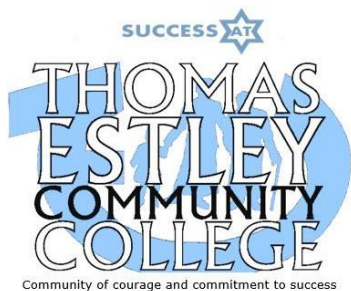


TEACHER OF SCIENCE

CANDIDATE INFORMATION PACK





Station Road, Broughton Astley
Leicestershire LE9 6PT
Telephone: 01455 283263
Fax: 01455 285758

admin@thomasestley.org.uk
www.thomasestley.org.uk

Principal: Mandi Collins

Dear Applicant

March 2023

**Teacher of Science
Full Time – Permanent
Commencing August 2023**

Thank you for your interest in this post, at the Community College and lead school in the Thomas Estley Learning Alliance. Please find below some information regarding the college and this post. You will also find extra information on our college website at www.thomasestley.org.uk and on the OFSTED website. We hope that you will find the information of value in considering and, if appropriate, making your application.

Science at the College

Science is a key subject within the Thomas Estley curriculum, and one of our core subjects at KS3 and KS4. Our results in Science are among the best KS3 results in the county. As our age range changed in August 2016 from 11-14 to 11-16, we are strongly committed to continuing excellence into our GCSE provision and have already worked hard to ensure that aim. Our Science department comprises of eight teachers a technician and a support assistant, within a suite of Science labs, prep room, office and theory classroom. The Science curriculum incorporates practical and theory-based lessons as well as access to department and college IT facilities and a set of tightly focused intervention lessons/ extracurricular support where appropriate. Students study Science for four lessons a week in Year Seven – Nine and six lessons a week in Key Stage Four, as well as three extra lessons a week for those choosing Triple Sciences in Key Stage Four (currently three teaching groups). Additional provision includes a Science/Science residential in Geneva, university and masterclass visits and a range of enhanced opportunities from Science club to targeted interventions.

Thomas Estley Community College

Thomas Estley Community College is a thriving, well-established Leicestershire 11-16 Community College, with around 900 students on roll, and very strong links with primary and secondary partners. We are the secondary school within success Academy Trust (including one secondary school, three primary schools and a preschool) and the lead school in TELA – Thomas Estley Learning Alliance, which currently comprises over 30 local schools. We lead local NPQ provision on behalf of Leicester and Leicestershire teaching School Hub and are a satellite secondary SCITT base.

The College is strongly committed in principle and practice to its role as a Community College, including adult learning, before and after school clubs and an onsite preschool and primary aged out of school club. We are proud to have received many awards for excellent practice, we regularly welcome local and, national visitors, and our practice in leading training, from Initial Teacher Training to middle and senior leadership level, is well embedded. One of our main foci as a college and a Trust is leadership and character development, as we commit to 'Build Leadership and Character Together', and we prioritise a leadership curriculum and enhancement programmes for both students and staff in order to grow a community of present and future leaders.

We have an inclusive provision, also comprising a communication and interaction unit to support our young people, The Oaks at Thomas Estley, and we regard ourselves as the Thomas Estley family, including our students and our staff.

Applications to the College

If you are interested in an opportunity to work with us through this exciting period of growth and innovation along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau.

Your application should include a completed form and a letter of application (no more than three sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification. Application forms can be found on our website www.thomasesstley.org.uk.

We look forward to receiving your application. **Please note the closing date for applications is Monday 17th April at 12.00noon. Applications via email to hr@thomasesstley.org.uk.**

Yours sincerely

Mandi Collins
PRINCIPAL

Success Academy Trust

Registered in England Company No: 8135389
No: 153 2274 31 College Manager: A.M. Willett

Registered Office: As above VAT Registration



Community of courage and commitment to success



Aiming to **achieve our best**.

Taking full advantage of every **learning opportunity**.

Showing **resilience** through our experiences and challenges.

Seeking out our **talents** and following our dreams.

Reaching out for opportunities to **lead and encourage others**.

Making a **positive difference** and celebrating success.

Including the **whole community**, sharing, caring and giving time as needed.

