Information for candidates

**Teacher of Science**

Salary Range

MPS1 – UPS3

£28,000 - £43685

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

Telephone: 0113 3979911

Email: recruitment@ralphthoresby.com

Headteacher: Mr Will Carr



**NQT’s are welcome to apply.**

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March 2023

Dear Candidate,

Thank you for expressing an interest in applying for the post of Teacher of Science at Ralph Thoresby School.

This is an exciting time to be joining Ralph Thoresby School. We are proud to be a successful, truly comprehensive school serving a diverse local community. RTS is a fantastic environment in which to work and study. Our innovative curriculum is implemented by a talented and cohesive group of staff. The calm and purposeful atmosphere around school is underpinned by an emphasis on restorative practice and a clear focus on staff and student well-being.

The school has repeatedly been judged good by Ofsted and we have a strong record of academic achievement, whilst ensuring that all students are well supported. Students make good progress here because, ‘the working atmosphere in classrooms is positive’ and ‘pupils take pride in their work’ (Ofsted).

The School is a mixed community school with over 1,000 students on role. Approximately 30% of our students come from ethnic minority backgrounds and we have a resource provision for physically impaired students which really adds to the positive and harmonious atmosphere around school. Our superb, modern school building further enhances the atmosphere and supports students’ learning. ‘This is a school where staff and pupils celebrate diversity and promote values of tolerance, mutual respect and care for others’ (Ofsted).

We have an excellent 6th form partnership arrangement with Lawnswood School (another good local school) and together we offer post-16 provision to rival the best in the city – ‘The quality of provision for post-16 students remains good. Students make consistently good progress over time’ (Ofsted). We are a Trust school in partnership with several of our local partner Primary schools. We have a strong relationship with the Local Authority and are also part of the highly regarded Red Kite Alliance teaching school hub, ‘Partnership working is strong’ (Ofsted).

Our school motto is ‘ambition and achievement for all’. We firmly believe in giving all students the opportunity to achieve their very best regardless of the circumstances in which they find themselves. We also have a strong emphasis on staff well-being with a professional staff coach, a staff well-being committee and a range of well attended social, sporting and fun activities. Our staff are proud to be at RTS and the team spirit is second to none.

We are excited about the future here at Ralph Thoresby and, having read the information included in this pack, I hope you feel you can play an important part and submit an application. Please also ensure that you visit our website which will give you an insight into the work of the school. I look forward to welcoming you to the school as a candidate in the near future.

Yours faithfully,



Mr Will Carr (Headteacher)

**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of Teacher of Science at Ralph Thoresby School then you should:

* Complete fully the enclosed application form, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Support your application with a covering letter detailing how your experience and qualifications fit the role of Teacher of Science.
* Submit your letter and application form via email to recruitment@ralphthoresby.com to be received by Mrs L. Hodgson, no later than 12.00 noon on 21st March 2023.

Please address all return mail to;

Mrs L Hodgson

Resources Manager

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

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**Timetable for the selection process**

* Post advertised in TES Leeds CC Bulletin: 09/03/2023
* Closing date for applications: 23/10/2023
* Short listing: 23/10/2023 onwards
* Invitation to interview by telephone: Upon shortlisting
* Reference requested: Upon shortlisting
* Selection day scheduled: 30/03/2023

**Information for Candidates**

**Post of Teacher of Science**

Science at Ralph Thoresby is taught in an innovative and engaging way where we aim to support students to both achieve strong academic results and promote their natural curiosity about the world around them. We aim to promote a love of science that carries students all the way through to their Post-16 studies with us.

**Staffing**

Our department is made up of 8 teachers of all three specialisms, one science technician and a science academic mentor. Our team is highly experienced and works in a collaborative way to support whole department planning, curriculum development and extra curricular activities. We have adapted the curriculum to meet the needs of our students and developed high quality resources to support staff with lesson delivery. Our science technician actively promotes practical activities wherever possible and ensures that our students receive an immersive experience. We are looking to further develop the capacity within our team by appointing an outstanding science teacher. The successful candidate will inspire and enthuse students whilst also working collaboratively with the rest of the science team.

**Accommodation and Resourcing**

We have 8 dedicated science laboratories where teachers are able to use interactive whiteboards for teaching alongside having a full range of practical equipment. We also have an ICT suite on the Science corridor which we are able to use to support students where appropriate. We are a well-resourced department with a range of differentiated lessons spanning from KS3-KS5. We also have a very active extra curricular programme where students have the opportunity to go on multiple trips throughout the year, have external providers deliver sessions within school and offer an after-school Science club.

