



**Standish Community
High School**

be Outstanding!

**TEACHER OF SCIENCE
(Preferred specialism Biology)
Maternity Cover**



CANDIDATE INFORMATION PACK



Standish Community High School

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January 2019

Dear Applicant

Teacher of Science (Preferred specialism Biology) – Maternity Cover

Many thanks for your interest in the above post. Please find enclosed the following documents:

- ❖ Information about Standish Community High School
- ❖ Information about the Science Department
- ❖ Job Description
- ❖ Person Specification
- ❖ Teachers Application Form

Standish Community High School is advertising for a Teacher of Science with a preferred specialism in Biology to cover Maternity Leave preferably from the 11th March 2019 however; this can be negotiable to fall in line with teacher resignation dates for employment to commence after Easter.

Your completed application form should be accompanied by a covering letter. Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk or by post to Miss M Johns at the school address. Late applications will not be considered.

Applications will be considered as soon as they are received and the closing date will be Monday 4th February 2019 at 1.00pm.

Yours sincerely,

Mr A Pollard
Headteacher



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GENERAL INFORMATION

January 2019

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the post of Teacher of Science with a preferred specialism in Biology to cover Maternity Leave at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1250 students. Our most recent Ofsted judgment, in November 2014, recorded an overall judgment of good in every category. However, we are working restlessly to achieve "outstanding".

Our attainment figures for 2015 placed us in the top 100 non-selected state-funded schools in England. This accolade has contributed to our designation as a Leading Edge school by the Secondary Schools and Academies Trust (SSAT). For the second year running we were placed in the top 10% of non-selective schools nationally for attainment and in 2016, we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication and professionalism of our staff. For the past two years our Progress 8 scores place the school in the top 20% of schools nationally. We were delighted that our successes continued in 2017 when we achieved our highest progress 8 score so far.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focussed on and determined to unleash the potential in all students irrespective of background or ability.

Standish Community High School has formed a Multi Academy Trust, as the lead school, with another local secondary school. This has provided the potential to open greater career opportunities in the near future. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Head of School at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Head of School



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Science Department

Thank you for considering Standish Community High School's Science department. We are a professional and supportive department, with a consistent track record of success. We have a proven track record of outstanding results. In 2018 over 80% of our students achieved a grade 4 or better and over 50% of our triple science students achieved a grade 7 or better.

We believe that our success is down to our high expectations, consistency on issues such as behaviour and assessment, expert subject knowledge and hard work. We are proud of our ability to develop staff, as our record of internal promotions is testament to. We are fully committed to offering a range of CPD opportunities to all members of the department and can achieve this through strong links with local schools and, in particular, the PiXL network.

We are well-resourced department, with ten specialist teaching laboratories. At present we have eight full time and four part time teaching staff, plus one laboratory technician. We currently follow the AQA scheme of work at KS3 and AQA trilogy or separate science at KS4. We are passionate about using practical work to inspire students and promote a love of the subject. We routinely review and update our schemes of work to match the ever-changing interests and needs of the pupils and to reflect the constantly changing national picture. Pupils enjoy Science at Standish and there is a strong culture of studying science post 16yrs.

We would be delighted to appoint a teacher who can engage and inspire pupils through innovative teaching and a love for their subject. We are all extremely proud of our department and if you would like to get in touch to speak more about the post or even come in to visit, we would love to hear from you.

Kind regards,

Paul Sefton

Curriculum Leader for Science



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EXAM RESULTS

Overall Progress 8	2016	2017	2018
Attainment 8	0.37	0.37	0.24
Overall	58.26	54.26	55.8

Standish	2016	2017	2018
5 x 9 – 5 (A* - C) including English and Maths	81	80	79
English and Maths Grade 4 and above	81	84	85
3 9 – 7 (A/A*)	43	37	40
5 9 – 7 (A/A*)	32	29	29

English Grade 9 – 4 (A* - C)	90	94	95
English Grade 9 – 5	-	80	86
English Grade 9 – 7 (A* - A)	43	43	47

Maths Grade 9 – 4 (A* - C)	84	85	86
Maths Grade 9 – 5	-	64	70
Maths Grade 9 – 7 (A* - A)	28	32	33

Standish Subjects	Grade 9s – 2017	Grade 9s – 2018
English Language	22	15
English Literature	35	19
Maths	16	15



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1. INTRODUCTION

MAIN PURPOSE

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designed curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/Form Tutor.

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. Contribute to raising standards of student attainment.

Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Line Management:

Reporting to – Head of Department
Responsible for – No line manager responsibility

Liaising With:

Headteacher, senior leadership team, teachers and support staff, LA representative, external agencies and parents/carers.

Salary Scale:

Classroom Teachers' Pay Scale

Working Time:

Full time as specified within the STPCD

DBS Disclosure Level:

Enhanced

2. TEACHING

- 2.1 To carry out duties in accordance with the Teachers Standards.
- 2.2 Work positively to the implementation of T & L developments in line with the school SSDP and current T & L foci.
- 2.3 Teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.4 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.5 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.6 Ensure that Literacy and Numeracy are promoted and reflected in the teaching/learning experience of students.
- 2.7 Undertake a designated programme of teaching.
- 2.8 Ensure a high quality learning experience for students which meets internal and external quality standards and ensures all students make progress.
- 2.9 Prepare and update subject materials.
- 2.10 Use a variety of delivery methods which will stimulate learning appropriate to student's needs and demands of the syllabus.
- 2.11 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.



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- 2.12 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.13 Mark, grade and give written/verbal and diagnostic feedback and in line with the school policy.
- 2.14 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Standish or in those schools.

3. STRATEGIC / OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department, the Senior Leadership Team, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support.
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within school.

7. QUALITY ASSURANCE

- 7.1 Help implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 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.



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8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents/carers of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison such as parents' evenings and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alter the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents/carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHE, Citizenship and Enterprise according to school policy.
- 11.10 Apply the behaviour for learning policy so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.



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- 12.4** Comply with school's health and safety policy and undertake risk assessments as appropriate.
- 12.5** This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

13. SIGNATURES

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 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.



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PERSON SPECIFICATION

Teacher of Science

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable
Qualified Teacher Status	✓	
An Honours Degree	✓	
Secure knowledge of Safeguarding policies and procedures	✓	
Prior experience of successful teaching in the relevant curriculum area		✓
Experience of successfully planning lessons and following schemes of work	✓	
Be accountable to the Teachers Standards	✓	
Be fully aware of the Ofsted criteria for teaching and able to deliver lessons appropriately	✓	
Experience of supporting the Head of Department in delivering Development Plans to enhance performance		✓
Experience of creating intervention strategies to improve student performance		✓
Experience of dealing with parents/carers to resolve issues		✓
Experience of dealing successfully with student issues	✓	
Be empathetic in dealing with pupils and parents/carers	✓	
Experience of using tracking systems to enhance pupil performance	✓	
High levels of communication skills both oral and written	✓	
Ability to write reports providing quality information to students/parents/carers		✓
High levels of inter-personal skills	✓	
Ability to work under pressure and to strict deadlines	✓	
Ability to use ICT to support Teaching and Learning	✓	
Ability to work as part of a team	✓	
An understanding of current educational issues in relation to the post	✓	
Ability to work unsupervised and under own initiative as required	✓	
Ability to find solutions to immediate, medium and long-term problems		✓
Ability to manage own workload	✓	
Willingness to work flexibly across the day, week and year	✓	
Integrity, professionalism and diplomacy	✓	
A sense of humour	✓	
Enhanced DBS Check	✓	