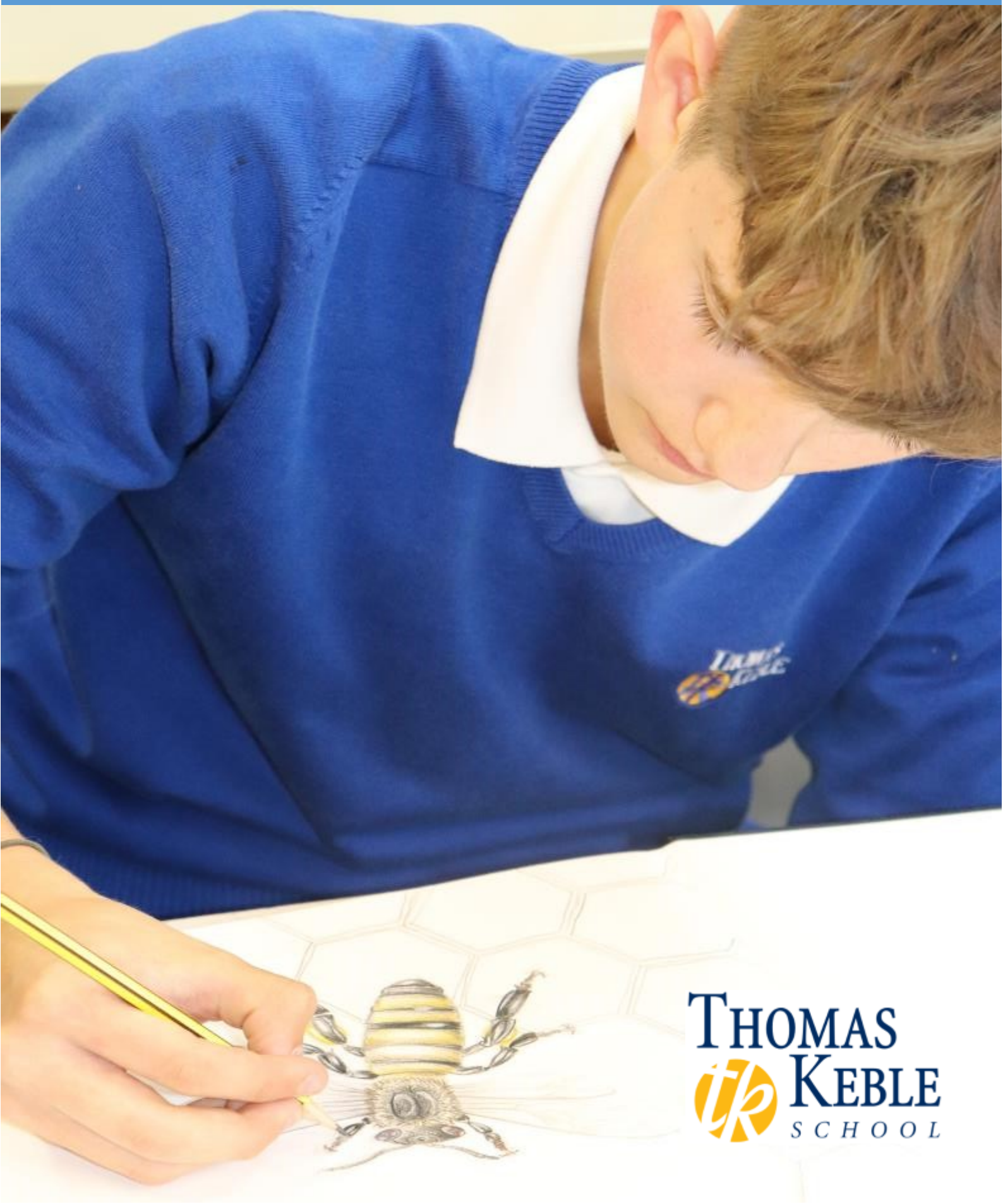
Teacher of Science (fixed term contract to 31st December 2023)

Part time or Full time

Applicant Pack



THOMAS KEBLE SCHOOL



Thank you for your interest in our vacancy for Teacher of Science (maternity leave)

I hope this pack, will help you to decide that Thomas Keble is community you want to join, in order to make an invaluable contribution to the life chances of the students within our community. I would encourage you to visit our school website at: www.thomaskeble.gloucs.sch.uk to find out more about what we do and why we do it. This is a very rare opportunity to join a strong and dynamic Science department with a strong reputation that extends beyond the school.

Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via recruitment@thomaskeble.gloucs.sch.uk. She will be happy to assist .

