

**Science Teacher**

**Starting**

**September, 2024**

**WELCOME**

Dear Candidate,

Thank you for your interest in the post of teacher of Science to start in September, 2024. This is an exciting opportunity to join a strong team which achieves excellent results. The role is full-time, but we will consider applicants who wish to work part-time. We are looking to recruit the very best candidates, and a recruitment allowance is available for an outstanding candidate.

Selby High School is an ambitious, forward looking, and successful 11-16 secondary school located in North Yorkshire and rated ‘good’ in our last inspection. We are proud of our school and the opportunities it provides for both students and staff. Our ambition is success for everyone through encouragement, teamwork, mutual respect and an enjoyment of learning. We aim to create an environment where we all understand that by supporting each other and working together, we achieve more.

We are a learning community who embrace opportunities for all our learners by securing high quality learning and teaching. We aim for all our students to achieve their full potential, both as students at Selby High School, and as considerate global citizens of the future.

We are looking for a determined, enthusiastic professional, who wants to work with our young people, to ensure that, regardless of starting points or barriers to learning, they progress in science to the best of their ability. In return, we offer a comprehensive induction programme and continual professional development.  As a teacher at Selby High School, we will provide you with excellent training opportunities, and encourage you to have high aspirations for your future career.  Science is a thriving curriculum team at Selby High School, and you will work in partnership with the Curriculum Director and the rest of the team to ensure an engaging curriculum and fantastic outcomes for the students.  As a teacher at Selby High School, we will provide you with excellent training opportunities, and encourage you to have high aspirations for your future career.

Selby High School is a great place to work. Please, just take a little time to look at the whole school twitter feed [https://twitter.com/SelbyHigh](https://twitter.com/SelbyHigh%20) to see some of the opportunities at the school. If you have a little longer to spend, our school website at <http://www.selbyhigh.n-yorks.sch.uk/> gives a real insight into the character of our school.

This information pack contains the Job Description and Person Specification, together with some background information about the music department and the school. We hope this gives you a feel for Selby High School. If you wish to visit prior to putting in your application, then you would be most welcome. I look forward to receiving your application.

With all best wishes.

Yours faithfully



Nick Hinchliffe

Principal

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# About the role

We are looking for an excellent teacher of science, who can deliver at key stage 3 and key stage 4. This is a full-time position, but we would consider an application for a part-time position from an excellent candidate. The role is suitable for Early Careers Teachers and more experienced staff. It is expected that the successful candidate will be able to teach across the age and ability range. We simply want the best teachers for our students, and that could be you! We hope the following information outlines the facilities and resources across the Department and Faculty and gives a strong taste of the curriculum delivered here at Selby High School.

**The Science Faculty**

**The Building and resources**

The department has nine laboratories, which are all located together in a central school location. The department has its own office workspace and prep rooms.  All Science laboratories are equipped with a Promethean interactive or touchscreen TV. We have several banks of chromebooks which students can use to aid their learning.

**Courses Offered**

There are five periods in the school day and each period is one-hour long.  Our courses, and teacher preparation and planning, are supported by the use of shared Google Docs and our staff shared drive.  The sharing of best practice is commonplace within the department.   All schemes of learning are shared across the department to promote good and outstanding teaching and to ensure consistency for all our students, something we take pride in creating, delivering and reviewing to ensure that learning and teaching is at the heart of everything we do.   In the lead up to the exams the department runs GCSE intervention, an after-school session to support student learning and progress.

**Key Stage 3**

In year 7, 8 and 9 students learn Science through a variety of relevant and engaging topics that closely follow the KS3 National Curriculum, preparing *students for their GCSEs*. The department has, over the past few years, put into use interactive resources for KS3 and is continuously updating the schemes of learning to allow the progression and development of any skills that students may have acquired through their work at Key Stage 2

Pupils at KS3 receive 6 lessons of Science over a two week timetable.

Topics in year 7 are broken down into Biology, Chemistry and Physic and cover:

* Particles, elements, compounds and mixtures, energy and electricity, cells, reproduction, forces and magnets.

Topics in year 8 are also broken down into Biology, Chemistry and Physic and cover:

* The structure of the Earth, waves, health and physiology, environment and inheritance, chemical reactions and revisit energy, forces and space.

