‘Inspired to achieve’

APPLICATION PACK

SUBJECT LEADER
SCIENCE

required for
1st September 2016

Closing date for applications: Monday 16th May 2016 at 10.00 a.m.

Headteacher: Sarah Busby
St Edmund’s Girls’ School, Church Road, Laverstock, Salisbury, Wiltshire, SP1 1RD
Tel: 01722 328565 Fax: 01722 421391
Email: office@st-edmunds.eu Website: www.st-edmunds.eu

A Church of England Academy Trust
St Edmund’s Girls’ School Salisbury

‘Inspired to achieve’

Headteacher: Sarah Busby

Subject Leader for Science
TLR 1A

(plus a recruitment allowance of up to £2,000 for an exceptional candidate)

An exciting opportunity to make a difference to Science in a high achieving girls’ school

We require an exceptional teacher to join our team from 1st September 2016. Science at St Edmund’s is a strong and forward-looking department focussed on raising the aspirations and releasing the potential of all students.

We are looking for a leader who will:

- Provide inspirational leadership in Science, focussed on achieving outstanding outcomes for all students
- Promote excellent teaching across the department and support teachers to develop their pedagogy in their subject specialisms
- Show good understanding and use of data to monitor progress, identify under-performance and set appropriate interventions
- Lead the development of the Science curriculum to reflect both national priorities and the needs of all students

St Edmund’s is an oversubscribed academy situated in Laverstock, on the outskirts of the city of Salisbury. We currently have 840 girls on roll (Years 7 to 11) and our students achieve well. We are especially proud of our caring but challenging Christian ethos which runs through every aspect of school life. We are ambitious for further improvement and plan to form a Multi Academy Trust with two local secondary schools in the near future.

St Edmund’s Girls’ School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful for this position you will be expected to apply for a fresh disclosure from the Disclosure and Barring Service before appointment is confirmed. References will be sought on shortlisted candidates before interview.

Closing date for applications is 10.00am on Monday 16th May 2016.

Interviews will be held later that week.
Dear Prospective Applicant

**Subject Leader – Science**

- Required from 1st September 2016
- Permanent, full time post
- Salary paid at MPR / UPR plus TLR 1A (currently £7,546 per annum)
- A recruitment allowance of up to £2,000 may be available for an exceptional candidate
- Closing date for applications: Monday 16th May 2016 at 10.00 a.m.
- Interviews to be held later that week

I am pleased that you are interested in applying for this post at St Edmund’s Girls’ School. This is a happy and caring school, where students achieve well. We have high expectations of student attainment and similarly we expect much from our staff. We are aiming for outstanding provision in all areas and this appointment is a key factor in ensuring that we achieve that ambition.

Candidates should note that St Edmund’s Girls’ School is engaged in the formation of a Multi Academy Trust with a growing partnership of other schools, to be known as the Magna Learning Partnership. The aim is for this MAT to open early in the 2016 - 17 academic year. To all new staff joining any of the schools, this may afford the opportunity to work in more than one school as the need arises. Your interest and readiness for this would be questioned at interview.

I can assure you that you will find St Edmund’s a welcoming and rewarding place in which to work. Our students are delightful; they embrace learning opportunities and respond well to challenge. We are especially proud of our caring and supportive Christian ethos which runs through every aspect of school life.

**How to Apply**

Please take time to look at the information about St Edmund’s which is on our website. Should you have any specific queries that are not answered by the information we have provided, then please do not hesitate to contact Mrs Elaine Slack, my PA: email eslack@st-edmunds.eu

Please email your application to the Headteacher’s PA, Mrs Elaine Slack: eslack@st-edmunds.eu. Remember to include three documents:

- Application Form
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you detail the skills, attributes and experiences which make you an appropriate candidate for the post.
Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application.

Yours sincerely

Sarah Busby
Headteacher
Science at St Edmund’s

The department has a suite of six Science laboratories with additional preparation rooms. All these rooms were given a £400,000 refurbishment in September 2014 and our seventh laboratory (currently in a mobile classroom) will be replaced as part of a new build for September 2017.

There are five teaching staff in addition to the Subject Leader and two Science technicians. The department also benefits from TA subject specialist support.

Obviously we are currently in a transition period as we move to the new Key Stage 3 and 4 courses. A current curriculum focus is on streamlining Key Stage 3.

**Key Stage 3:**

Science follows the National Curriculum which aims to develop practical skills and foster a keen interest and wonder in Science. At the start of Key Stage 3 students will study the ‘Launch into Science’ topic, which covers health and safety, science equipment and basic science concepts in biology, physics and chemistry. Students will learn about living cells, circuits, separation techniques, particle theory and space. Biology topics studied include Variation, Microbes, Bodyworks, Digestion, Movement and Photosynthesis. In Chemistry students study Indicators, Atoms and Elements, Compounds and Molecules, the Rock Cycle and Chemical Change. In Physics the topics studied include Forces, Energy, Heat Transfer, Machines, Sound and Controlling Electricity.

**Key Stage 4:**

Courses at Key Stage 4 aim to equip students with the knowledge, skills and interest in science to lead responsible lives and make informed decisions as well as gain the qualifications necessary for further study. The current range of GCSEs is Core Science, Additional Science, Additional Applied Science, Biology, Physics and Chemistry AQA exam board. A very pleasing percentage of students (approximately 30% of each cohort) choose to study all three sciences at GCSE. By September 2016 Year 10 will have started the new AQA Science courses.

