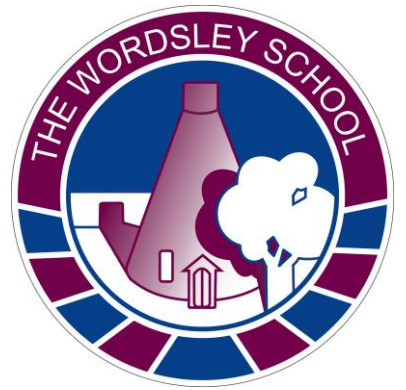


TEACHER OF SCIENCE



APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision and the aim of this application pack is to provide you with sufficient information to support you in that process.

The Wordsley School is a truly remarkable place. What makes our school so very special is its culture and ethos. Pupils enjoy coming to school and are successful in their learning, because of the exceptionally high level of care and support that it provides to them on an individual basis and unashamedly, the very high standards that we expect and demand of our pupils in terms of their uniform, behaviour and their commitment to learning. Having taught and led in a variety of other schools across the country, when I drive to school each day, I know that I am very privileged to be coming to a very special place and in the short section that follows, I hope to elaborate on why.



The unique sense of 'community' sets our school aside from any other school that I have worked. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play in our school and the sense of purpose that underpins everyone's individual contribution is what makes our working environment so collaborative and supportive. If you decide to apply for a position with us, you will be joining a committed team of staff who make it their business to excite and inspire our pupils, providing them with the very best opportunities to be successful.



As Teacher of Science, you will be supported by a Head of Science, Assistant Head of Science and two additional TLR postholders and two science technicians. We have recently refurbished all of our science laboratories and each laboratory now boasts a brand-new 'Clever Touch' screen, enabling teachers to mirror their iPad to the board, should they wish. Pupils are taught separate sciences from Year 7 and currently around 45% of pupils study separate science at GCSE level.



Whilst we encourage applications from candidates specialising in any of the three separate sciences, the ability to teach physics up to and including higher tier at GCSE, is desirable.

I would strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post. The deadline for applications is **3:00pm on Monday 7th February 2022**.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to be 'G. Burton'.

Gareth Burton
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

The Science Department

We are a well-established department led by a Head of Science, an Assistant Head of Science and two additional TLR postholders. The department has nine spacious and well equipped laboratories which have new 'Clever Touch' interactive whiteboards. Furthermore, two laboratory technicians support the delivery of practical work.

At The Wordsley School, we raise aspirations right from the start of Year 7 so that pupils of all abilities are able to leave us with 3 GCSE qualifications in Biology, Chemistry and Physics. Our curriculum delivery places a strong focus on developing pupils' practical skills to enable them to be successful learners of Science and to prepare them for their future.



At key stage 3, the curriculum is delivered via discrete topics which are taught explicitly as one of the 3 Science subjects. At key stage 4, pupils are entered for the EDEXCEL GCSE specification on either the Separate Sciences or Combined Science pathway. Currently around 45% of our pupils study Separate Sciences at key stage 4. In terms of pupil outcomes, in 2019 over 60% of outcomes were at a grade 4 or higher. 100% of all Separate Science outcomes were at grade 4 and above with over half of all outcomes at grade 7 and above. This is something we are particularly proud of given the prior average attainment of our pupils.

Complementing the taught curriculum, we offer a range of extra-curricular opportunities to enhance the learning experience for our pupils including a number of trips and in addition to this, our popular Science club.

Job Description

Post title: Classroom Teacher
Responsible to: See Wordsley line management structure
Salary: MPS/UPS (as appropriate)

Part One: Teaching

A teacher must:

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

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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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 and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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
- 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 pupils' achievements and well-being.

Part Two: Personal and professional conduct

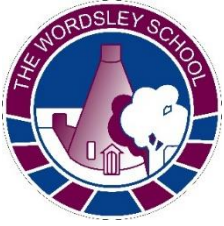
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils 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 pupils' 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 pupils' 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.

Additional duties

The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.



The Wordsley School



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