As a school, we are fortunate to attract staff who are fully committed to delivering our inclusive ethos. We work hard and go the extra mile to ensure our students achieve the very highest outcomes, regardless of ability. In return, our staff are empowered to work within their area of specialism in a way that best supports learning within that subject. We aim to ensure that energy is directed in the best possible way, to promote effective learning. Our approach is personalised to each student and we recognise that this personalisation must be extended to individual subject areas to allow staff the flexibility to instill their passion for their subjects to our students. This post is suitable for Early Career Teachers.

As a staff, we are consistent in our approaches and expectations through reference to our behaviour and discipline codes, with the aim of freeing up staff to focus on their craft. As a result, our student behaviour is recognised as extremely positive with children who are keen to learn.

> ***" Staff know pupils well and provide them with support that is appropriate to their individual learning and emotional needs. Relationships between teachers and pupils are characterized by trust and respect." (OFSTED January 2018.)***

In this pack, you will find a job description and a copy of the person specification for the post.

If you feel Thomas Keble is the right school for you for that next career step, please complete the following by the deadline of 12 noon on Friday 2nd December 2022

- The Thomas Keble Application form (available from the links within the advert).
- A statements of support (contained within the application form) outlining your suitability for the post and how your experience to date has prepared you for the requirements of the person specification.

I look forward to reading your application.

Steve Shaw: Headteacher - Thomas Keble School

Thomas Keble School's Purpose is…

To inspire learners to achieve more than they think is possible

Thomas Keble School's Principles

"At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra -curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults."

Thomas Keble School's Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect
Excellence
Ambition
Compassion
Honesty

Thomas Keble students will:

- Experience a rich and broad curriculum and be encouraged to be lifelong learners
- Achieve the highest possible standards
- Become responsible members of the 21st century world community
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values
- Develop the technological skills needed for the 21st century

Strategic Success Measures 2021 -2026

- Our headline Key Stage 4 national success measures will place us in the top 10% of comparable schools based on student outcomes.
- Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.
- Our Key Stage 3 students will benefit from high quality feedback and assessment that will support them to make progress above the level one might expect and our assessment processes will enable us to intervene in a timely way, to support where needed.
- Our teaching & learning strategies will be developed by high quality, research and evidence-based CPD and this will enhance the quality first teaching that underpins our approach.
- We will have a school where our values of respect, excellence, ambitions, compassion and honesty permeate everything we do.

Thomas Keble Curriculum Statement

This statement deliberately does not seek to identify the skills required by a '21st century learner' or to second-guess the qualities that employers of the future will be seeking in our young people. Our aims are no less ambitious but, we hope, more realistic: to ensure all students gain the skills and confidence to become effective and resilient learners within a mutually respectful community that is caring and supportive of its members and considerate of the diversities of society more widely. Through such an approach, we aspire to encourage our learners to be adaptable to the evolving challenges of the 21st Century.

At Thomas Keble, we recognise that embedding effective curricular development takes time. We are therefore determined not to be distracted by external accountability pressures and attempts to 'play the system'. Instead, we are committed to retaining a broad and balanced curriculum with equality of access for all; and to reviewing research into effective learning and its pedagogical implications. From this, we adjust our approaches in order to maximise their effectiveness. Our approach is to tweak what we know works, rather than embark on a series of fragmented initiatives.

We recognise that each subject is unique. For this reason, Heads of Department, as the experts in their areas, are empowered to develop and structure their curriculums with their department colleagues. Our Trustees supported us in creating significantly more time for CPD. Our resulting subject Teaching and Learning Community (TLC) time is intended to enable departments to discuss and decide:

- **INTENT**: What elements of curriculum content they are teaching so that students can access each academic discipline and tradition.
- **IMPLEMENTATION**: When they are teaching each element so students can appreciate the relationships between them; how they are teaching each element effectively so all students can access and be engaged by the curriculum.
- **IMPACT**: How and when to assess what students know, understand and can do.

Sequences of learning across all five years should be underpinned by:

- Consistent challenge for all;
- The embedding of subject-specific skills alongside the coherent layering and spiralling of subject-specific knowledge;
- Explicit teaching of each aspect of the TK Learning Process:

Understanding – Transforming – Reviewing – Applying.

Job Description – Teacher of Science (fixed term contract to 31st December 2023)
Line Manager: Head of Science

Salary: Mainscale
Teaching Allocation: ECTs will be allocated additional non-contact time for mentoring to take place.

Main purpose of the role:

This position is open to dynamic and inspiring teachers who have a passion for delivering excellent attainment and achievement in Science and supporting a dynamic extra-curricular programme.

The successful candidate will:

- Demonstrate a passion for education and a desire to improve the life chances of all students;
- Have the ability to empower and motivate students to engage with a broad offer of extra-curricular opportunity
- Maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity

Core Purpose: The postholder will

- Assist the Head of Faculty in ensuring the highest possible standards of education through the promotion of effective teaching and learning; calling on the best research based evidence to inform pedagogical practice in the teaching of Scince
- Support the development of a comprehensive programme of extra-curricular opportunities, to foster a love of science.