Topics in year 9 are also broken down into Biology, Chemistry and Physic and cover:

* Cells, organisation of organisms, atomic structure, periodic table, bonding, separating techniques, energy, particle theory.

**Key Stage 4**

All students will study science at KS4 but some opt to take three separate GCSEs in Biology, Chemistry and Physics.

The GCSE is covered over a 2 year period.  For the double science award, pupils receive 9 lessons in Year 10 and 10 lessons in Year 11.  Groups are set wherever possible and class sizes range between 16- 30 pupils. Those taking separate sciences receive additional lesson time to cover the course content.

The department follows the AQA Examination at GCSE. The department works closely with the AQA framework, scheme of work and resources, so students are prepared fully for their assessments. The department has purchased a range of new GCSE textbooks and revision guides, to aid with the planning of the specification, and online resources such as Tassomai and GCSEPod greatly enhance the options for Science revision.

We believe that Science at GCSE should bring the subject to life and be engaging and enjoyable for students. We want lessons to be interactive so students can work together, draw on each other’s strengths and give informative peer-feedback.  Regular informal assessments also allow students to track their own progress closely so they are aware of what they may need to do to improve. Formal assessment is completed at the end of each topic and all results stored centrally.

**Beyond the classroom**

The Science Department has always believed in the value of learning outside the classroom and as such we offer a range of enrichment activities, including trips, guest speakers and clubs.

**ABOUT SELBY**

Selby is a small market town situated 14 miles (22.5 km) south of the city of York, along the course of the River Ouse. It is dominated by the superb Abbey, founded in AD1069 by Benedict when he saw three swans on a lake in Selby which he interpreted as a sign of the Father, Son and Holy Ghost, resulting in the official crest of Selby Abbey, and subsequently, Selby High School.

Selby local government district has a population of 82,900. It is a fairly rural district with a population density well below the national average. Selby town, with a population of 24,680 is its only major settlement, with a population of more than 15,000.

Selby has a growing local economy with new housing and shops being built on the town's outskirts. The riverfront area is also being revamped with modern housing and flats. This is anticipated to bring population growth and enhanced demand for high quality educational places into the future. Selby is ideally located to a whole variety of places, facilities and activities for culture, leisure, commerce and learning. There is a wide range and variety of housing and prices are below the national average.

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| The district of Selby is contained within both the Leeds City Region and the York, North Yorkshire and East Riding Enterprise Partnerships. The Leeds E.P. Strategic Economic Plan (2016-2036) describes Selby as follows:  “The district of Selby sits on the eastern boundary of Leeds City Region within the county of North Yorkshire. Both the market town of Selby and the wider district are home to many highly skilled and paid employees, many of whom travel each day to Leeds, York and beyond. Its economy is characterised by manufacturing, distribution, construction and energy production; drawing its employees from the district’s market towns and villages, as well as neighbours including the East Riding, Wakefield and Doncaster.”  Looking ahead, the district has a key role to play in providing space for business growth in the Leeds City Region. The unemployment claimant count rate in Selby is around 1.3% (Sept 2016) which is well below the national average.  In terms of further education, Selby College is graded ‘good’ in all areas by Ofsted. It is a tertiary college providing the town`s sixth form as well as a small range of Higher Education courses, apprenticeship programmes and courses for adults. There is easy access to Leeds, Hull and York for Universities and it is to these centres that the majority of local, young HE entrants progress.  In short, Selby is a hidden gem, with both its own delights and very easy access to a diverse range of activities and experiences, for individuals and families of all ages. | **Selby Abbey has been at the heart of the community since 1069.** |

**LIVING IN NORTH YORKSHIRE**

North Yorkshire is England's largest county and one of the most rural. The area comprises the Yorkshire Dales and North York Moors, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the phenomenal Tour de France in 2014, and due to its success has created the Tour de Yorkshire with global recognition. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

**Knaresborough**

North Yorkshire has plenty to offer the outdoor enthusiast. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey, climbing venues are in abundance. The Yorkshire Dales is the premier area for caving and for mountain biking; there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. The Sustrans trail centres are all easily accessible for days and weekends away, as is the Lake District and the fells, crags and coast of Northumberland. There are a small number of sailing clubs on reservoirs around the county and fantastic surf sport venues and sea kayaking on the east coast.