**Courses and Qualifications**

All students in Years 7-9 study science for 6 hours per fortnight, and follow a programme of study developed by the science team. These units are designed to cover the essential knowledge and skills that we believe are necessary to fully equip students for their studies at Key Stage 4. We also encourage the development of practical skills through our own programme of required practical's and project based lessons.

At Key Stage 4, GCSEs are delivered from the AQA Trilogy specification. In Y10 and Y11 students have been guided towards one of two science pathways; Triple Science or Combined Science.

Post-16 students can choose to study AQA A-Level Biology or A-Level Chemistry at Ralph Thoresby, we also have a shared partnership with Lawnswood school where students are also able to study A-Level Physics or Applied Science.

This post of Teacher of Science at Ralph Thoresby offers an excellent opportunity for an enthusiastic, passionate and dedicated teacher to work within a developing team, at a very exciting time for both the school and the department

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| **Ralph Thoresby School**  |  |
| **Job Description****Job Title: Teacher of Science** |  |

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the students in their charge.Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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| **Accountable to:** | Head of Department | **Line Managing:** | N/A  |
| **Post type:** | Permanent | **Salary/Grade:** | MPS/UPS |
| **Liaising with:** | Parents/carers, school staff and students |

**Safer Recruitment Statement:***We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS)*

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| **Every member of staff is required to:** |
| * Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan
* Support and contribute to the achievement of every child’s outcomes
* Support and contribute to the safeguarding of all students
* Undertake professional development activities to enhance personal development and performance
* Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff.
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| **All teaching staff are required to:** |
| * Plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continuously enhance teaching and learning.
* Monitor student progress, keeping records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential.
* Work consistently at and beyond the professional standards set out in the *'School Teachers’ Pay and Conditions Documents'* for the level at which you are employed i.e. Core, Post Threshold or Excellent.
* Implement relevant policies, procedures and improvement plans.
* Fully participate, as requested, in the processes of self-evaluation and improvement planning.
* Fully implement all policies in relation to effective learning, student rewards and managing behaviour to ensure there is a well ordered and disciplined teaching and learning environment within their own specific learning space and across the whole school

Contribute to the safeguarding and promotion of the welfare and personal care of all students with regard to the Safeguarding and Child Protection Procedures. |
| **Teaching and Learning** |
| * Manage student learning through effective teaching in accordance with the Department’s schemes of work.
* Ensure continuity, progression and cohesiveness in all teaching.
* Use a variety of methods and approaches (including differentiation) to match the needs of each student to ensure that all students are able to access the curriculum and make at least their expected progress
* Set homework regularly (in accordance with the School homework policy) to consolidate and extend learning and encourage students to take responsibility for their own learning.
* Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
* Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
* Set clear and precise learning objectives and define criteria for success for each lesson.
* Work effectively as a member of the Department team to improve the quality of teaching and learning by contributing to the Department Improvement Plan and implementing and monitoring change.
* Implement new initiatives at school, local or national level by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
* Set high expectations for all students to deepen their knowledge and understanding and to maximise their achievement.
* Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.
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| **Monitoring, Assessment, Recording, Reporting, and Accountability** |
| * Be responsible for the processes of assessment, recording and reporting for the students in

 their charge.* Track student progress effectively, monitoring achievement against targets set and taking appropriate action to improve student outcomes.
* Assess students’ work systematically and use the results to inform future planning, teaching and curriculum development.
* Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
* Be familiar with statutory assessment and reporting procedures and present informative, helpful and accurate reports to parents.
* Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
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| **Subject Knowledge and Understanding** |
| * Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
* Keep up-to-date with research and developments in pedagogy in the relevant subject area.
* Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
* Use up-to-date technology to enhance delivery of, and student access to, the subject.
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| **Professional Standards and Development** |
| * Work in accordance with the 2012 *Teachers’ Standards*
* Be a role model to students through personal presentation and professional conduct.
* Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
* Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School’s policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
* Establish effective working relationships with professional colleagues and associate staff.
* Be courteous at all times to all colleagues and students and visitors to the school.
* Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
* Maintain a working knowledge and understanding of teachers’ professional duties as set out in the *School Teachers’ Pay and Conditions* document, and teachers’ legal liabilities and responsibilities relating to all current legislation.
* Liaise effectively with parents/carers and other agencies with responsibility for students’ education and welfare.
* Be aware of the role of the Governing Body of the School and support it in performing its duties.
* Be familiar with and implement the current SEN Code of Practice, DDA and Access to Work. Consider the needs of all students within lessons (and implement specialist advice) especially those who: have SEN; are more able; are not yet fluent in English.
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| **Continuing Professional development** |
| * Teaching pedagogy and changes in the School Curriculum.
* Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
* Maintain a professional learning portfolio of evidence to support the Appraisal process including the incorporation of targets related to leadership, evaluating and improving own practice
* Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.
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| **Additional Duties** |
| * Contribute to the life of the Ralph Thoresby School community, and to support its ethos and policies.
* Undertake any other duties as reasonably required by the Headteacher.
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| **Compiled by:** | C. Garbutt | **Date:** | March 2023 |