Treating each other with **kindness, fairness and respect**.

Finding space in our lives for **fun, joy, praise and laughter**.

Featuring additional entitlement to our 'Three Steps to Success' for all our Success Academy Trust Staff



ENTITLEMENT TO OUR TRUST TRAINING PACKAGE AS APPROPRIATE TO CAREER STAGE DEVELOPMENT, ROLE AND EXPERIENCE



TALENT MANAGEMENT DEVELOPMENT ROUTES WITHIN THE TRUST WITH A PERSONALISED CAREER PLAN



WELLBEING FOR SUCCESS – OUR OWN PERSONAL WELLBEING AND SUPPORT PACKAGE TO HELP YOU FLOURISH



THOMAS ESTLEY COMMUNITY COLLEGE

JOB DESCRIPTION

Title and Grade of Post	Teacher of Science
Job Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support Science as appropriate. • To monitor and support the overall progress and development of pupils as a teacher / form tutor • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential • To contribute to raising standards of pupil attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
To whom the postholder reports to	Curriculum Leaders of Science
The persons line managed by the postholder	n/a
Operational / Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Science Departments • To contribute to the Science department's development plan and its implementation • To plan and prepare courses and lessons • To contribute to the whole school's planning activities
Curriculum Provision	<ul style="list-style-type: none"> • To assist the Curriculum Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
Curriculum Development	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's mission and strategic objectives.
<u>Staffing</u> Staff Development: Recruitment / Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management Review process • To ensure the effective / efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school

Quality Assurance	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria To seek/implement modification and improvement where required • To review work from time to time, methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils • To track pupil progress and use information to inform teaching and learning
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools • To contribute to the development of effective subject links with external agencies
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient / effective use of physical resources • To Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and pupils

Pastoral System:	<ul style="list-style-type: none"> • To be a Tutor to an assigned group of pupils • To promote the general progress and well-being of individual pupils and of the Tutor Group as a whole • To liaise with a Team Leader to ensure the implementation of the school's Pastoral system • To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep-up-to date • To contribute to the preparation of Action Plans and progress files and other reports • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff • To contribute to curriculum enrichment according to school policy • To apply the Behaviour management systems so that effective learning can take place
Teaching	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere • To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching • To ensure a high quality learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies
- To continue personal development as agreed
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by STPCB not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current, but, following consultation with you, may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.

THOMAS ESTLEY COMMUNITY COLLEGE

Person Specification Teacher of Science

	Essential	Desirable
1 QUALIFICATIONS	Graduate Qualified Teacher	
2 EXPERIENCE	Recent and relevant experience teaching Science	Successful teaching in secondary comprehensive education Science at KS3/4
3 CURRICULUM	Knowledge and understanding of the current KS3/4 Science curriculum. Some knowledge and understanding of the current KS3 Science curriculum.	Knowledge and understanding of recent developments in the national curriculum regarding Science and Science.
		Involvement in developing relevant curricula and/or schemes of work.
		Awareness of related courses and qualifications at KS4 and above.
4 PEDAGOGY	Knowledge and experience of the practice of differentiated teaching and learning across the full ability range, including pupils with individual educational needs	
5 TUTORING	Knowledge and experience of the practice of pastoral care and tutoring in secondary education	
6 TEAM WORK	Willingness and evident skills to contribute to collaborative work within the College	Participation in professional collaborative review / action research around learning.
7 PROFESSIONAL DEVELOPMENT	Willingness and ability to review and identify, with others, personal professional development needs	Evidence of personal practice already in this area
	Participation in training and development activities	
	Willingness, skills and ability to contribute to the professional development of the team, its purpose and effectiveness	
	Aspiration to further career development and promotion	
8 COMMUNITY	Awareness and knowledge of the contribution of related skills to the practice of comprehensive, community education	
	Knowledge and recognition of the role of parents in support of pupil learning	
9 COMMUNICATION	An application which is original to this post	
	Personal presentation skills, on paper and orally, to secure and sustain communication within the team, across the College and with the wider community, including parents and governors	
	As this job is designated as a 'regulated activity' an enhanced DBS with barred list check is essential.	
10. Other	Must be eligible to work in the UK	