While the county is rightly known for its wide-open spaces, it also incorporates attractive market towns including Pickering and Helmsley, traditional seaside towns, the Spa town of Harrogate and the ancient city of York - the most visited city outside of London. There are a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links; there really is everything to offer you and your family as a place to work, live and enjoy!

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle, with little over two hours commute on the main train line to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.



**Whitby**

**SELBY HIGH SCHOOL**

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|  | Selby High School is a thriving, successful, and popular school. The ‘can do’ ethos at the school ensures the very best for each and every one of its students. Following our successful OfSTED inspection, everyone at the school is eager to move towards outstanding in every area. Selby, located in North Yorkshire, benefits from good commuter links with York and Leeds.  Selby High School is an equal opportunities employer. We have a robust child protection policy and are committed to safeguarding the welfare of our children and young people. It is our objective to ensure that job applicants and staff are treated solely on the basis of their merits, abilities and potential. We do not discriminate against any applicants on the basis of any protected characteristics, and welcome applications form all sections of the community. |

As a school we work in a positive and supportive environment with learning and teaching at the heart of all that we do. We have committed and talented staff who aim to inspire everyone in our school community with a love of learning and, by doing so, maximising students’ life chances. We provide all our staff with a laptop computer and a full professional development and induction programme, both of which have been judged to be outstanding.

Please visit our [Policies page](https://www.selby-high.org.uk/Policies/) for the most up to date policies including Safeguarding & Child Protection and the Equalities Scheme which are part of the interview process.

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|  | **Community and Culture** – Our school is a community, in which we provide help and support for one another, in line with our values. |  | **Prioritising high quality planning** – Effective  teaching and learning is underpinned by sensible, appropriate planning that is focused on the needs of all learners. |
|  | **High quality recruitment, retention and**  **development** – Our commitment to Career Pathways ensures that our staff team is always of the highest quality. |  | **Developmental teaching and learning** – We know that teaching time is like ‘gold dust’ and all staff need to be supported to deliver consistently good or better lessons. |
|  | **Supportive staff appraisal** – Aspirational targets that foster the improvement and development of all our colleagues, across the school. |  | **Communication commitment** – We strive to ensure that whole school communication is clear, timely, useful and manageable for all. |
|  | **Streamlined data and report management** – A  sensible approach that avoids duplication and leads to meaningful improvements for students. |  | **Wellbeing – A welcoming place to work** – We are an inclusive school community, committed to equality and diversity and a place where staff are happy in their work. |
|  | **Marking that is manageable and meaningful** – Time invested in marking and feedback should be proportional to the impact on student progress. |  | **Managing workload** – We believe that time well  spent is that which has the highest impact on raising standards, rejecting things that create unnecessary burden for little gain. |

**STAFF BENEFITS**

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|  | Vivup is a provider of employee benefits in partnership with North Yorkshire County Council  North Yorkshire County Council recognise there is more to pay than just salary and they offer access to a wide range of competitive benefits.  The Vivup website provides colleagues with access to a host of voluntary benefits including discounts on goods and services such as your day to day shopping, days out, travel, electrical goods, leisure activities as well as links to salary sacrifice schemes. |

**Lifestyle Savings**

Explore a huge range of discounts to help you save money across hundreds of the UK’s favourite high-street and online retailers.

**Support & Wellbeing**

Access expert help and support for life’s ups and downs 24/7, 365 days a year. Make the most of the schemes available to help your money go further.

**DISCLOSURE**

All successful applicants are required to complete an enhanced DBS check and any offer of employment will be subject to satisfactory references and checks.

**HOW TO APPLY**

If you decide to apply, and we do hope you will, please complete the application form. This should be returned by e-mail to Caroline Airth at [admin@selbyhigh.co.uk](mailto:admin@selbyhigh.co.uk)

**Closing date:** Noon on Friday, 19th April, 2024

**JOB DESCRIPTION**

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| **GRADE:**   MPS/UPS  **RESPONSIBLE TO:** Curriculum Director, Science  **RESPONSIBLE FOR:** Teaching Science  Key Stage 3 & 4 Teacher of Science  To secure and account for effective learning, appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the unique needs of each individual learner. |

**Main Activities**

• To deliver Science from Year 7-11 using a range of teaching methods and the agreed subject area schemes of learning and contributing to the SMSC development of students through the specified curriculum.

