



# Teacher of Science

MPR/UPR + Fringe

Start Date: 01 September 2023

(Opportunity for ECT to start June 2023 – view our [ECT Incentive](#))

Closing date for applications: Thursday 09 February 2023 at 10:00am

**This vacancy will close should a suitable candidate be appointed.**

For further information, please contact Karen Ehren, HR Officer on 01737 764356 x208 or [hr@carringtonschool.org](mailto:hr@carringtonschool.org)

# Carrington School

I am the Headteacher, Kerry Oakley, and I joined the school in September 2018. During the Easter break 2021, we moved into our new building which includes: 8 science labs, 2 ICT suites, Library, Dining area, Hall, performance space, 3 DT rooms, 9 teaching rooms and a range of small learning spaces, workrooms and offices. This is a very exciting time to join the school, as it is in the process of building on the strong foundations of many successful years as a prominent and reputable school in the Redhill and Reigate area of Surrey. In September 2021, on the back of the move to our new facility we changed our name and look, becoming 'Carrington School'. This was based on the famous astrologer Richard Carrington who in 1853 lived in Redhill.

The school is part of SESSET (South East Surrey Schools Education Trust) which is made up of ourselves, Therfield School, Leatherhead and The Ashcombe School, Dorking. Mr David Blow is the Executive Headteacher of the Multi Academy Trust. It is a partnership, built on a mutual respect for each other. Within the Trust each school remains autonomous in many decisions made and in their own vision.

Carrington School staff are a team of professionals who dedicate their lives to providing students with a high-quality education. Our core values are *Aspire, Innovate and Respect* and our aim across the coming year is to ensure that we all live and breathe these so they become embedded into our everyday lives and will support success for everyone. Our students want to learn, however under the new progress measures we were found to be in a position where not every child made expected progress and where in July 2019, were moved into RI by Ofsted. We have been addressing their suggested improvements to ensure that we would be in a strong position to move back to 'good' at their next visit.

The working environment is stimulating and very busy; however, we do try to place importance on coming together regularly. We know how important provision of career opportunities is and will be expecting staff to be ambitious in their own development.

I am looking for people to work in the team with great drive and determination, someone who is not afraid of challenge, who is personable and flexible but overall who has a passion for making improvement for students which will enable them to make better lives for themselves in the future. I am keen to speak with you further should you be interested in a position within our school. Please do feel free to come and visit us if you want to really get an understanding of the work we do.

## The Science Department

The Science Department is led by the Director of Learning and two Key Stage Co-ordinators. We are an established, cohesive team who prioritises supporting each other and working collaboratively. To ensure equitable delivery of lessons, each topic has a scheme of learning overview and individual lessons with a PowerPoint facilitating a range of differentiated activities to stretch and challenge our young people. Where timetabling allows, staff teach their specialism at Key Stage 4 however, as well external CPD opportunities, the department subscribes to the Institutes of Physics, Biology, and the Royal Society of Chemistry to ensure up to date subject knowledge. Department meetings give opportunities for colleagues to share good practice, including the use of our four technicians to introduce new or alternative practical activities and equipment.

Within the faculty there are also opportunities for members of the team to teach Triple Science and Astronomy, as well lead initiatives such as clubs, rewards and organising external visitors and trips. To increase our students' cultural capital, as well as the aforementioned trips, there are opportunities for outdoor learning in our large Ecology Area, entering STEM competitions, and participating in workshops. Students who show high aptitude and interest in science are used as STEM ambassadors, supporting events such as primary school visits.

