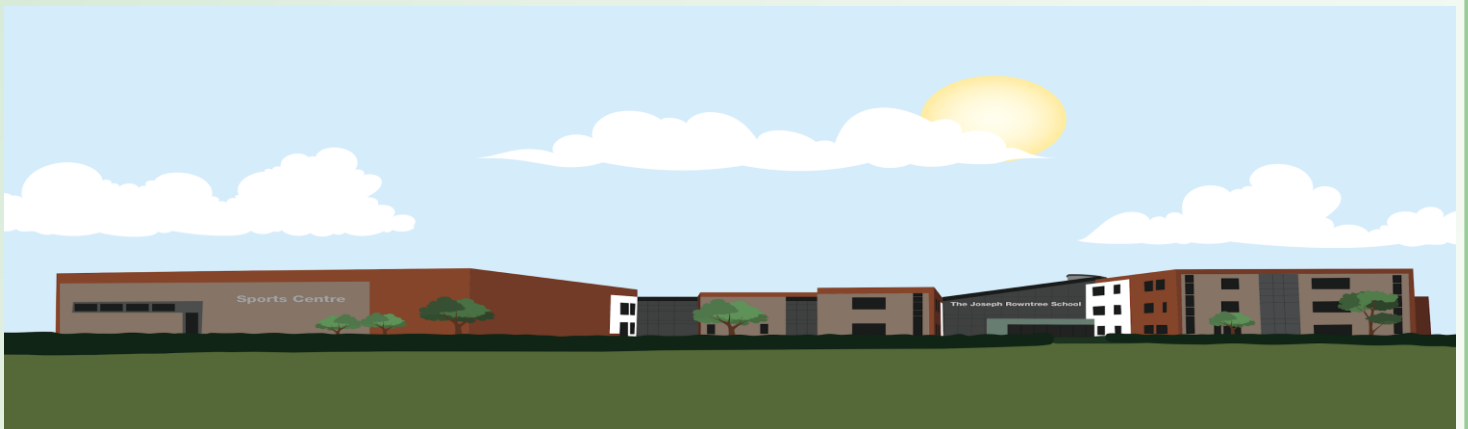
Expected return date of incumbent February 2026

Closing Date: Wednesday 4 December 2024 at 12 midnight

Interview Date: Wednesday 11 December 2024

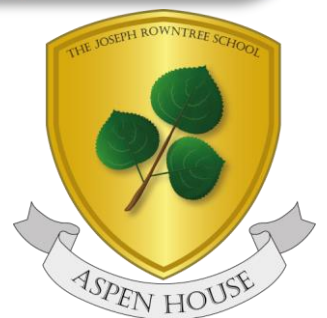
School website - www.josephrowntreeschool.co.uk

School email - contact@josephrowntree.york.sch.uk





The
**Joseph
Rowntree School**
the right school to grow in



Dear Prospective Applicant

Welcome to the Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

General Information

We are a successful 11-18 comprehensive school of 1275 students, with 170 students in the sixth form. Our modern buildings and state of the art facilities provide an excellent learning environment and our talented and dedicated team of staff are wholly committed to the school and its students. We offer a broad curriculum which enables students to develop knowledge and skills that lead to important qualifications and the nurturing of talents.

Our extensive range of extra-curricular activities develops skills, interests, relationships and an enjoyment of school life. We are a school community where students are happy, safe and develop into well-rounded individuals. Integral to our focus on achievement and creativity, is a strong guidance and pastoral care system; this ensures that students are valued and supported well.

In October 2022, the school was judged to be 'Good' by Ofsted. We were pleased that Ofsted reported so positively on many aspects of the work we do with our students, particularly how well they are supported in school, the ambitious curriculum they access and how they feel safe and happy here. We are proud of our successes but are ambitious for the future. We continue to strive to develop the very best education for our students

Origins

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

Grounds and Buildings

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

The Educational Context

The school is part of the City of York Councils education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents/carers. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools.

Our Students

Our students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 16% of students receive free school meals (26% disadvantaged) and there are 202 on the SEN register (EHCP, M & K), 49 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hardworking and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

Our Staff

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Our staff work hard and there is a genuine commitment to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school.

Organisation

The school's academic structure is based on departments. Guidance and welfare is based on a Year Group system. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

Curriculum

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra-curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. We continue to value all subjects equally, notwithstanding a particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have had an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible, in order to match their needs.