• To ensure progress is made against student targets.

• To remain aware of the changing requirements of this work through attendance at meetings and careful attention to other forms of communication, including electronically.

• To take on an individual responsibility for at least one aspect of the work of the subject area, sharing expertise with other subject area members.

• To support the work of the subject area through extra-curricular activities and engagement activities. Show commitment to educational trips and visits.

• To plan, prepare and deliver lessons to a range of classes, ensuring a positive working environment in classrooms.

• To mark work, giving appropriate feedback and maintaining records of student progress and development.

• To maintain up-to-date subject knowledge and devise and write new curriculum materials when required.

• To select and use a range of different learning resources and equipment.

• To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis as required.  Undertake duties as part of the published rota.

• To prepare pupils for qualifications including external examinations.

• To manage student behaviour in the classroom and on school premises, following school policies.

• To support the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs) as required.

• To participate in parents', carers’ and guardians’ consultations including published evening events and whole school training events.

• To liaise with other professionals, such as the SENDL, Personal Support Team, Learning Mentors, Careers Advisers, Educational Psychologists and Education Welfare Officers.

* To participate in the school quality assurance (QA) processes.
* To participate in regular in-service training (INSET) as part of continuing professional development (CPD).
* To follow school policy and procedures consistently and meet both internal and external deadlines.

**Safeguarding**

* Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
* Have awareness and basic knowledge, where appropriate, of the most recent legislation.
* Be able to recognise when a child or young person is in danger or at risk of harm and take action to protect them.
* Make considered judgements about how to act to safeguard and promote a child or young person’s welfare.

**Data Protection**

Comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

**Other**

Duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form the contract of employment.  It describes the way the post holder is expected and required to perform and complete the duties set out above.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

To achieve any performance criteria or targets related to this leadership post arising from the School’s Performance Management arrangements

This job description will be reviewed annually.

**Person Specification**

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|  | **Essential** | **Desirable** | **Criteria** |
| **Teaching Experience** | Experience of KS3  KS4 teaching including Science GCSE including proven record of good or outstanding teaching. | Teaching across the ability range, including mixed ability teaching.  Ability to support and challenge students from all different starting points. | C:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7FE75B3A.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BF4D7758.tmp |
| **Qualifications** | Qualified teacher status and a recognised degree or equivalent appropriate to the subject.  Evidence of CPD | Additional relevant qualifications and/or experience. | C:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2460CF26.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\88C3CE24.tmp |
| **Skills & Knowledge** | Effective and confident classroom teaching.  Knowledge of the major current education initiatives.  Command of formal written English.  Familiarity with, and enthusiasm for the specified subject area.  Awareness of the needs of students with different learning skills and abilities.  Good ICT skills.  React to data about students and respond through different teaching strategies.  Confident familiarity with Programmes of Study and examination specifications at both Key Stages.  Ability to make high quality reasoned decisions based on available information.  Clear expectations of student behaviour and discipline.  Resilience and the ability to deal with, at times, larger volumes of work | Experience of teaching aspects of PSHE (which we cover through our Life Development lessons.)  Evidence of keeping up to date with educational thinking and knowledge.  Willingness to do extra-curricular activities.  Involvement in extra-curricular activities related to this subject area or the wider school community.  A personal interest in and knowledge of some specialist area related to the effective teaching of the specified subject.  Some knowledge of QCA/AQA/OCR/IGCSE examination specifications.  Ability to teach Child Care. | C:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FB516BD2.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9F890BB0.tmp |
| **Personal Qualities** | Reliability and punctuality.  Initiative.  Ability to work consistently with the policies and procedures of the school.  Commitment to succeed and to see others succeed. Commitment to further development of self and others.  Ability to work well with colleagues.  An enthusiastic, positive, encouraging classroom presence. | Sense of humour, resilience and resourcefulness.  Imagination, innovation and initiative. | C:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F0455D3E.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\82F63BFC.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5558F6A.tmp |
| **Health** | Good general health.  Good attendance. |  | C:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5A4F2B08.tmpC:\Users\hinchliffen\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3393AE56.tmp |

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| ***Application*** | ***Reference*** | ***Lesson*** | ***Interview*** |
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