

Teacher of Science from September 2019

Thank you for your interest in this post and we look forward to receiving your application. We are seeking someone with the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the Science department enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. We have a strong induction programme, particularly for NQTs who will be accredited through the George Abbot Teaching School Partnership, and whose salaries will be backdated to 1st August. The successful applicant is likely to be a form tutor. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection of the **national Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development through paid responsibilities.

Please note that NQT salary is backdated to 1st August

This document contains information about the department and the person specification. Separately, there are the following documents:

- overview information about the school, including extracts from the January 2015 Ofsted report and information about being a Leadership Partner School
- an introduction to the school, its ethos and approach
- new staff welcome package (including Summaries and extracts from the ‘Investors in People’ Reports in the last 4 years))
- examples of how staff have joined the school and developed their careers
- a location map for the school

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

Visit our website www.ashcombe.surrey.sch.uk for information about the school. In particular, if you look at the “About the School” section, there is a range of information including “Information for prospective staff”.

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. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS)

Candidates selected for interview will be informed by telephone. We do not generally contact candidates who are not shortlisted.

Thank you for taking the time to complete your application.

Therfield School, The Ashcombe School and The Warwick School have formed and are part of South East Surrey Schools Education Trust (SESSET), a charitable company limited by guarantee and registered in England and Wales with company number 10479401. The registered address is The Ashcombe School, Ashcombe Road, Dorking Surrey, RH4 1LY

Current Information on the Science Department

Introduction

The Science department is a very successful and dynamic department which achieves strong results and progression at both GCSE and A level. For many years, at KS4 all pupils have followed the same GCSE course (formerly Core Science and Additional Science, and now Combined Science: Trilogy (dual grades). This reasoned, distinctive approach has been commended by visiting external professionals, and has led to an overall inclusive enthusiasm for Science, with high numbers and outcomes at A-level, where pupils achieve on average 0.3 grades higher in all Sciences than the national average. Typically, 75% at grades A* to C (with 74% grades 9-4 for 2018) in GCSE Combined Science. As well as seeking to maintain these standards, the department is involved in a number of new projects including the widespread use of networked ICT as both a pupil resource and in streamlining staff workload and supporting teamwork.

Courses and grouping arrangements

Year	Course & materials	Lesson alloc.	Grouping
7	KS3 course following schemes of work devised within the dept. based on National Curriculum. The Year 9 scheme has been extended to support the needs of the more & less able pupils.	2	Mixed – tutor groups
8		3	Mixed – tutor groups
9		3	Setted
10 & 11	KS4 AQA GCSE course - Combined Science: Trilogy.	4	Setted –3/4 sets taught at the same time. Classes are taught by two teachers to cover all modules.
Sixth Form	Biology - OCR A	L6: 4 U6: 3½	Typically 2 groups in L6th and 2 in U6th for Physics, Chemistry and Biology.
	Chemistry - OCR B (Salters)		
	Physics - OCR A		

* out of 20 x 70 minute lessons per week

Accommodation and resources

There are 11 laboratories, prep. and storage rooms and a Science Department office together along one corridor. Staff are also able to work in the Ranmore staff work area with members of all departments from around the school. All laboratories are designated "Science" and specific laboratories are also designated for specialist use when used by the Sixth Form for Biology, Chemistry and Physics. Two laboratories have been equipped with 20 PCs to allow full use of digital resources.

Staffing

At present there are 15 members of the department, some of whom are Senior Managers or teach other subjects. The team works extremely well together, each member contributing creatively to the curriculum offered. We seek to allocate the teaching groups so that every member has the opportunity to teach the whole ability range and the whole age range. The Management team consists of the Head of Department, a Deputy Head of Science (including KS4 co-ordination) and three joint KS3 co-ordinators; regular management meetings are held. All laboratories receive excellent technical support from a highly skilled team of technicians.

Head of Department	<i>Guy Blair</i>
2 i/c Department	<i>Caroline Telford</i>
Key Stage Coordinators	<i>Alison Gillespie and Tom Hudson</i>
Teachers of Science	<i>Jeremy Carter (Deputy Head), Maarit Edy, Andrea Fortini, Alison Gillespie, Heather Hook, Tom Hudson, Debbie Leane, Josh Mason, Marina Ohlsson, Jeremy Rayne, Yasmin Sheikh (Assistant Head)</i>

Teacher of Science (MPS) - Person Specification

In selecting candidates for interview and eventual selection, the Governors will be looking for teachers with relevant education, experience, job related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from teachers who consider that they could meet most if not all of the requirements listed.

EDUCATION / QUALIFICATIONS

- Qualified teacher status
- First degree or equivalent in Science or related subject
- Evidence of continuing professional development

EXPERIENCE

- Either successful progress on PGCE course (or equiv. training scheme) or in a teaching post.
- An excellent record of attendance and punctuality

JOB RELATED KNOWLEDGE, APTITUDE AND SKILLS

The curriculum:

- Commitment to the comprehensive ideal and to equal opportunities
- The knowledge and vision to put these into practice in order to meet current and future challenges within the Science area
- A keen interest in children as individuals and in how they learn

Contribution to the Department

- An ability to teach the full age range 11-18 in the subject
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the Science development plans within the school development plan
- A commitment to the development of a collaborative approach to decision-making, implementation and evaluation of the work in the department
- A commitment to using a wide range of teaching and learning styles to suit the needs of a comprehensive intake
- An ability to communicate effectively both orally and in writing
- A willingness to use or acquire relevant I.T. skills for administration purposes and to enhance the teaching of Science

PERSONAL QUALITIES

- Confidence, imagination and drive; flexibility and adaptability
- A sense of humour and perspective
- A capacity for hard work, the ability to manage its pressures and the ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues