

# The South Wolds Academy and Sixth Form



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## *Teacher of Science Application Pack*

*June 2022*

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**The South Wolds  
Academy  
and Sixth Form**

June 2022

Dear Applicant

**Teacher of Biology (0.8 fte, maternity cover)**

Thank you for your interest in this post. Further details of the post and an application pack are available on the school website for your information.

The South Wolds Academy is a popular, high-attaining 11-18 school. Our main aim is to enable every student to achieve their academic and social potential. We strive to achieve outstanding attainment and care, guidance and support, underpinned by a strong programme of enrichment that prepares our students for the rest of their lives.

In December 2019 OFSTED judged us to be a good school with many outstanding features and the most recent report can be found on our website. We are regularly one of the 10 highest performing schools in Nottinghamshire and our "culture of high achievement is prevalent in all that we do.

At the centre of our improvements are outstanding teachers who are committed to taking every possible step to enable our students to enjoy and succeed. If you are successful in your application for this post then you can rest assured that we will be absolutely committed to your professional development, work-life balance, and career aspirations. Governors, senior leaders and I are committed to enabling all teachers to fulfil their roles successfully, to flourish professionally and prepare for the next stage of their career.

Perhaps our school is best summed up by OFSTED who reported that "pupils achieve well within a culture of high ambition" and "teachers have high expectations of what pupils can achieve". We are looking for someone who can make a major contribution to our great school and further enhance our students' experience.

Please do take some time to have a look at our website [www.southwolds.co.uk](http://www.southwolds.co.uk) where you can find out more about us and our students. Alternatively you can follow us on twitter (@SouthWolds) or Facebook for an easier way of staying in touch.

South Wolds is an exciting place to work – a place where staff and students do have a smile on their faces. We would be delighted to hear from you if you decide to apply for this post. Please complete an application form and covering letter (no more than two sides of A4) explaining:

- How your training and experience to date have prepared for you this post;
- The steps that you will take to ensure your teaching is outstanding; and
- Why we should appoint you to this post.

We look forward to hearing from you. The closing date for applications is 9.00 am on Friday 1<sup>st</sup> July 2022. If you have any queries then please contact Jo Egglenton by phone or email [jegglenton@southwolds.notts.sch.uk](mailto:jegglenton@southwolds.notts.sch.uk)

Yours sincerely

Halina Angus  
Head Teacher



**The South Wolds  
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and Sixth Form**

## **Science at The South Wolds Academy and Sixth Form**

The Science department is a dynamic and forward thinking faculty. We pride ourselves on delivering consistently high quality lessons that inspire, motivate and stretch our students. We manage this through an ethos of working collaboratively and a culture where risk taking is encouraged. These principles have allowed us to maintain consistently strong examination results and large numbers of students opting to take GCSE's in the separate sciences and A levels.

Students study a bespoke KS3 program up until the end of Year 8. This course covers aspects of GCSE as well as a large focus on investigative work. They then begin the GCSE proper. Students who opt to take triple science receive 15 hours a fortnight. Students who do not opt to take triple science have 10 hours a fortnight. Roughly half of students opt to take triple science. We follow the AQA GCSE specification. Science at A level is particularly strong. Over half of the entire 6<sup>th</sup> form take at least one science A level. Physics, chemistry and biology all follow the AQA specification.

The faculty has 7 dedicated labs. All rooms are equipped with interactive whiteboards. We have reasonable access to IT rooms when needed. We have a science workroom which is fully kitted out (fridge and kettle). The successful candidate will join a team of 8 other science specialists. The team comprises 3 biologists, 3 chemists and 2 physicists.

## Job Description for a post of Responsibility – Teaching Staff



1. **Title of Post:** Teacher of Science
2. **Name of Teacher:**
3. **Salary:** Main Scale
4. **Accountable and responsible to:** Science Performance Leader
5. **Core Requirements of the Post**

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

1. Inspire trust and confidence in pupils and colleagues
2. Build team commitment with colleagues and in the classroom
3. Engage and motivate pupils
4. Demonstrate analytical thinking
5. Improve the quality of pupils' learning

### 6. **Basic Tasks of a teacher:**

#### **1. TEACHING**

- 1.1. Appropriate preparation to meet the needs of the groups of students concerned.
- 1.2. Effective classroom management to enable and encourage learning.
- 1.3. Marking and response to all work.
- 1.4. Setting and marking homework according to the academy's agreed schedule and policy.
- 1.5. Reaching agreed teaching standards and ensuring the safety of all students.
- 1.6. Working to ensure that all students achieve their full potential.

#### **2. PASTORAL CARE/AND AS A FORM TUTOR**

- 2.1. Managing your tutor group to create a positive personal and group relationship.
- 2.2. To know every student in the tutor group and to recognise their needs.
- 2.3. To offer solutions to those identified needs as appropriate.
- 2.4. To counsel, encourage and nurture all students in your tutor group in all aspects of their social and academic development.
- 2.5. To foster close and effective relationships between the academy and parents.

#### **3. PERSONAL SKILL DEVELOPMENT**

**to work in co-operation with your 'line manager' to maintain a personal development programme which:**

- 3.1 Further enhances and develops subject related skills.
- 3.2 Increases professional skills as a tutor and a teacher.
- 3.3 Encourages the development of colleagues. Involves the sharing and taking of responsibilities within the academy and department.
- 3.4 Encourages and maintains a high level of motivation amongst students.

