



Beamont Collegiate
Academy

February 2024

Teacher of Science (Chemistry or Physics Specialism)

Job Description and
Person Specification



'I can, I do & I will be!'

POST OVERVIEW

Teacher of Science - specialism in chemistry or physics at KS4

(Part-time 0.8 option available)

We seek to appoint a highly motivated and inspirational teacher of science who can specialise in chemistry and/or physics at Key Stage 4 to join a strong, well resourced, forward-facing department in a high performing and over-subscribed 11-16 academy.

Beamont Collegiate Academy is a vibrant and dynamic school community with a strong emphasis on high expectations and aspirations. The academy is part of The Challenge Academy Trust (TCAT) and was judged 'GOOD' by Ofsted in July 2022.

Teaching at BCA is underpinned by Rosenshine's Principles of Instruction, and we have a well-being considered, evidence informed feedback policy. You will be joining a Science Department that is at the forefront of the school in terms of teaching and learning and one which utilises research and credible opinion to inform best practice.

The successful candidate will be required to teach biology, chemistry, and physics at KS3 and specialise predominantly in either chemistry or physics at KS4/GCSE. Our curriculum model at KS4 requires teachers to teach in specialisms.

This position is permanent, suitable for ECTs and is suited to an individual with drive, passion and commitment who may be keen for career advancement in the future.

The successful candidate will be required to apply for an enhanced DBS Certificate from the Disclosure & Barring Service. Details can be found on <https://www.gov.uk/disclosure-barring-service-check>.

Terms and Benefits

1. Salary: M1-UPS3
2. Full time (32.5 hours per week) / Permanent
3. 0.8 part-time option available
4. Eligible for Teachers Pension Scheme
5. Occupational Sick Pay Scheme (entitlements based on service)
6. Access to TCAT+ our Reward, Recognition and Wellbeing offer including access to retailer discounts and benefits, cycle to work scheme and online resources to support physical, emotional, professional, financial, and social wellbeing.
7. Training and development opportunities / CPD - strong links with the Royal Society of Chemistry and the Greater Merseyside & Warrington Science Learning Partnership which is based here at BCA.
8. Access to the school high quality wider STEM provision via the onsite STEM Centre/ FabLab.

Applications should be returned, only using the application form provided, to recruitment@bca.warrington.ac.uk by the closing date of **Friday 22nd February 2024**.

Interviews dates to be confirmed.

Start Date: 01/09/2024

POST DETAILS

Location:	Beamont Collegiate Academy
Job title:	Teacher of Science (with specialism in chemistry or physics)
Salary:	M1-UPS3
Hours of Work:	Full Time (32.5 hrs per week). Part time (0.8) option available.
Reporting to:	Subject Leader of Science and the designated member of the Leadership Team.
Responsible for:	<ul style="list-style-type: none"> • Teaching science at KS3. • Teaching predominantly in specialism at KS4 (chemistry or physics preferred). • Ensuring students make excellent progress in science from starting points. • Contributing to the wider life of the Science Department and school, including delivering a weekly enrichment session. • Being a form tutor.
General Responsibilities	<p>Set high expectations, aspirations, and standards in terms of:</p> <ul style="list-style-type: none"> • Teaching and learning. • Relationships with students, parents, colleagues, and members of the community, engaging them all in the learning process. • Personal standards of conduct, appearance, punctuality, and attendance. • Compliance with all school policies. • Promote the vision and values of Beamont Collegiate Academy through the mission statement of 'I can, I do, and I will be.' • Promote the vision of The Challenge Academy Trust (TCAT). • Meet the Teacher Standards.
Job purpose:	To teach science across KS4 ensuring students secure very strong outcomes at all stages.

JOB DESCRIPTION

TEACHER STANDARDS

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect.
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes.
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge.
- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure students' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give students regular feedback, both orally and through accurate marking within the agreed time and encourage students to respond to the feedback.
- follow the School's assessments reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour for learning policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the School including extra-curricular.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

General Duties:

- To support Academy activities, attending appropriate Academy events.
- General housekeeping.
- Any other duties deemed reasonable, as directed by the Principal.

PERSON SPECIFICATION

Criteria		Essential	Desirable	Assessment Method
Relevant experience				
1	Experience of teaching GCSE Combined Science and/ or Separate Sciences.	X		A/ T
2	Experience of teaching A-Level Biology/ Chemistry or Physics.		X	A
3	Experience of designing and developing curriculum/ assessment resources.		X	A/I
4	Experience of examining for AQA GCSE Combined Science and/ or Separate Science components.		X	A/ T
Qualifications				
5	A good degree from a recognised university.	X		A
6	A-Levels Physics and/or Chemistry.		X	A
7	Qualified Teacher Status.	X		A
Knowledge				
8	Excellent up-to-date curriculum knowledge.	X		A/I
9	Understanding of what constitutes effective teaching for learning.	X		A/I
Competencies				
10	Advanced level of IT skills.		X	A/I
11	The capacity to form positive learning – centred relationships with young people from a diverse range of backgrounds.	X		A/I
12	Strong organisation skills.	X		A/I
13	Inspiring students to achieve the best outcomes	X		A/I
14	Excellent classroom practitioner (or potential to be).	X		A/I

15	Excellent communication skills, orally and written.	X		A/I
16	Flexible approach and readiness to respond to individual pupil needs.	X		A/I
17	Ability to work well as part of a team, and to build trust and openness.	X		A/I
18	Discretion, courtesy, honesty, and integrity.	X		A/I
19	Reliable, punctual, diligent, and well-organised.	X		A/I
20	Open-minded and forward-thinking approach to the positive use of technology in education.	X		A/I
21	Passion, Enthusiasm, and ability to motivate and inspire pupils for the subject.	X		A/I
22	Commitment to safeguarding and the welfare of pupils.	X		A/I
23	Willingness to be involved in the wider life of the school.	X		A/I
Commitment to Equal Opportunities				
24	Understanding of and commitment to the principles and practice of equality, diversity, and inclusion, both in relation to employment issues and to service delivery.	X		A/I

Key: A = Application; I = Interview; T = Task

NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.