



TEESDALE SCHOOL AND SIXTH FORM CENTRE TEACHER OF SCIENCE

Vision, values and ethos

At Teesdale School and Sixth Form Centre, our vision is simple and is shared by all schools across the North East Learning Trust family. It is that every child experiences excellence every day.

We are committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- providing a calm, purposeful atmosphere where young people are cared for and able to learn with confidence;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility, spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each young person to be both courageous and caring, resilient and determined as they strive for excellence.

JOB DESCRIPTION

Purpose:	<ul style="list-style-type: none"> To teach Science to students across the age and ability range within Teesdale School To be a committed and enthusiastic member of the Science Department To develop and foster positive working relationships with students, teaching staff, other professionals and parents/carers
Supported by:	Head of Science / Second in Science
Liaising with:	Other subject staff and pastoral staff as appropriate
Degree of contact with students:	High
Salary:	Main Pay Scale / Upper Pay Scale
Working Time:	Full time

MAIN (CORE) DUTIES

Operational/Strategic Planning	<ul style="list-style-type: none"> To report regularly to Science Leadership on the progress of individual students To participate in staff meetings as required To plan, prepare, evaluate and modify personal teaching methods and materials in accordance with department and school policies To control and manage the classroom effectively To praise and manage student behaviour as appropriate To plan to meet the varied and special educational needs of students To set homework in accordance with the school and department policy and to ensure that students complete school planners
Enhancing own knowledge, skills and understanding	<ul style="list-style-type: none"> To continuously develop your range of teaching and learning strategies for supporting the development and progression of individual students To keep up-to-date with developments and initiatives in the subject area.
Professional development and raising awareness	<ul style="list-style-type: none"> To be an active member of the school's Science Department To work with relevant staff to identify and address the needs of students To plan differentiated material to support all students at Key Stages To participate proactively in professional development initiatives
Curriculum and Extra-curricular Provision	<ul style="list-style-type: none"> To contribute in developing/reviewing/revising schemes of work and engaging and challenging resources To contribute to the creation, planning and organisation of extra-curricular activities to promote the subject and enhance students' learning
Sharing information	<ul style="list-style-type: none"> To ensure the efficient exchange of information regarding students both within the school and with other institutions/external agencies, as necessary
Support and monitoring	<ul style="list-style-type: none"> To mark and record students' work in line with departmental and school policies To assess in line with departmental and school policies the ability of individual students; transfer that assessment to school records and to reports for parents; to communicate assessment details and data to tutors in preparation for parents' progress evenings To prepare and conduct assessments of students' learning as and when required, and submit data regarding students' progress into the school management information system. To liaise with others involved in supporting students' learning

	<ul style="list-style-type: none"> • To develop and maintain links with subject and pastoral staff to support, monitor, assess and evaluate the progress of individuals • To support students' social and emotional needs. • To foster good relationships and liaison with parents/carers
Management of Information	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning students' learning and progress.
Communication	<ul style="list-style-type: none"> • To ensure effective communication/consultation as appropriate with the parents/carers of students
Additional Duties	<ul style="list-style-type: none"> • To carry out duties as appropriate to the position of a classroom teacher within school • To carry out duties as appropriate to the position of a pastoral tutor • Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.
<p>This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher / Acting Head of School / Head of Department to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

Safer Recruitment

Safeguarding Statement: Teesdale School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, governors and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

In accordance with regulations, the School will carry out a check with the Disclosure and Barring Service as to the existence and content of a criminal record of persons appointed to posts giving substantial opportunity for access to children. Any information will be treated in the strictest confidence and will be considered only where it is felt to be relevant to a particular job or situation. Your permission will be sought to carry out the disclosure procedure following an offer of appointment but you should note that refusal to give permission could prevent confirmation of your appointment.

You will need to attend school soon after the offer of appointment with some or all of the following documents:

Passport / Driving Licence / Utility Bill / Birth Certificate / Marriage Certificate / NI Evidence / Copies of Qualifications.

The appointment is also subject to obtaining satisfactory references.

Teesdale Academy is an Equal Opportunity Employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications from candidates with disabilities will be granted an interview if the essential job criteria are met.



TEESDALE SCHOOL AND SIXTH FORM CENTRE TEACHER OF SCIENCE

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none">• Experience of working with children within a learning environment (individuals/groups)• Evidence of recent professional development/training in the teaching and support of the subject	
Qualifications and Training	<ul style="list-style-type: none">• Specialism within the subject area• Relevant degree – QTS• Good qualifications within the subject area	<ul style="list-style-type: none">• Good honours degree in Science or similar subject
Skills, Knowledge and Aptitudes	<ul style="list-style-type: none">• Ability to teach KS3 and GCSE Science• Ability to work flexibly as part of a team• Ability to maintain a good learning environment• Excellent communication skills• Excellent organisational skills• Willingness to take responsibility• Ability to use own initiative• Resilient, mature approach• An appreciation of the value of learning• A desire to encourage all young people to succeed	<ul style="list-style-type: none">• Ability to teach KS5 Science• Ability to initiate activities to enhance provision within the subject area
Additional Factors	<ul style="list-style-type: none">• Supportive manner• Enthusiasm• Sensitivity to students' needs /self-esteem• Willingness to further develop professional skills• Meaningful contribution to extra-curricular activity	<ul style="list-style-type: none">• Experience of working with young people aged between 11-18



INFORMATION ABOUT THE SCIENCE DEPARTMENT

Staff members

- There are currently 8 members of teaching staff within the department and 2 dedicated Science Technicians. Our staff includes specialist Biology, Chemistry, Physics, and Psychology teachers and we operate very much as a team. Our ethos is one of openness, support and honesty in our teaching. This allows us to identify any potential problems early and support each other so that student progress is driven at the fastest possible rate.

The Science department

- In joining us you should expect to be part of a vibrant and developing team who will support you and expect your support in return. If you would like to join us we would be delighted to review your application.
- The science department is situated in a suite of 8 laboratories each fitted with a digital projector and whiteboards. 3 of these are located on the second floor which acts, in part, as a sixth form specific teaching location.
- There is a dedicated Science department workroom with a conference table providing an excellent space for collaborative working.
- All teaching in Science is delivered using our T&L framework. Each lesson should follow the progress of **Checking Foundations, Presenting New Information, Constructing Understanding** with a range of tasks followed by some form of assessment where pupils can **Apply** what they have learned and **Demonstrate** their understanding. The lesson should always conclude with a form of summary, feedback or reflection before showing the link to the next lesson. Departmental PowerPoint slides support this process and we have a wealth of good practice available to staff as we actively share good practice.

KS3 Science

- We employ a **2 year KS3 model** which is common to all departments in the North East Learning Trust with common assessment points at the end of each term.
- Overarching themes for KS3 are:-
 - *The use of practical work to ensure that student have a sound grasp of the laboratory skills they will require as the progress in science. These are chiefly, a sound knowledge of laboratory techniques, a working understanding of how risk assessments from a critical part of the safe running of a practical task and the collecting and recording of data in an accurate and clear way.*
 - *The development of mathematical skills ready for the KS4 curriculum; specifically,*
 - *The ability to manipulate data, calculate averages and plot graphs and charts.*
 - *The ability to use given formulae to calculate values and the ability to rearrange those formulae to solve for other variables.*
 - *The development of the key knowledge and understanding required to build a solid foundation on which KS4 can build. This is achieved through a 'spiral' route through the course where topics are returned to several times as additional information is built onto existing concepts.*

KS4 Science

- Year 9 begin the AQA Science (9-1) qualification. Students study either the Science Trilogy course in Biology, Chemistry, and Physics. The separate sciences are an option for current cohorts of students giving them additional curriculum time to help master the content and to prepare them for study at A-level. In future years all students will study for separate science qualifications although less able students will likely only take a Dual award exam at the end of the course. The time required to teach this course has been made a priority in the school curriculum and is a real boost to our teaching in Teesdale School.

KS5 Science

- The following A-level courses are offered at GCE A' Level
 - *Biology (OCR A), Chemistry (OCR A), Physics (OCR A)*
 - *BTEC Level 3 in Applied Science*
 - *Psychology (AQA)*
- We use bespoke 'Schemes of Learning and Progress' (SoLP) that are written in house and in collaboration with other schools within the North East Learning Trust. We have a policy of teaching for understanding rather than 'to the test'.