In Conclusion

The Joseph Rowntree School is a hard-working school community with a high level of cohesion and mutual support. We have high expectations of our students, both in terms of their behaviour and their studies. Our students are treated with respect and care and are expected to treat their staff the same in return. Relationships are good.

We always seek to appoint highly skilled and reflective members of staff. You will need to be enthusiastic, hardworking and committed to delivering high standards in your role. You should like and understand children and be prepared to go the extra mile to help them succeed.

Application information

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. Please email your completed application to Rachel Walton, Headteachers P.A./Senior HR Administrator - raw@josephrowntreeschool.co.uk

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

David Hewitt

Headteacher

Important Information

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above)

School Policies can be found on our School website or by following the link below. The School's Child Protection Policy should be read by candidates who are intending on applying for a post at The Joseph Rowntree School.

https://www.josephrowntree.co.uk/docs/school_policies/Child_Protection_and_Safeguarding_Policy.pdf

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

References

It is important that you give details for valid referees otherwise there may be a delay in confirming your appointment, should you be successful.

Please ensure that you provide the full details for two people who can comment on your suitability for the post. These people should be:

1. Your present employer, one of which should be your current Headteacher, or, if unemployed, your last employer, including your last Headteacher; AND
2. Your former employer i.e. your employer prior to your present or last employer; OR
3. If you haven't been employed before or you have only one former employer, you may use, if they consent, the details of:
 - (a) Your current or former teacher, lecturer or tutor
 - (b) Some other person of a "profession" who can comment on your suitability for the role e.g. policeman, doctor, solicitor etc.

You cannot use a family member or a friend as a referee. This applies even if you work for a family member. All referees must be over 18 years old.

Please seek an alternative referee if you cannot comply with the above requirements. Contact us if you are unsure.

References may be taken up prior to interview for posts within schools. If you have any objection to references being taken up at this point please make the Recruiting Manager aware of this.

Confirmation of the offer of employment will be subject to satisfactory pre-employment checks including references.

Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request

<https://www.josephrowntree.co.uk/Policies/>

Person Specification - Teacher of Science

Attributes	Essential	Desirable	How Identified
Qualifications	<p>QTS status</p> <p>Qualification to the equivalent of degree level in Science</p>	Further relevant qualification in Science	Evidence of paper qualifications
Work related experience and associated skills	<p>Knowledge and understanding of Science at KS3, KS4, and A' level - of strategies that improve understanding.</p> <p>Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students.</p> <p>Ability to encourage and maintain a good standard of discipline through well focused teaching, positive relationships and good classroom management</p> <p>Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students.</p> <p>Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons.</p> <p>Ability to reflect on own practice.</p> <p>Ability to differentiate tasks appropriately.</p>	Ability to use research evidence to inform and improve teaching	<p>Application letter will have paragraph on how experience fits person specification</p> <p>Evidence from teaching a 30 minute lesson to a class of relationships, class management, teaching and learning strategies, ability to engage students</p> <p>Interview questions on teaching and learning strategies, assessment of student work and its use and communication, and classroom management</p>
Specialist knowledge and understanding	Secure knowledge and understanding of the knowledge, concepts and skills in teaching Science.	<p>Able to make good use of ICT as a learning resource</p> <p>Knowledge of how to give positive and targeted support to students with special educational needs</p>	<p>Application letter will have paragraph on how experience fits person specification</p> <p>Interview questions will test specialist knowledge</p>

Attributes	Essential	Desirable	How Identified
Personal skills and attributes	<p>Determination to encourage the highest quality of learning experience for all students</p> <p>A commitment to equal opportunities</p> <p>Ability to establish good and productive working relationships, and work well in a team</p> <p>Ability to communicate effectively to staff, students, parents, orally and in writing</p> <p>Ability to meet deadlines</p> <p>Able to empathise with young people and yet be firm, fair and consistent when dealing with them</p> <p>Excellent attendance and punctuality</p> <p>Ability to work in and to lead a team</p> <p>Enthusiasm, personal dynamism, and stamina</p> <p>Sense of humour and perspective</p> <p>Ambition</p> <p>Personal presence</p>	<p>Ability and willingness to offer extra-curricular activities.</p>	<p>Evidence from the taught lesson of enthusiasm, empathy with young people, communication</p> <p>Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons</p> <p>Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication</p> <p>Evidence from references will reflect school's request for comments on personal skills and attributes</p>



TEACHING POST - JOB DESCRIPTION

Duties and responsibilities

The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:-

Teaching

- Planning and preparing courses and lessons;
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the students in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of students.

