



Information for Applicants

Teacher of Science

Bournemouth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS disclosure.



April 2024

Dear Applicant

Teacher of Science (Full-time/Permanent from September 2024)

Thank you for expressing interest in the full-time post of Teacher of Science. The electronic application form can be found on our website under Teaching Vacancies. Please find enclosed additional material:

- Job Description (Expectations of All Teachers)
- Person Specification
- Curriculum Area Profile
- Map of Area
- Application Form
- Equal Opportunities Monitoring Form

I hope that you will find these helpful in deciding whether this is the job for you and for preparing your application. We also invite you to look at our school web site (www.bournemouth-school.org) for our prospectus, recent examination results and further details of our provision.

The selection process will compare your qualities to the criteria given, and if called for interview, you will also be required to deliver a lesson to a representative class of our students. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We also value the diversity of our workforce and welcome applications from all sections of the community.

Bournemouth School takes pride in combining high academic standards with providing a wealth of opportunities for students to participate in sporting, cultural and curriculum-enriching activities. The real strength of our school is the student body. Our students quickly develop into articulate, well-rounded, and confident young people. Helping them develop sometimes has its challenges, but it is always a privilege! The school's atmosphere is calm and purposeful, and our success is built upon the foundations of hard work, discipline, smart appearance, and, most importantly, respect. I really do believe that Bournemouth School is a fantastic place in which to work.

I hope that you will find the enclosed materials interesting, and are encouraged to apply for the position advertised. The closing date for applications is on **Tuesday, 7 May 2024**. Please note: we may interview and appoint a suitably qualified applicant before this date. If you require any further information regarding the application process or the post, please email Mrs Victoria Sedgley at vsedgley@bournemouth-school.org Please email your completed application to office@bournemouth-school.org or post to the address below marked for my attention.

I look forward to receiving your application.

Yours sincerely

Dr Dorian P Lewis
Headmaster





Expectations of All Teachers at Bournemouth School

All adults at Bournemouth School have high expectations of our students and are committed to ensuring that they can achieve their full educational potential. We always:

- ✓ put the well-being, development and progress of our students first
- ✓ take responsibility for maintaining the quality of their provision
- ✓ help our students to become confident and successful learners
- ✓ demonstrate respect for diversity and promote equality
- ✓ strive to establish productive partnerships with parents and carers
- ✓ work as part of a whole-school team
- ✓ co-operate with other professional colleagues
- ✓ demonstrate honesty and integrity to uphold public trust and confidence in the school and its staff

All teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headmaster

Professional 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

More experienced colleagues should also:

- *Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them*

Areas of Responsibility and Key Tasks

Safeguarding & Equality of Opportunity

- Take all reasonable steps to ensure the safety and well-being of children and young people under their supervision and help create a fair and inclusive school environment by taking steps to improve the well-being, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement
- Know and follow the current legal requirements, national policies and guidance, and school procedures for the safeguarding and promotion of the well-being of children and young people
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies)
- Act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, sexual orientation, disability, race, religion or belief
- Take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator, using appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people
- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.



Planning, Teaching and Classroom Management

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of 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
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Teach challenging, well-organised, engaging and motivating lessons and sequences of lessons informed by evidence-based expectations of learners and designed to raise levels of attainment in which they:
 - specify clear and appropriate learning objectives, specifying how they will be taught and assessed
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
 - provide opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- 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

More experienced colleagues should also:

- *Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.*
- *Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally*

Assessing, Monitoring and Giving Feedback

- Know the assessment requirements and arrangements for the subject they teach, including those relating to public examinations and qualifications
- Know a range of approaches to assessment, including the importance of formative assessment
- Promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide learners, colleagues, parents and carers with timely, accessible, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

More experienced colleagues should also:

- *Have an **extensive** knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications*
- *Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs*

Promoting Good Progress and Outcomes by Students

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- 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

Continuing Professional Development

- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Evaluate their performance and be committed to improving their practice through appropriate professional development
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring
- Actively Participate in departmental and whole-school development and improvement activities, including the Performance Management Review process
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Learning Environment

- Establish a purposeful, safe, and stimulating learning environment in which learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy

Communication, Team Working & Collaboration

- Communicate effectively with children, young people and colleagues
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Endeavour to develop productive and supportive relationships with all school colleagues, by sharing the development of effective practice with them and by contributing to colleagues' learning and development; by providing honest, accurate, and justifiable comments when giving lesson observation feedback, or when reviewing performance
- Actively engage in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and in liaison events with partner schools.



