



Appointment of  
Science Teacher  
September 2024

INFORMATION FOR POTENTIAL APPLICANTS



## **Letter from Chair of Governors**

Dear potential applicant

Thank you for your interest in the position of Science Teacher at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is narrowing year on year.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggle  
Chair of Governors



Dear Candidate

**Science Teacher**

Thank you for your interest in the above post at Kingsmeadow Community School. Kingsmeadow Community School is a community school in every sense of the word. At the heart of Kingsmeadow lies a highly aspirational, academic curriculum of which we are fiercely proud. Our strong academic curriculum is supported by a generous and well-planned Character Curriculum which runs through years 7 to 13. The students who attend Kingsmeadow come from an increasingly diverse community, meaning that the successful candidate will have opportunities to work with young people across all ability ranges. Staff at Kingsmeadow Community School have unerringly high expectations for all students. Through developing their understanding of learning, and working in partnership with home, we seek to instil these high expectations into our students. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future.

The successful candidate will be joining a science department that is integral to supporting our drive for academic improvement across Kingsmeadow Community School. You will be joining a strong team who are embedding a renewed curriculum offer and a consistently excellent standard of teaching and learning. This strength translates into popularity among students, evidenced by the numbers we see choosing a science option at A-Level. We are proud to have subject specialists in all disciplines within our science department. This means that, for this post, we are looking for the right person who fits our ethos and expectations, with the flexibility to be able to work alongside colleagues in ensuring that students get the best education in science.

The successful candidate will:

- Enjoy being a collegiate and positive member of a professional team
- Understand the need to relentlessly improve academic standards for all students in order to open up doors of opportunity for their future
- Firmly believe in developing the character of students
- Contribute to the community ethos of Kingsmeadow Community School, building positive and respectful relationships with students, parents, staff and all stakeholders
- Have high expectations of students, and of self as a positive role model

If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk) or on 0191 4606004 ext 222. School visits are welcomed.

I look forward to receiving your application. Further information about our school can be found on our website.

Yours faithfully

Mark Barrett  
Head Teacher Designate



**THE POST: Science Teacher**

**PROCEDURE FOR APPLICATION**

If you wish to be considered for this vacancy you should complete an application form, giving the names and addresses of two referees (references will be taken-up prior to interview) together with a short covering letter.

The application form can be found on the school's website under Staff Vacancies. Candidates are kindly requested not to submit a CV instead of the application form.

Completed applications should be emailed to Mrs M Lane; Office Manager [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk) and should arrive no later than midnight on Thursday 16 May 2024.

Interviews will take place on Monday 20 May 2024. If you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school.



## **ABOUT KINGSMEADOW SCHOOL**

*'Kingsmeadow is a Good school..... Teachers teach about the importance of respect, integrity, compassion, courage, pride and quality. They set a good example and pupils conduct themselves maturely.'*

OFSTED Sept 2021

Any welcome that I give here in writing can not do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 Ofsted visit and has moved from strength to strength since then.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

I am excited to be leading Kingsmeadow School from September 2024. I will be building on the work that has already been done in improving the school. Moving forward, we have a number of areas for development which we will be addressing, including: working more closely with home and the community; tackling inherently low-levels of literacy; further building resilience through aspiration. I am looking to appoint the right person who can work with me and the senior leadership team in making the improvements that the students and community of Kingsmeadow Community School deserves.

**Mark Barrett**  
**Headteacher Designate**

## **DEPARTMENT INFORMATION**

The Science department at Kingsmeadow School consists of a strong teaching team with varying levels of experience, from ECT's to staff with vast experience. We are seeking an outstanding and dynamic science teacher, who can support the team in raising achievement, as well as creating more opportunities for students to engage in the classroom. There are also opportunities for extra-curricular opportunities linked to STEM subjects which the department would be keen to explore, as our students are keen to enhance their scientific experiences and aspirations.

At Kingsmeadow, we currently teach the AQA Triple Science specification for GCSE to ensure high expectations for all students. After recently becoming an 11-18 school, we have a small cohort of A-Level Physics, Chemistry and Biology students, and the current application numbers suggest this will grow significantly in the coming academic year.