**Enrichment:**

Enrichment activities include visits to Science parks, a local farm and a range of environmental work. The department has good links with primary schools and with the schools and colleges chosen by our students for study post 16.
Job title: Subject Leader - Science

Reporting to: Deputy Headteacher

Responsible for: A team of teachers and Science technicians

Purpose: The Subject Leader Science will contribute to the overall success of the school and be active in promoting its aims, supporting an ethos that promotes achievement and high standards.

The key accountabilities of the post are to:

- lead and develop all aspects of Science;
- provide high quality leadership of a subject team as appropriate to enable them to fulfil their responsibilities to deliver a high quality curriculum and lessons so that students make or exceed the progress expected of them.

1. Strategic Development
   - Be a model of high professional standards in all aspects of school life and to lead by example.
   - Ensure the creation and implementation of the subject area improvement plan based upon self-evaluation.

2. Teaching and learning
   - Establish creative, responsive and effective approaches to learning and teaching in your subject area to meet and support the aims of the school.
   - Monitor the quality of teaching based on evidence, self-evaluation and development, ensuring a consistent and continuous focus on achievement and aspiration.
   - Ensure that support is provided for any other teachers where this is needed to ensure Science lessons are consistently good;
   - Ensure the implementation of the school’s assessment procedures, ensuring all students have constant feedback and targets in their learning so they make at least expected progress, but preferably are challenged to make beyond expected progress;
   - Demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement, using data and benchmarks to monitor progress in every child’s learning and to focus teaching;
   - Maintain an organised and effective learning environment in the classroom and shared areas.
3. **Curricular and Extra-Curricular Development**
   - Develop Schemes of Learning to ensure the delivery of high quality lessons;
   - Devise and implement appropriate interventions for students both within lessons and extracurricular to ensure all students make good progress with the support of the senior leadership team;
   - Monitor, review and develop the curriculum offer to ensure an appropriate, comprehensive, high quality and cost-effective curriculum that complements the school's strategic objectives;
   - Keep up to date and current with developments in your subject area and in teaching practice and methodology;
   - Further the development of STEM activities within and outside the curriculum.

4. **Quality Assurance**
   - Implement school monitoring procedures and ensure adherence to those within your subject area;
   - Be able to use a range of evidence/data to support, monitor, evaluate and improve performance;
   - Contribute to the school improvement teams;
   - Produce reports as required within the school self-evaluation systems.

5. **Accountability**
   - Carry out appraisal procedures for any designated subject team members, in accordance with the school's appraisal policy;
   - Take responsibility for your own professional development in discussion with your line manager;
   - Ensure that parents and students are well informed about student attainment and progress;
   - Ensure the consistent implementation of school policies and procedures throughout the subject area.

6. **Staff**
   - Be an outstanding role model for all colleagues, displaying high aspirations for, and expectations of, all students and colleagues;
   - Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school’s safeguarding policies;
   - Comply with the school’s Health & Safety policy and statutory requirements in Health & Safety at Work;
   - Ensure Equality of Opportunity in all areas of the school;
   - Promote the school’s ethos;
   - Undertake any duties not detailed above, but commensurate with the level of the post, as may reasonably be required by the Headteacher.

April 2016
## Person Specification - Subject Leader for Science

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<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed by</th>
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<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>• Qualified Teacher Status</td>
<td>• Experience of teaching more than one subject</td>
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<td>• Good Honours Degree</td>
<td>• Middle leadership CPD</td>
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<td><strong>Experience</strong></td>
<td>• At least three years’ teaching experience</td>
<td>• Potential for (and interest in) senior leadership</td>
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<td>• An excellent classroom practitioner in Science</td>
<td>• Experience of leading whole school initiatives</td>
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<td>• Successful leadership of a Science discipline</td>
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<td><strong>Knowledge and Understanding</strong></td>
<td>• Knowledge and understanding of Science at KS3 and KS4</td>
<td>• Data management and skills</td>
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<td>• Understanding of middle leadership role</td>
<td>• Safeguarding training</td>
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<td>• The ability to recognise outstanding classroom practice</td>
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<td>• Competence using student data to monitor and improve performance</td>
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<td>• Aware of current trends in teaching</td>
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<td>• Knowledge of the role of the form tutor</td>
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<td>• Identifying barriers to learning and a range of strategies to support students</td>
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<td><strong>Professional Skills</strong></td>
<td>• The ability to inspire, develop and motivate students</td>
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<td>• Leadership within and outside the classroom, including leadership of enrichment activities</td>
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<td>• Clear and effective communication</td>
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<td>• Ability to manage practical activities</td>
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<td>• Ability to manage young people effectively</td>
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<td>• Organisation and management of resources</td>
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<td>• Ability to set targets for students in relation to achievement to analyse and synthesise information</td>
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<td>• Ability to form and maintain appropriate relationships and personal boundaries with young people</td>
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<td><strong>Professional &amp; Personal Qualities</strong></td>
<td>• A genuine interest in young people</td>
<td>• A healthy sense of perspective</td>
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<td>• A commitment to comprehensive and inclusive education</td>
<td>• Willingness to seek further professional development</td>
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<td>• Energy and drive</td>
<td>• Ambitious to further career</td>
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<td>• Ability to work as part of a team</td>
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<td>• High expectations of achievement and behaviour</td>
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<td>• Able to articulate personal values in relation to education</td>
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<td>• Committed to safeguarding and promoting the welfare of children</td>
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<td>• Respect for students, staff, parents and governors</td>
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