Operational Responsibilities: The postholder will

- Play a key role in promoting the aims, values and ethos of Thomas Keble
- Serve as a tutor for a group of students and contribute to the delivery of our tutorial programme.

Person specification – Teacher of Science

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
Training & Qualifications	Degree. Teaching Qualification. Commitment to CPD.	**Experience of:**	Application form. Certification.
Educational Experience	Teaching across KS3 and KS4 including GCSE course Developing & implementing strategies for raising achievement for students Using evidence-based information to inform planning and teaching.	**Experience of:** Raising student achievement and adding value within specialist subject Working effectively within a team of specialists Effective liaison with parents CPD demonstrating a secure knowledge of current thinking in pedagogy and practice	Letter of application. Selection process. References.
Personal & Professional Qualities & Attributes	**Ability to:** Work in partnership with a team to achieve successful outcomes for students. Motivate, influence and empower students. Set priorities to achieve ambitious goals. Seek, and act on, feedback from others. Build & maintain effective relationships	**Experience of:** Working with other agencies to promote science and develop extra-curricular opportunity. Determination and drive to improve yourself and others. A strong team ethos and work ethic.	Letter of application. Selection process. References.
Professional Knowledge & Understanding	Effective strategies for maintaining high standards of attainment, behaviour and attendance. Principles and practice of educational inclusion, diversity and access. Developing choice and flexibility to meet the learning needs of every student.	**Experience of:** Working with other staff to secure Continuous school Improvement. Strong subject knowledge and experience	Letter of application. Selection process. References.
Personal Qualities	Flexibility. Team centred approach. Ability to work well under pressure. A passion for all things science	Ability to inspire and motivate others Aspirations beyond the post	Selection process. References.

Science Faculty Overview

"I hear and I forget; I see and I remember; I do and I understand"

Learning through practical engagement to make Science accessible for all and relevant to the world our students live in is our objective at TK.

The Science Department has been under new direction since January 2019 with changes occurring to streamline pathways and processes to further improve upon the exam successes of 2018 when over 80% of our year group achieved 2 or more sciences with grade 4 or above.

All students follow a two year KS3 course, followed by a common GCSE content KS4 course in Year 9 before KS4 pathways truly begin in Year 10. We examine with AQA and offer both Triple and Trilogy Science pathways, as well as ELC for a very small number who are working at this level.

Staffing within the department:

Our Head of Science supported by a Second in Science and a team of 5 other Science Teachers. Our Senior Technician leads a team of two other technicians to provide all practical resources for lessons across the department.

Resourcing & Facilities:

The faculty is housed in a specialist block of 5 laboratories with dedicated IT resources. In addition, separate resource storage and prep rooms enable us to deliver high quality practicals to engage students. We also benefit from a wonderful garden area containing a wildlife area; pond and a large heated greenhouse. All full time colleagues have their own teaching base.

Science priorities for 2022:

We are a forward thinking department ensuring the highest quality education is delivered to all. Making sure that students are studying pathways best suited to their interests and abilities, to enable maximum progress to be achieved over their time with us at Thomas Keble.

Focus is needed on looking to develop the use of ICT within the department to enhance teaching and learning at all levels and abilities.

Science Extra-Curricular Opportunities:

Science club runs weekly for Year 7 and 8. There is also a Gardening and Nature club that run within the school grounds as well with an Eco club being started this academic year.

Year 9 students have the option to undertake a FameLab project and presentation as a part of the Cheltenham Science Festival.

The introduction of CREST awards is also being developed for start in January 2023.

Students are also entered into competitions to enable us to extend our more able in line with The Royal Society of Biology, Chemistry and Physics.

New clubs offers are always welcome from new members of staff, especially with a STEM focus.

Applications

Applications should be submitted via Eteach. The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application. Applications must be received no later than midday on **Friday 2nd December 2022** Applications received after this date and time will not be considered.

Shortlisting

Shortlisting will be finalised on **Friday 2nd December 2022**. Applicants will be advised whether they have been shortlisted by **Monday 5th December** and interviews will be held during that same week.

Interviews

The selection process will consist of lesson delivery, discussions with relevant stakeholders and a panel interview. Candidates may be asked to undertake a practical task related to the knowledge and abilities in the Person Specification. We are intending to interview for the post during week beginning **Monday 5th December 2022.**

Notification of outcome

Shortlisted candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

Feedback

Unsuccessful shortlisted candidates will have the opportunity for professional feedback during the week following the interviews.

Taking up post

The successful candidate will take up post on **3rd January 2023 or 17th April 2023**
Should you require any additional information, please contact Amanda Oxberry, PA to the Headteacher, via email: recruitment@thomaskeble.gloucs.sch.uk

Safeguarding Statement:

Thomas Keble is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light .

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