**ADAM FENWICK**  
**HEAD OF DEPARTMENT**



**LEADERSHIP STRUCTURE**  
**(from September 2024)**

**Headteacher**

Mr M. Barrett

**Deputy Headteachers**

Mrs A Douglas

Mr S Ferguson

**Business Manager**

Miss C. Bulman

**Assistant Headteachers**

Mr G. Dunlop

Mrs M. Langlely

Mr R. Mills

Mrs C. Richardson

Job Profile		
Job Title	Reports to	Department
Science Teacher	Head of Department	Science Department
Salary Grade	Hours	Line Management Responsibilities
MPS – UPS	Full Time Permanent Post	None
Summary of Role		
Key Responsibilities		
1. Set high expectations which inspire, motivate and challenge students.		
<ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> </ul>		
2. Promote good progress and outcomes by students		
<ul style="list-style-type: none"> <li>Be accountable for students' attainment, progress and outcomes</li> <li>Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide students to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>Encourage students to take a responsible and conscientious attitude to their own work and study</li> </ul>		
3. Demonstrate good subject and curriculum knowledge		
<ul style="list-style-type: none"> <li>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.</li> <li>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</li> <li>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.</li> <li>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</li> <li>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>		
4. Plan and teach well-structured lessons		
<ul style="list-style-type: none"> <li>Impart knowledge and develop understanding through effective use of lesson time.</li> <li>Promote a love of learning and children's intellectual curiosity.</li> <li>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</li> <li>Reflect systematically on the effectiveness of lessons and approaches to teaching.</li> <li>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>		
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.

#### **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.

## **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.

## **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 Associate 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.

### **In addition Post threshold teachers**

#### **1. Set high expectations which inspire, motivate and challenge students**

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

#### **2. Promote good progress and outcomes by students**

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 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.

### **3. Demonstrate good subject and curriculum knowledge**

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

### **4. Plan and teach well-structured lessons**

- 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.

### **5. Make accurate and productive use of assessment**

- 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.

### **6. Fulfil wider professional responsibilities**

- 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.



**SCIENCE TEACHER**

AF – Application Form

SP – Selection Process

Ref – Reference

Specification	Essential/Desirable	Method of Assessment
<b>QUALIFICATIONS &amp; TRAINING</b>		
• Degree or equivalent	Essential	AF
• Qualified Teacher Status	Essential	AF
• Evidence of continuing professional development	Desirable	AF
<b>PROFESSIONAL EXPERIENCE</b>		
• Outstanding Teacher	Desirable	AF, SP & Ref
• Post is suitable for an experienced teacher or ECT	Essential	AF
<b>SKILLS, KNOWLEDGE &amp; ATTRIBUTES</b>		
• Well organised	Essential	AF, SP & Ref
• Ability to meet deadlines	Essential	AF & SP
• Excellent classroom practitioner	Essential	AF, SP & Ref
• A commitment to teaching students of all abilities	Essential	AF & SP
• Specialist knowledge of the Science curriculum at KS3, KS4 and KS5	Essential	AF & SP

• Ability to drive innovative curriculum opportunities to raise standards and engagement	Desirable	AF&SP
• Ability to use IT effectively to enhance teaching, learning and planning	Essential	AF & SP
• Knowledge of Google Apps	Desirable	AF & SP
• Strong performer	Desirable	AF&SP
• Knowledge and experience of music technology	Desirable	AF& SP
<b>PERSONAL QUALITIES</b>		
• Enthusiasm, drive and love for the job	Essential	SP & Ref
• Clear vision and innovative approach	Essential	SP & Ref
• Passion for ensuring all aspects of school life demonstrate integrity and respect	Essential	SP & Ref
• Excellent communication skills	Essential	SP & Ref
• Ability to organise, plan and prioritise time effectively	Essential	SP & Ref
• Ability to act decisively	Essential	SP & Ref
• Sense of humour	Essential	SP
• Excellent attendance and punctuality	Essential	Ref