



Teacher of Science

Potential for other responsibility depending on experience

MPR/UPR + Fringe

Start Date: 01 January 2024

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

Carrington School

As the Headteacher of Carrington School, I am delighted to share with you our journey of improvement. This school is an exciting place to work and the commitment of staff and students over the past few years was recognised by our 'good' Ofsted grading in May 2023. This was an incredible achievement which was then superseded by a really strong set of examination results, showing significant improvement year on year.

Our school serves the local community and smaller neighbouring towns and villages which border Redhill in Surrey. Carrington is a truly comprehensive school and is reflective of society in its diversity and academic abilities. It is an exciting place to work and we are constantly striving to reflect and improve on our offer to the students and our pedagogical practice.

The past few years have seen incredible changes within the school; in 2021 we moved into a new building, changed our name, values and created a clear vision about what we wanted our students to achieve academically and in their wider experiences and preparation for life beyond school. Our values of Aspire, Innovate and Respect underpin everything we do. We have worked hard at improving outcomes for students by broadening their curriculum offer and enrichment programme. We strongly believe in aspiring to provide an exciting programme that students will engage in and in doing so will create memories and build friendships. One aspect of this is our 'Excellence Programme' where once a week we drop down the curriculum and students in KS3 can choose from a range of activities, led and run by staff. These experiences encourage our students to take on new skills, to develop their talents, to leave comfort zones and to work with others from other year groups as well.

Outside of curriculum time, we are fortunate in having staff who provide a wide range of extra-curricular opportunities for our students, which is central to our Values. Sport plays an important part in the life of the school and we are successful in a number, including football, basketball, netball, cross country and athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including our year 7 choir of the year, an annual school production which is held at the local theatre and many musical concerts. As a community hub we have relationships with a range of companies and community groups who use our school, share their skills within the excellence programme and extracurricular programme, and then offer high level experiences for those wishing to develop further. These include a variety of cadet groups, football, dance / cheerleading, gymnastics, cricket and judo. Approximately a third of year 9 students also engage with our Duke of Edinburgh Programme.

Professional Development is highly valued amongst our staff and we have a clear programme of training and development which involves all staff in research groups to support aspects of their work and to keep abreast of the ever-changing educational climate. We encourage innovative teaching methods, foster a vibrant and inclusive learning environment and promote the development of 21st century skills. In 2022 we received our Silver Investors in People Award. We want all of our staff to feel valued and to have a voice in the school. We also invest in Smart Clinic as our Employee Assistant Programme.

We have a PAN of 210 which makes up 7 teaching groups. In each year there is a hub system which is made up with a Head of Year, Senior Tutor and non-teaching 'Student Hub co-ordinator' and a group of

tutors. These people all work closely together to ensure students are resilient, can work independently and can overcome barriers so they can get the best from their lessons.

As a school we are actively seeking individuals who share our passion for education and our commitment to student improvement. If you are someone with a drive for change, determination, and a desire to make a lasting impact on the lives of our students, we invite you to explore the possibilities of joining our dynamic team.

I would be delighted to discuss opportunities within our school further and extend an invitation to visit us to gain a deeper understanding of the exciting work we are doing. Together, we can shape the future of education at Carrington School and empower our students to create better lives for themselves.

Thank you for considering Carrington School as a place where you might contribute to the success of our students.

The Science Department

The Science Department is led by the Subject Leader 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 as 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 as 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

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|-----------------------------------|---|
| Post Title | Teacher of Science |
| Line Manager | Subject Leader of Science |
| Supervisory Responsibility | Responsible for directing the work of teaching assistants within the classroom |
| Job Purpose | 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, articulation 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 |
|--|-----------|-----------|-------------------------|
| Qualifications & Training | | | |
| 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 |
| Skills and Abilities | | | |
| 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 |
| Educational Philosophy | | | |
| 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 |
| Personal Attributes | | | |
| How assessed | | | |
| 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

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