Pastoral Duties

Whilst most full-time staff will be assigned a tutor group, all teaching staff share the responsibility of ensuring the progress and well-being of all our students. Any member of teaching staff may be required to act as a tutor, and: all teaching staff are expected to:

- Promote the general progress and well-being of individual students and groups of students
- Liaise with Pastoral Leaders to ensure the implementation of the school's Pastoral System
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life as required
- Evaluate and monitor the progress of students and keep up-to-date student records as may be required
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
- Contribute to the preparation of Action Plans and progress files and other reports as required
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to PSHCE and citizenship and enterprise according to school policy and as required
- Help students prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options

More experienced colleagues should also:

- *Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people*

Other Professional Requirements

- Make a positive contribution to the wider life and ethos of the school
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Set a good example in terms of dress, punctuality and attendance
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Support the aims and ethos of the school by upholding school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way



- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- Contribute positively and effectively to the 'Every Child Matters' agenda
- Co-operate with other staff to ensure a sharing and effective deployment of resources to the benefit of the school, department and students
- Maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the school and profession

More experienced colleagues should also:

- *Contribute **significantly**, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback*

Upper Pay Scale

In addition, we would expect colleagues on UPS to be involved in some of the following:

- *demonstrating and modelling good practice within your own classes for other members of staff*
- *developing the planning and delivery of the curriculum within a year group to impact on teaching and learning*
- *leading learning within their own year group/curriculum team*
- *trailing and evaluating approaches to T&L within class/year team*
- *having an impact on the learning of pupils beyond your assigned classes*
- *demonstrating self-evaluation by responding to feedback and adjust planning and delivery to improve pupil learning*
- *being open to coaching and mentoring*
- *under the direction of the Leadership Team contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback within the year team/subject specialism*
- *using and demonstrating leadership skills within the team through supporting and influencing colleagues*



Notes

Every effort has been made to explain the main expectations, duties and responsibilities of all members of teaching staff at Bournemouth School. All school employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in their job description. Some teaching staff will have additional responsibilities, for which they may receive additional remuneration. The associated additional duties and responsibilities will be detailed in a supplementary job description; the expectations detailed in this document will continue to apply.

The school 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.

This job description is current at the date shown below, but following consultation, may be changed to reflect or anticipate changes in expectations, duties and responsibilities locally or nationally. This job description will be reviewed annually.

Dr Dorian P Lewis
Headmaster

April 2024



PERSON SPECIFICATION

| Attributes | Essential | Desirable |
|--------------------------|--|--|
| Education and training | Degree or equivalent | Qualified teacher status |
| Previous experience | Ability to teach Biology, Chemistry or Physics to GCSE level (demonstrated through teacher training or a substantive post) Excellent classroom management skills Ability to deliver outstanding teaching and learning within Science | Experience of intervention processes to raise achievement |
| Skills and knowledge | Good subject knowledge within the applicant's subject specialism Excellent personal organisational skills Fluent communicator Ability to use ICT for teaching and learning and in the tracking and monitoring of student learning | Knowledge of recent curriculum development Ability to teach Biology, Chemistry, Physics or Psychology to A level |
| Safeguarding | Understanding of the issues surrounding the safeguarding of children and a commitment to child welfare and safety | |
| Collaborative working | Is willing to work with organisational procedures and processes to meet the required standards for the role | Experience of developing successful working relationships with staff, parents, students, governors and the wider community |
| Commitment to equality | Respects and values the different experiences, ideas and backgrounds others can bring to work and to the team | |
| Self-motivation/dynamism | Is resilient and demonstrates the ability to work well under pressure, managing time effectively Is committed to continual personal and professional development Is reflective and learns from past experiences | Has undertaken CPD activities with demonstrable impact |
| Additional factors | A passion for students and learning Excellent record of health, punctuality and attendance A commitment to raising attainment within an outstanding selective school | |



Science Faculty Profile

Bournemouth School has a long tradition of excellence in the sciences. All three sciences are increasing in popularity, with typically three A level groups in each of the sciences in Years 12 and 13. Results in the sciences at KS4 and KS5 are very good, both by national comparison with all schools and with other selective schools.

The Science Faculty currently has 9 full-time and 6 part-time members of teaching staff. Additionally, there are 3 full-time technicians. The faculty is housed in 12 laboratories many of which have been refurbished recently. Overall resourcing levels are high. At key-stages 3 and 4 the faculty works as a single team with specialist groups at A-level.

Science Curriculum

Years 7 and 8: Key Stage 3

In years 7 and 8 Biology, Chemistry and Physics are taught as separate topics within the Science curriculum; this is based on our own implementation of the AQA KS3 scheme of work. The focus is on providing a thorough coverage of key concepts in an interesting and stimulating way. Through the extensive use of practical work, there is also a focus on students' analytical and evaluative skills.

Years 9 - 11: Key Stage 4

The GCSE courses start in the September of Year 9. All students study the three separate sciences. The classes are broadly set by ability.

We are following the AQA GCSE (9-1) separate science courses. Students carry out a significant amount of practical work as part of their learning and the specified practical tasks are treated as part of the normal learning experience.

Years 12 and 13

A levels are taught by specialist teachers according to schemes of work following the AQA specifications. All students are expected to complete the full 2 year courses with no external AS exams. This ensures the highest quality of teaching for students with the most effective use of their time. Traditionally, many go on to study medicine, veterinary science, engineering and other science related degrees at university while a number gain entrance to Oxbridge.

The Post

We are seeking a well-qualified, enthusiastic and energetic teacher to join a successful, popular and well-resourced department. A mentor system will ensure that the successful candidate will be well supported during their early years in the post. The post is suited equally to an experienced or an early career teacher.

April 2024



LOCATION MAP

