



TEACHER OF SCIENCE APPLICATION PACK



Anthony Gell
— School —

Care Aspire Achieve

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Thank you for your interest in this post at Anthony Gell School. We are seeking to appoint a Teacher of Science, with a specialism in Physics, to join our excellent school in September 2024. Please find included in the application pack, some information about the school, a job description and a person specification. I hope the information contained within this pack will help you to discover more about what makes Anthony Gell a special place to work and learn, and enable you to gain more of an insight into the post being advertised.

We seek to appoint an excellent teacher and look forward to receiving applications from colleagues with a specialism in physics to join our staff team.

We work hard to create an environment in which every young person is provided with a range of opportunities whilst being cared for and supported. We are proud to have a truly comprehensive intake, and our fully inclusive approach guides all that we do.

We invest time in getting to know every young person and try to adapt our approach to meet their needs. We care about what we do, we encourage everyone to be aspirational, and we recognise and celebrate each other's achievements.

We believe it important to give everyone the chance to develop the skills and knowledge necessary to become self-motivated, independent and confident learners; with the social awareness to make a difference and to care about ourselves, others and the environment.

If you would like any further information before you apply, please contact Rachel Seymour, (Director of Teaching and Learning for the Faculty in which Science sits) via her email address rseymour@anthonygell.co.uk Thank you for showing an interest in this role and becoming part of the fabulous team of staff at AGS. If you think this sounds like a school you would love to work in, we look forward to receiving your application.

Anthony Gell School works in partnership with many other schools and we are proud to be part of a very successful Trust. Embark are a Trust based in Derbyshire and have recently been recognised as MAT of the Year in the National MAT Awards 2024.

Anthony Gell School is committed to the safety and welfare of all of our students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

Yours sincerely



Malcolm Kelly
Headteacher

Background Information

Anthony Gell School is a very successful, fully inclusive, 11-18 Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

In 2023, AGS formally joined the other schools within the Embark Federation. Embark is a Multi-Academy Trust (MAT), of Derbyshire schools. The Trust's core beliefs of Family, Integrity, Teamwork and Success closely match those of Anthony Gell School. Our membership of Embark has helped our school to continue to grow and develop via outstanding partnerships and collaboration.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact Heather Harper, PA to the Headteacher, via her email address hharper@anthonygell.co.uk

More information about our school can be found by visiting www.anthonygell.co.uk

Science Information

The science team is a welcoming, friendly, and supportive group of dedicated staff who strive towards excellence across all Key Stages with high aspirations for all. The science team consists of seven teachers, which includes the Director of Sixth Form, who all teach in their specialist areas for separate science at Key Stage 4 and/or Key Stage 5. Additionally, within our team, we have a very knowledgeable and experienced laboratory technician and an excellent part-time technician. We pride ourselves on the cohesive working atmosphere within our team and our enthusiasm for science teaching and learning is vital for motivating our students and facilitating their subsequent success.

We have five well-equipped laboratories of which one is about to have fully-funded renovation. We also have a sixth teaching space which is a dry classroom. In addition, there is a teachers' working area for planning and marking and a well-resourced prep room. As an Office-365 school we utilise a school intranet to share information, OneDrive to store resources digitally, and use Teams to assist with some teaching. All teachers are provided with a laptop that is used to teach in any classroom, with each teaching space having a large screen 4K ultra high-definition television.

During Key Stage 3, students are taught in mixed ability groups in years 7, 8 and 9. We have a carefully sequenced and scaffolded Key Stage 3 curriculum, drawing on the BEST framework for STEM teaching from York University. At Key Stage 4 we currently follow the Edexcel schemes of work for both Combined and Separate Science, although we are looking to move to AQA in the future. Students will begin studying their GCSE courses during the second half of year 9 and based on each student's individual potential and future aspirations we select the course most suitable for them to follow. There is a good uptake for the science subjects at Key Stage 5, where we follow the AQA course for all three sciences.

We have strong links with our partner primary schools. Teachers have had the opportunity to visit and carry out practical sessions with pupils from Key Stage 2. We are now in our second year of hosting a primary Science Fair linked to Science Week, which has been a very positive experience for staff and students.

We currently run two extra-curricular clubs. Our current club offer includes CREST and a science club, although we are looking to expand this over the coming year.



Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Teacher of Science
Reporting to	Director of Teaching and Learning - Sciences Faculty
Post	The post holder will be expected to teach across the full age and ability range.
Role	To play an important part in the school's drive to achieve our goals; primarily focusing on facilitating high quality teaching and learning alongside the provision of outstanding care and support to allow all of our students the chance to achieve high levels of personal fulfilment.
Main duties and responsibilities	<p>Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none">• 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. <p>Promote good progress and outcomes</p> <ul style="list-style-type: none">• Be accountable for students' attainment, progress and outcomes.• Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.• Guide students to reflect on the progress they have made and on the next steps in their learning.• Encourage students to take a responsible and conscientious attitude to their own work and study. <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">• Have a secure knowledge of Biology and Chemistry in Key Stages 3 and 4 and a very good knowledge of Physics at all Key Stages.• Demonstrate a critical understanding of developments in Science at all Key Stages.• Demonstrate an understanding of and take responsibility for promoting high standards of literacy. <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none">• Impart knowledge and develop understanding through effective use of lesson time.• Promote a love of learning



	<ul style="list-style-type: none">• Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding.• 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). <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none">• 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 a student's ability to learn, and how best to overcome these.• Be able to use and evaluate distinctive teaching approaches to engage and support all learners. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none">• 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, and encourage students to respond to feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none">• Have clear rules and routines for behaviour in classrooms/learning areas, 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 consistency in the use of a range of strategies, using praise, sanctions and rewards effectively. <p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none">• Make a positive contribution to the wider life and ethos of the school.• Develop effective professional relationships with colleagues.• Deploy support staff effectively.• Engage in appropriate professional development• Communicate effectively with parents with regards to students' achievements and well-being.
Form Tutor	<ul style="list-style-type: none">• To offer guidance and support to tutees over routine problems they may encounter• Deliver aspects of spiritual, moral, social and cultural education• To deal with minor disciplinary matters referred to the Form Tutor• To accurately record attendance of students• To promote and actively monitor the safeguarding of all students.• Challenge and motivate students, promote and reinforce self-esteem and engagement.• Establish productive working relationships with students, acting as a role model.• Guide students to make choices about their own learning/behaviour/attendance.



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| | <ul style="list-style-type: none">• Promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage students to take responsibility for their own behaviour choices.• Be aware of and comply with policies and procedures relating to safeguarding, reporting all concerns to an appropriate person.• Monitor student behaviour and implement policy when standards are not adhered to.• Promote the use of the schools rewards system to promote student achievement and self-esteem.• To actively promote the development of students' individual and collaborative study skills necessary for them to become independent learners, through structured activity |
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All employees have the responsibility to:

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| <ul style="list-style-type: none">• Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person• Participate in training and other learning activities as required• Participate in the school's Performance Management (Appraisal) process• Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate• Represent the school at events as appropriate• Support and promote the school ethos• Ensure any documentation produced is to a high standard and is in line with the brand style• Undertake any other duties and responsibilities as required that are covered by the general scope of the post• Undertake any other reasonable duties at the request of the Headteacher |
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SIGNATURES

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: _____ Print Name: _____

Date: _____

Signed: _____ (Headteacher) Date: _____



Person Specification for **TEACHER OF SCIENCE**

Education and Qualifications	Essential <ul style="list-style-type: none">Qualified teacher status and/or degree level qualificationRecent participation in a range of relevant in-service trainingAbility to teach Science at KS3 and KS4 and physics to GCSE and A level Desirable <ul style="list-style-type: none">Ability to teach outside specialism at KS4	Assessed by: A, I, R
Experience	Essential <ul style="list-style-type: none">Appropriate training and experience within an educational setting. Desirable <ul style="list-style-type: none">Facilitation of enrichment activities	A, I, R
Special Aptitudes	Essential <ul style="list-style-type: none">Committed to inclusive educationHighly skilled teacher who is able to facilitate excellent student progressGood understanding of Child Protection proceduresGood understanding of Equal Opportunities issuesGood understanding of SEND and inclusion issuesAble to analyse and interpret data and use school data management systemsAble to liaise effectively with parents/carersAble to support and implement effective behaviour for learning strategiesAble to meet deadlines and work under pressureDemonstrates a positive attitude and outwardly optimisticDemonstrates a professional approach at all times and has a 'can do' attitudeDrive, energy and the capacity for hard work	A, I, T, R
Interpersonal Skills	Essential <ul style="list-style-type: none">Sets professional standards and displays a sense of integrity in all that is done and shows commitment towards continuing professional developmentExcellent attendance and punctualityAble to inspire children and young peopleExcellent communication skills and a team workerAn ability to inspire othersIs self-motivated and a creative thinkerReflective and resilient practitionerHas integrity and resilienceIs reliable, has a positive attitude and a good sense of humourEffective time management	A, I, T, R

A = Application
I = Interview
T = Task
R = References