# Job Profile

<b>Post Title</b>	Teacher of Science
<b>Line Manager</b>	Director of Science
<b>Supervisory Responsibility</b>	Responsible for directing the work of teaching assistants within the classroom
<b>Job Purpose</b>	To teach students within the school and to carry out other associated duties as are reasonably assigned by the Head Teacher

## Key Accountabilities

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

## Teaching

- To plan and teach lessons and sequences of lessons to the classes you are assigned to teach, within the context of the school's plans, curriculum and schemes of work
- To assess, monitor, record and report on the learning needs, progress and achievements of assigned students
- To participate in arrangements for preparing students for external examinations

### 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

### 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

### 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

### 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)

#### **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

#### **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

## **Whole School Organisation, Strategy and Development**

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- To work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- To supervise and, so far as practical, teach any students where the person timetabled to take the class is not available to do so, subject to the provision that teachers are required to cover only rarely

#### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school

## **Health, Safety and Discipline**

- To promote the safety and well-being of students
- To maintain good order and discipline among students

#### **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

## **Management of Staff and Resources**

- To direct and supervise support staff assigned to you and, where appropriate, other teachers, in an effective

way

- To contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- To deploy resources delegated to you

#### **Fulfil wider professional responsibilities**

- Deploy support staff effectively

## Professional Development

- To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other teachers and support staff
- To participate in arrangements for your further training and professional development and, where appropriate, that of other teachers and support staff, including induction.

#### **Fulfil wider professional responsibilities**

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

## Communication

- To communicate with students, parents and carers

#### **Fulfil wider professional responsibilities**

- Communicate effectively with parents with regard to pupil achievements and well-being

## Working with colleagues and other relevant professionals

- To collaborate and work with colleagues and other relevant professionals within and beyond the school

#### **Fulfil wider professional responsibilities**

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

## Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification	Essential	Desirable	How this is assessed
<b>Qualifications &amp; Training</b>			
Qualified teacher status	✓		Application
Relevant specialist qualifications in your subject	✓		Application
Commitment to CPD and improving practice through reflection	✓		Application / Interview
Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism	✓		Application / Interview
Successful teaching experience across a range of student abilities within secondary school(s)	✓		Application / Interview
Experience as a form tutor and / or pastoral work		✓	Application / Interview
<b>Skills and Abilities</b>			
To be able to teach lessons which consistently meet the Teacher Standards	✓		Application / Interview
Good knowledge of what makes effective teaching and learning	✓		Application / Interview
To use a variety of strategies to engage students and promote a stimulating environment	✓		Application / Interview
To work well in a team, contributing ideas and supporting faculty procedures	✓		Application / Interview
The ability to motivate staff, students and parents / carers		✓	Application / Interview
To be a confident user of IT as a teaching tool	✓		Application / Interview
To contribute to the wider life of the faculty and whole-school, supporting extra-curricular and intervention initiatives	✓		Application / Interview
<b>Educational Philosophy</b>			
A commitment to providing good pastoral care of students	✓		Application / Interview
A commitment to an inclusive education	✓		Application / Interview
A commitment to the concept of lifelong quality first teaching and learning	✓		Application / Interview
A commitment to a school culture sensitive to ethical values, spirituality in its broadest sense and celebration of the achievements of all.	✓		Application / Interview
<b>Personal Attributes</b>			
<b>How assessed</b>			
Excellent communication skills with the ability to relate well to students and adults	✓		Application / Interview
Integrity, honesty, consistency of approach and a respect for others	✓		Application / Interview
Energy, enthusiasm, determination, aspiration and an insistence on high standards	✓		Application / Interview
Leadership by example	✓		Application / Interview
Be able to work under pressure, prioritise and manage time effectively	✓		Application / Interview
Good health and attendance record	✓		Application / Interview
Stamina to cope with the demands of the job	✓		Application / Interview

# How to Apply

We hope that you would like to apply; please complete our application form for Teaching and Leadership posts on the vacancy page and send it to us with a supporting statement explaining what attracts you to the post and details the skills and experience you would bring to it.

Your completed application can be submitted online or emailed to Karen Ehren, HR Officer:  
[hr@carringtonschool.org](mailto:hr@carringtonschool.org)

Alternatively, you may deliver or post it to:

Karen Ehren  
HR Department  
Carrington School  
Noke Drive  
Redhill  
Surrey  
RH1 4AD

If you would like any further information, please contact:

Karen Ehren, HR Officer on 01737 764356 x208 [hr@carringtonschool.org](mailto:hr@carringtonschool.org)

**The deadline for receipt of completed applications is Thursday 09 February 2023 at 10:00am**