

Chase High School
Prittlewell Chase
Westcliff-on-Sea
Essex
SS0 0RT
Tel: 01702 354441
NOR: 1059 including
139 A-Level students



Headteacher: Andrew James

2nd in Science Department

Start date: January 2018

Full Time

Teachers Main Scale or Upper Pay Scale plus TLR2b

We are seeking to appoint an enthusiastic and experienced science teacher to support the leadership of this popular department in its continued drive for excellence. Applications are welcome from scientists of any specialism and there is the possibility of A level teaching for the right candidate.

Chase High School is a vibrant, oversubscribed and inclusive 11-18 school, committed to providing high quality, all-round education for every student. We are at an exciting time in our development and are seeking to build a team who believes that education has the power to transform the lives of young people and has the ability to inspire them to believe it for themselves.

Results have risen rapidly in recent years and the successful candidate will have the skills and enthusiasm to make a significant contribution to our continued improvement.

For further information and a job description please contact Mrs Sue Callaghan on 01702 354441 sue.callaghan@chasehigh.org. Chase High School is committed to safer recruitment so all applicants must be prepared to undergo screening to confirm their suitability to work with children

Closing date for this vacancy: 20 October 2017
Interviews will be arranged upon receipt of applications

We reserve the right to close this vacancy early upon successful appointment.

Chase High School is an academy that forms part of the Brentwood Academies Trust in partnership with St Martins, Brentwood.



The Science Department

The Science department at Chase High is growing year on year as more time is put into a thriving subject. The Science department at Chase High is made up of teachers with several years' experience. The teaching team, consisting of 9 teachers, work closely together independent of their particular specialisms. We have a large office space that acts as a focus for both professional and social discussions. It is equipped with refrigerator, microwave, kettle, toaster etc. The Science team also includes 3 full time technicians who support the teaching and learning across the department. All members of the department contribute to the development and management of Science.

The Science department is committed to the professional development of all of its members. This will include one to one mentoring, NQT training programme, internal and external INSET as well as day to day support and advice. In this way we try to ensure that all members of the department are valued and given the opportunity to make career progression.

The Science department is dedicated to ensuring that all pupils not only reach their full academic potential in Science but also recognise the importance and intrinsic fascination of science. The courses we offer have been chosen specifically to meet the needs of all the pupils in our classes. In addition to this, classroom learning is supplemented by our Science Club, Annual year 10 Science Camping Trip, Science week show, weekly catch up and revision sessions and our use of online portal Alfiesoft.

The department is well resourced. We have 6 laboratories all of which are equipped with practical equipment, gas, water and electricity. They are serviced regularly by our technical support staff. All of our teaching rooms are fitted with computer projectors and interactive whiteboards.

At KS3 we teach the new national curriculum course designed by Collins. We feel the level of expectation, student thinking and response has increased rapidly since its introduction in September 2014. This is delivered in year 7 and year 8 only. At KS4, starting in year 9, we will offer two pathways Double Award Science and Single Sciences, both from Edexcel.. Both courses aim to provide students with academic rigour, opportunities for skill development and relate science to student's everyday experiences. At KS4 all of our students will follow the GCSE pathway from 2016.

A-Level Sciences are a recent addition to Chase High and are an area we hope to grow and develop in the future. A-Level Biology is particularly popular at Chase High. The opportunity to teach very able and highly motivated A-Level students has become a great attraction to ambitious and academically well qualified teachers.

The Science Department is a vibrant, challenging place to work. Professionalism and a willingness to learn are essential qualities for any new members of the Science team.

JOB DESCRIPTION

Chase High School

DEPARTMENT	Science
JOB TITLE:	2 nd in Science
RESPONSIBLE TO:	Subject Leader Science
RESPONSIBLE FOR:	A Subject Group
DUTIES:	The School Teachers' Pay & Conditions Document (Part XII) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.
PARTICULAR DUTIES:	Class Teaching
SALARY	TLR2B

Teaching:

1.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

1.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

MAIN ACTIVITIES ATTRIBUTABLE TO THE PARTICULAR DUTIES

1. PRINCIPAL RESPONSIBILITIES

Under the direction of the Head of Department

- (a) To contribute to the teaching of the Science Department.
- (b) To participate in the development of appropriate syllabi, materials and schemes of work.

2. GENERAL DUTIES

- (a) Liaising with subject leader to report back on key responsibilities (actual responsibilities to be agreed with line manager)
- (b) Carry out an equitable share of lesson observations across the department
- (c) Supporting the subject leader in the induction of new teachers to the department.
- (d) Deputise for the Subject Leader in their absence
- (e) Actively promoting discipline with dignity and supporting colleagues as necessary with discipline problems
- (f) To carry out a share of supervisory duties in accordance with published rotas
- (g) To participate in appropriate meetings with colleagues and parents relative to the above duties
- (h) To be Form Tutor of an assigned form and to carry out related duties in accordance with the general job description of Form Tutor.

NOTES

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the postholder must have regard to Clause 74, 1-7 of the Teachers' Conditions of Employment.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out above.

DATE OF ISSUE: May 2017