Other Activities

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
- Making records of and reports on the personal and social needs of students except in instances where to do so might be regarded as compromising a teacher's own position;
- Communicating and consulting with the parents of students;
- Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
- Participating in meetings arranged for any of the purposes described above.

Assessments and Reports

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students except in instances where to do so might be regarded as compromising a teacher's own position.

Staff Development/Training/Reviews/Meetings

- Participating, if required, in any scheme of staff development and performance review.
- Reviewing from time to time his/her methods of teaching and programmes of work;
- Participating in arrangements for his/her further training and professional development as a teacher.
- Advising and co-operating with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

- Maintaining good order and discipline among students in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Participating in meetings at the school which relate to the curriculum for the school or the Administration or organisation of the school, including pastoral arrangements.
- Supervising and teaching any students whose teacher is not available provided that a teacher (other than a supply teacher) shall not be required to provide such cover after the first day on which a teacher is absent.
- Supervising and teaching any students whose teacher is not available in the case of emergency cover where less than 1 days' notice was known to and agreed by the Headteacher in advance.

Public Examinations

- Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examination.

Management

- Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers.
- Co-ordinating or managing the work of other teachers.
- Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Administration

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Attending assemblies.
- Registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.

Working Time

- A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation.
- A teacher, other than a teacher employed in a residential establishment, shall be available to:
- Perform such duties at such times and such places as may reasonably be specified by the Headteacher, for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work.
- Unless employed under a separate contract as a midday supervisor, a teacher shall not be required to undertake midday supervision.



The Science Department

We have thirteen Science teachers, with a good range of specialisms and two technical support staff, in this highly successful and supportive team.

We have four fully serviced science laboratories, four 'studios' with services at the side and front of the room, two fully serviced sixth form laboratories and two standard teaching classrooms. All laboratories are well equipped and have static fume cupboards. We have two sets of Chromebooks which are bookable and staff are encouraged to make use of them frequently. Staff are encouraged to use the break out spaces in the Department and the wider arena of the whole School to deliver interesting and engaging lessons. There are two prep rooms and a departmental work room.

In Year 7 (6 lessons in a 50 period fortnight) the teaching groups are of mixed ability, but there is flexible grouping across half-year groups in Year 8 (6 lessons in a 50 period fortnight) and Year 9 (6 lessons in a 50 period fortnight). Students in KS3 are given zones to assist in assessing them without levels and then there is a comprehensive data tracking and target setting system in place at KS4. Performance against targets is closely monitored and fed back to students and parents.

In KS4 all students follow the AQA Combined Science (Trilogy) or Separate Sciences specification. We have strong and comprehensive in house schemes of work for the course that all teachers are expected to use and contribute to. All GCSE classes are taught by three subject specialists and have 10 teaching periods per fortnight (9 in Y10). KS4 students are assessed on a half-termly basis through cumulative testing and results are centrally recorded to allow for adjustments in setting and academic interventions to be carried out consistently. In 2022, 66% of students gained grade 4 or above in Science and 45% gained grade 5 or above.

A level courses are offered in Biology, Chemistry and Physics, all of which are under the AQA examination board and an Applied Science Course too. There is a good uptake onto these courses, both from students in our own Year 11 and those from other local schools. The department has a good record for results at AS and A2. As with the Key Stage 3 and our GCSE courses, we have written our own in house schemes of work for teachers to use at A level, which we develop as a team during the course of a teaching year. We are well equipped to be able to offer a full range of practical work to our A level students, both in terms of the compulsory practical's that must take place and wider practical work to help embed key understanding. Outcomes in sixth form are strong and many students go on to follow science based courses at University.

There is a very strong team ethos, teaching is good consistently across the Department and staff share ideas and work together effectively to ensure progress of students is good. Department meetings are held on a regular basis and staff also get involved in whole school projects such as teaching and learning and literacy support. Separate subject meetings are also held regularly.

This is an opportunity to join a highly successful and progressive Department.

Good luck with your application.



School Ethos and Values

- **R**espect all members of our community
- **O**vercome obstacles to success
- **W**ork together collaboratively
- **N**urture talent
- **T**each and learn through inspiration
- **R**ecognise excellence
- **E**mbrace diversity
- **E**ncourage wellbeing