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| **Ralph Thoresby School** |  |
| **Person Specification****Job Title: Teacher of Science** |  |
|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications & Experience** | * Qualified Teacher Status (QTS) and good Honours degree relevant to teaching Science (NB: All original certification will be checked on the selection day, including proof of passing the DfE Professional Skills tests [Numeracy & Literacy] if appropriate) – ITT/NQT may apply
* Outstanding classroom practice that inspires students and adds value to their progress
* Proven track record of having impact on students’ outcomes in current post/teaching practice school
 | * Further formal Professional Development
* Ability to teach a second subject (outside of Science department)
 | Application form, letter & references |
| **Skills & Knowledge** | * Substantial knowledge and understanding of developments in the teaching and learning of Science
* Ability to relate to teaching staff, other professionals, parents, students and Governors.
* Experience of new technologies to support teaching and learning.
* Ability to use data effectively to monitor student progress
* Ability to work as a member of a team and /or independently
 | * Ability to work collaboratively across the team to develop high quality teaching and learning.
 | Letter, references & selection process |
| **Personal qualities and skills** | * Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm
* High level skills of communication, time management and prioritisation
* Ability to keep confidences
* Excellent interpersonal skills and organisational skills
* Ability to support and challenge
* Ability to inspire, motivate and influence others
 | * Ability to ask for help if required.
* Concern for the welfare of all members of the school community
 | Letter, references & selection process |
| **Special Requirements** | * Excellent punctuality and attendance record
* Willingness to participate in the extra-curricular life of the school
 |  | References & selection process |

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Ralph Thoresby holds Restorative Practice at the core of its climate-for-learning. The mission statement is communicated and upheld across the staff team.

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The mission statement contains the fundamental building blocks of our restorative culture and ethos. The mission can be broken down into 3 distinct building blocks:

**Creating a school environment, in which students feel safe:**

-Safeguarding is fundamentally important, and is a strength of the school

-Creating a safe environment requires much more than safeguarding alone

-Safety is achieved through relentless, reliable routines

-Students will push to find the boundaries; teachers and support staff must be consistent in showing them where they are

-Without this, relationships cannot be enabled and learning will not take place

**Enabling positive relationships:**

-Safe, consistent and reliable adults can actively build relationships with students

-Enabling positive relationships is at the very core of our restorative culture

-Restorative practice means that every single interaction with a student is an opportunity to build positive relationships

-Once a positive relationship is enabled, learning can take place successfully

**Learning is valued and cultivated**

-An environment where safe students experience positive relationships with consistent, reliable adults facilitates a strong culture of learning

 **Restorative Practice:**

Restorative Practice is **Not** solely:

* Negotiating with students; core standards are not flexible
* Limited to The Link Centre, post-lesson-exit/IE
* Waiting for something to go wrong, so we can fix it
*

Restorative Practice **IS**:

* Every single interaction we have with students at any time
* Conversations on the corridor
* Interactions on break and lunch duty
* Meet and greet/end and send
* Re-engaging a student at each stage of Ask/Tell/Sanction
* [Teacher Toolkit](https://ralphthoresby.sharepoint.com/%3Aw%3A/s/climateforlearning/EWWMn1riNtxIpJ_aOOXvVCsBbdwyY7X7W0jaPAlssmZm_Q?e=ocCXoE) strategies
* Session Manager supporting a student to re-engage
* Lesson exit restoratives
* **Pre**storative Practice

**The Restorative Conversation:**

The restorative conversation is pivotal to the student 'Restoring their Relationship’ with the staff member, so they can 'Return’ to their next lesson successfully

**Restorative Script:**

* **'What actually happened?':** Listen carefully without interrupting or disagreeing. Steer the conversation to the student's own role in what went wrong. If the student isn’t ready to reflect, try engaging them in a scaling conversation.
* **'What were you thinking at the time?':** This helps the student to reconsider their own actions and replay their thought processes.
* **'Who has been affected/How did it make them feel?':**The student may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.
* **'What can be done to put things right?':**It's important that an apology is not demanded. A forced apology is worthless.
* **'How can things be done differently next time?':**Encourage the student to visualise and describe a similar situation concluding positively

Link to Restorative Practice video: <https://www.youtube.com/watch?v=lwc-vmnD6hM>