



Park Hall/Arden Partnership Application Pack



Teacher of Science
Mainscale Post MPS1-6
Post-Threshold Post UPR 1-3
with effect from September 2018
www.parkhallschool.org.uk

Are you enthusiastic, passionate and have a good sense of humour? We would love to hear from you.

We are a GOOD school. Our Ofsted in November 2017 highlighted our many Good and Outstanding features. We achieved an increase of 12% in our 5 A*-C (En/Ma) pass-rate this summer. Our Basics measure also improved by 10% this year and our Progress 8 score (+0.40) is third in the local authority and well above the national average. We are a school with a very strong Sixth Form with results among the best in the country and we are the highest performing school in North Solihull.

We promise to offer you both a stimulating and highly rewarding experience in return for your motivational skills and good practice. Come and visit us – you will not be disappointed. Exceptional candidates may be interviewed prior to the closing date.

The Park Hall/Arden Partnership is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.

To arrange a visit or a conversation about this opportunity, please contact Wendy Howes, Headteacher's PA, on 0121 748 0401 or email: recruitment@parkhall.org. Alternatively, please visit www.parkhallschool.org.uk to download details and an application form. Closing date: 9.00am, Tuesday 27 March, 2018. Interviews Thursday 29 March, 2018.

Teacher of Science

Dear Applicant,

Thank you for your enquiry for the Teacher of Science. Please find below a description of the advertised post. We are looking to appoint a dynamic practitioner who has a proven track record in building and sustaining positive relationships with young people and staff and in improving the life chances of these young people through effective classroom delivery. The successful candidate will be supported with their own professional development and training in order to continually increase their capacity.

The postholder will have excellent interpersonal and organisational skills and be committed to working in partnership with other departments, staff and organisations. They will receive good support and supervision.

We hope that you find the following information helpful and would appreciate you submitting your application electronically to Wendy Howes at whowes@parkhall.org. If this is not possible, paper applications should be received by first post 9.00am On Tuesday 27 March, 2018 at (as should all electronic applications).

1 Safeguarding

The Arden/Park Hall Partnership is committed to safeguarding and promoting the physical and emotional health and well-being of children and young people and expects all those involved with the Partnership to share and deliver this commitment.

2 Accountability

The Teacher of Science Post Holder will be accountable to the Head of Faculty who is in turn accountable to the Senior Leadership Team.

3 Role Description

3.1 Overall purpose of the Teacher of Science Post

The main aspects of the Teacher of Science Post role are described in the Teacher of Science Post Role Descriptions.

In addition, the Teacher of Science Post Holder will:

- Deliver the Arden/Park Hall Partnership vision and translate into practice the underpinning values and moral purpose of the Partnership.
- Understand the status of the Partnership and ensure that it develops a productive relationship with the community of schools in North Solihull.
- Be accountable for continuous improvement in the quality of education for children and young people of all abilities.
- Create the environment and manage resources to promote and secure equal opportunities and achievement of all students and staff.
- Be accountable to the relevant Faculty Leader or Head of Department
- Fulfil the responsibilities outlined in the Partnership generic job description

Performance Management will be in line with the Local Authority Policy. The job description will, of course, be subject to amendment after consultation in order to meet the changing needs of the Partnership.

4 Teacher of Science Post Person Specification

Qualifications	Experience	Knowledge	Leadership & Management	Analytical Skills	Personal Qualities
<p>An honours degree (or equivalent) in a subject or discipline relevant to the post. (E)</p> <p>Qualified Teacher Status. (QTS) (E)</p> <p>Evidence of further professional studies/research. (D)</p>	<p>Proven success in delivering KS3 and KS4 curriculum. (E)</p> <p>Proven success in delivering KS5 curriculum. (D)</p>	<p>Strong understanding of the content related to the curriculum area. (E)</p> <p>A proven knowledge of the changing national education agenda. (D)</p> <p>Strong understanding of statutory educational frameworks, including Every Child Matters, Child Protection and Special Educational Needs. (D)</p>	<p>Strong, effective classroom management skills. (E)</p> <p>Ability to support all policies throughout the area, to impact beneficially on staff and students. (E)</p> <p>Ability to meet deadlines effectively. (E)</p> <p>A willingness to develop and support new initiatives. (E)</p> <p>Ability to inspire and motivate staff and students and retain the trust of parents. (E)</p>	<p>Ability to use data and strategic information to raise student achievement. (E)</p>	<p>Excellent communication skills, both oral and written. (E)</p> <p>Outstanding emotional intelligence. (E)</p> <p>Willingness to do extra-curricular activities. (D)</p> <p>Ability to learn from students, parents, governors and other partners. (E)</p> <p>Readiness to show sensitivity and flexibility to suit the circumstances. (E)</p> <p>Resilience and stamina when faced with complex and demanding situations. (E)</p> <p>Have a clear view of appropriate personal work/life balance. (E)</p>