**4. THE DEPARTMENTAL AND WHOLE SCHOOL COMMUNITY  
contributing to the improvement and maintenance of an effective school.**

- 4.1 To contribute to the development of effective teamwork throughout the academy.
- 4.2 To attend and contribute towards all relevant meetings
- 4.3 To contribute towards the development of departmental teaching materials and the review of syllabi and schemes of work.
- 4.4 To encourage and foster the development of extra curricular activities.
- 4.5 To maintain and present a professional attitude, appearance and conduct at all times.
- 4.6 To respond to the challenges and opportunities offered in a Community Academy

**7. Main purpose of job:**

**To carry out the following professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Head Teacher.**

**Knowledge and understanding**

- Maintain an up to date knowledge of good practice in teaching techniques
- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements
- Have a secure knowledge and understanding of their specialist subject(s) (for secondary equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula)
- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach
- Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s)

**Planning and setting expectations**

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment
- Identify pupils who are very able or who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs)
- Understand and apply effective classroom management
- Understand and apply a range of teaching strategies
- Positively target and support individual learning needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources

### **Teaching and Managing Learning**

- Demonstrate appropriate consistent progress
  - For the majority of pupils
  - Across all teaching areas
  - Across all spectrums of background, ability and behaviour
  - That compares favourably with pupils in similar settings
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Effectively use homework and other extra curricular learning opportunities
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time, setting clear targets which build on prior attainment

### **Assessment and evaluation**

- Assess how well learning objectives have been achieved and use this assessment for future teaching
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving

### **Parents**

- Know how to prepare and present informative reports to parents
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples
- Understand the need to liaise with agencies responsible for pupils' welfare

### **Students**

- To monitor the progress made in meeting targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Secure progress towards pupil targets

### **Managing own performance and development**

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Effective use of time available
- Understand their professional responsibilities in relation to academy policies and practices
- Set a good example to the pupils they teach in their presentation and their personal conduct

- Evaluate their own teaching critically and use this to improve their effectiveness
- Contribute to the development and/or implementation of academy policies
- Use the Performance Management process to advance pupil learning and enhance professional practice in line with the academy's aspirations and priorities
- Promote the wider aspirations and value of the academy

## **8. Health and Safety**

1. To be familiar with the Academy Health and Safety policy.
2. To advise the Science Performance Leader on Health and Safety matters as the need arises.

## **9. Further Statement**

The contents of this job description and allocation of particular responsibilities may be amended after consultation from time to time.

### Person Specification – Teacher of Science

This is the specification to which we shall be working throughout the selection process. Your letter of application will be part of this process and will need to address these areas wherever possible.

|                                       | <b>Essential</b>  | <b>Desirable</b>   |
|---------------------------------------|---|--|
| Education and Qualifications          | <ul style="list-style-type: none"> <li>▪ Qualified Teacher Status</li> <li>▪ Degree or PGCE</li> <li>▪ An enhanced CRB check</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Good honours degree</li> <li>▪ 'A' level average of C or above (or equivalent)</li> </ul>                               |
| Training and professional development | <ul style="list-style-type: none"> <li>▪ Evidence of recent and relevant CPD</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Relevant Higher Degree or Diploma</li> </ul>  |
| Experience                            | <ul style="list-style-type: none"> <li>▪ Successful experience of teaching Science throughout Years 7 – 13</li> <li>▪ Successful tutor group experience</li> </ul>  |  |
| Skills and abilities                  | <ul style="list-style-type: none"> <li>▪ Excellent classroom practitioner</li> <li>▪ Ability to work under pressure</li> <li>▪ An ability and enthusiasm to exploit the possibilities and potential of Science within and beyond the classroom</li> <li>▪ Evidence of good organisational skills</li> <li>▪ A good team player</li> <li>▪ An ability to use and interpret data in order to design and implement intervention for individuals or groups of students who are underperforming</li> </ul> | <ul style="list-style-type: none"> <li>▪ A reputation for fair but firm management of student behaviour</li> <li>▪ Coaching skills</li> </ul>                    |
| Knowledge and understanding           | <ul style="list-style-type: none"> <li>▪ An excellent understanding of the Science curriculum across all key stages</li> <li>▪ Basic understanding of the nature and implications of recent research into what makes for effective learning</li> </ul>  | <ul style="list-style-type: none"> <li>▪ An awareness and understanding of the likely consequences of curriculum change</li> </ul>                               |
| Personal Attributes                   | <ul style="list-style-type: none"> <li>▪ A proven ability to relate well to young people</li> <li>▪ A proven ability to relate well to colleagues</li> <li>▪ A commitment to helping students of all abilities to achieve the very</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Clear and broad vision for education and schooling</li> <li>▪ Ambition to progress further in the profession</li> </ul> |



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|  | <p>highest standards of which they are capable</p> <ul style="list-style-type: none"> <li>▪ Adaptability, flexibility and capacity for hard work</li> <li>▪ A desire and determination to make a significant contribution to the school</li> </ul> |  |
| <p>Equal Opportunities/<br/>Safeguarding</p> | <ul style="list-style-type: none"> <li>▪ Understand and demonstrate a willingness to promote positively the Equal Opportunities Policy and safeguarding policy of The South Wolds Academy and Sixth Form</li> </ul>                                |  |