Teacher of Science Post

1. Job Title: Teacher of Science Post

2. Reporting Arrangements

2.1 Report to the Head of Faculty/Department

Job Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate

To monitor and support the overall progress and development of students as a teacher/Form Tutor

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential

To contribute to raising standards of student attainment

To share and support the Partnership's responsibility to provide and monitor opportunities for personal and academic growth

To continually meet and/or exceed the appropriate Teacher standards, be they core standards or post threshold, according to individuals pay arrangements.

Principal responsibility

The provision of a full learning experience and support for students

Liaison with Headteacher and SLT, teaching/support staff, LA representatives, external agencies and parents

Main (Core) Duties

Operational/Strategic Planning

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the curriculum area/department

To contribute to the curriculum area/department's development plan and its implementation

To plan and prepare courses and lessons

To contribute to the whole Partnership's planning activities

Curriculum Provision

To assist the Deputy Headteacher Curriculum, to ensure that the curriculum area provides a range of teaching which complements the Partnership's strategic objectives

Curriculum Development

To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Partnership's Strategic Objectives

Staffing

To take part in the Partnership's staff development programme by participating in arrangements for further training and professional development

To continue personal development in the relevant areas including subject knowledge and teaching methods

To engage actively in the Performance Management Review process

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To ensure the effective/efficient deployment of classroom support

To work as a member of a designated team and to contribute positively to effective working relations within the Partnership

Quality Assurance

To help to implement Partnership quality procedures and to adhere to these

To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required

To review from time to time methods of teaching and programmes of work

To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy

Management Information

To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.

To complete the relevant documentation to assist in the tracking of students

To track student progress and use information to inform teaching and learning

Communications

To communicate effectively with the parents of students as appropriate

Where appropriate, to communicate and co-operate with persons or bodies outside the Partnership

To follow agreed policies for communications in the academy

Marketing and Liaison

To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner academies.

To contribute to the development of effective subject links with external agencies

Management of Resources

To contribute to the process of the ordering and allocation of equipment and materials

To assist the Subject Leader/Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources

To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the students

Pastoral System

To be a Form Tutor to an assigned group of students

To promote the general progress and well-being of individual students and of the Form Group as a whole

To liaise with Learning Co-ordinator/Attitude to Learning Co-ordinator to ensure the implementation of the academy's Pastoral System

To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life

To evaluate and monitor the progress of students and keep up-to-date student records as may be required

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To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved

To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff

To contribute to the pastoral curriculum

To apply the Behaviour Management systems so that effective learning can take place

Teaching

To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere

To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required

To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students

To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students

To undertake a designated programme of teaching

To ensure a high quality learning experience for students which meets internal and external quality standards

To prepare and update subject materials

To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus

To maintain discipline in accordance with the academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework

To undertake assessment of students as requested by external examination bodies, departmental and academy procedures

To mark, grade and give written/verbal and diagnostic feedback as required

Other Specific Duties

To play a full part in the life of the Partnership community, to support its distinctive mission and ethos and to encourage staff and students to follow this example

To support the Partnership in meeting its legal requirements for worship

To promote actively the Partnership's corporate policies

To continue personal development as agreed

To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate

To undertake any other duty as specified by STPCB not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

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Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

The Partnership 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.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Covering Letter of Application to the Headteacher

Applicants are asked to apply by completing the application form, demonstrating how they meet the person specification, and by submitting a covering letter stating their interest.

We would appreciate you submitting your application electronically to Wendy Howes at whowes@parkhall.org. If this is not possible, paper applications should be received by first post Tuesday 27 March, 2018 at 9.00am (as should all electronic applications).

Regards

Damian Burgess
Headteacher

