



## Teacher of Science

<b>Dates:</b>	Apply by Monday 5 <sup>th</sup> March 2018 for start in September 2018
<b>Salary:</b>	MPS/UPS
<b>Location:</b>	East Sussex
<b>Contract type:</b>	Full Time
<b>Contract term:</b>	Permanent

Chailey is a thriving, successful school set in rural Sussex within easy reach of Brighton. We are proud of our traditional values and innovative approaches to Teaching and Learning. Staff are friendly, dedicated and supportive; our students are happy and proud to be part of the school. Chailey is a school where teachers and students can thrive. We are seeking a talented, innovative colleague who would be keen to work with motivated and responsive young people. Visitors to Chailey School often comment on the calm teaching environment and fantastic relationships between students and teachers.

We had our last Ofsted visit in January 2017 and we are very pleased with the feedback that we received. The Ofsted report contained comments such as:

- 'an established culture and ethos of the school, which is enhanced by the strong relationships between staff and pupils'
- 'pupils make good, and sometimes better, progress'
- 'pupils appreciate what staff do for them and, therefore, their conduct is typically exemplary, both in lessons and around the school'

We believe that this is a very strong foundation from which to aspire to excellence in everything we do.

The school has an excellent track record in GCSE Science results and the department has a strong collaborative approach to continually improving teaching and learning. The successful candidate will work with a group of supportive and dedicated colleagues. The position is suitable for NQTs or more experienced teachers. As a strategic partner of Newick Teaching School there are many opportunities for staff training and development.

If you have a strong desire to help students of all abilities to achieve the best they can, whilst fulfilling your own potential, then we would be very pleased to hear from you.

Further details are set out in the application pack on our website ([www.chaileyschool.org](http://www.chaileyschool.org)) or please contact Amanda Hilton, PA to the Head Teacher, at the school address shown or email: [ahilton@chaileyschool.org](mailto:ahilton@chaileyschool.org).

We would be very pleased to show any potential candidates around the school and to discuss the position further. Please contact us to arrange a suitable time.

**Closing date: Monday 5<sup>th</sup> March 2018**

Chailey School  
Mill Lane, South Chailey  
Lewes, East Sussex  
BN8 4PU  
Tel: 01273 890407

**Head Teacher: Mrs Helen Key**

*East Sussex County Council is committed to equality of opportunity. We positively welcome applications from all sections of the community. This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a Disclosure & Barring Service (DBS) clearance for this authority.*



## **JOB DESCRIPTION**

**School:** Chailey School  
**Post:** Classroom Teacher (Secondary)  
**Accountable to:** Faculty Team Leader

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD) as set out for staff on the Main or Upper Pay Scale for Qualified Teachers.

### **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 Headteacher.

### **Areas of Responsibility and Key Tasks:**

#### **a) Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEND or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support

#### **b) Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

#### **c) Curriculum Development**

- Contribute to the work of a subject department or aspect of the school's work and development plans which identify clear targets and success criteria
- Contribute to the whole school's planning activities



**d) Pastoral Duties**

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Tutor Group as a whole;
- liaise with the Student Support Manager 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;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHE according to school policy.

**e) Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- to participate in performance appraisal procedures as required by the school and the STPCD;
- liaise effectively with parents and governors.

This post has a key responsibility, as an integral part of the role, for safeguarding and promoting the welfare of children.

The post holder will undertake such other specific duties as may, from time to time, be reasonably assigned by the Head Teacher. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly, although such changes will not necessarily result in a regrading of this post. It will, in any case, be subject to periodic amendment whenever circumstances or review processes dictate changes in the post holder's role within the School.



## PERSON SPECIFICATION

### Post: Teacher of Science

<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Graduate in a degree subject relevant to the post</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Good honours degree in relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience across Key Stages 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Successful teaching of exam courses relevant to the post as advertised</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and letter</li> <li>• Reference</li> <li>• Observation</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Ability to plan and deliver varied and relevant learning experiences for students in secondary education</li> <li>• Evidence of the ability to work well with colleagues.</li> <li>• The ability to use a range of data to monitor and analyse student progress</li> <li>• Effective communication skills both written and oral</li> <li>• Excellent subject ICT knowledge and skills and able to use all relevant applications</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to deliver outstanding lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and letter</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Professional knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of current developments in the relevant area of the curriculum and assessment.</li> <li>• Understanding of the process of performance appraisal</li> <li>• Understanding of successful behaviour management strategies</li> <li>• Understanding of a teacher's duty of care and safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of strong commitment to own professional development</li> <li>• Knowledge of the exam specifications followed at this school</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and letter</li> <li>• References</li> <li>• Interview</li> </ul>
<b>Motivation and Personality</b>	<ul style="list-style-type: none"> <li>• Ability to cope with the duties and responsibilities of the post</li> <li>• Stamina, drive, resilience, energy, enthusiasm and determination to succeed</li> <li>• Good team worker</li> <li>• Ability to demonstrate sound and balanced judgement, and flexibility</li> <li>• Understanding and sensitivity</li> <li>• Ability to establish relationships built on trust</li> <li>• Ability to promote excellence in the school</li> <li>• Commitment to and belief in the equal value of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of success in promoting the life-chances of young people</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and letter</li> <li>• References</li> <li>• Interview</li> </ul>
<b>Health and Well-Being</b>	<ul style="list-style-type: none"> <li>• Ability to manage work/life balance</li> <li>• Ability to work under pressure as and when necessary</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> </ul>



## **Generic Person Specification for teaching posts at Chailey School**

The following outlines our expectations of the characteristics we look for in all appointments we make.

<b>Professionalism – a core of strongly held and enacted values</b>
Respect for others – The underlying belief that individuals matter and deserve respect
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful
Confidence – The belief in one’s ability to be effective and take on challenges
Self Learning – A commitment to developing understanding and learning new skills to become a better teacher
Creating trust – Being consistent and fair. Keeping one’s word
<b>Thinking – the drive to ask ‘why?’ and see patterns</b>
Analytical thinking – The ability to think logically, break things down and recognise cause and effect
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail
<b>Planning and setting expectations – targeting energy and effort where it will make the most difference to students</b>
Drive for improvement – relentless energy for setting and achieving challenges
Information seeking – a drive to find out more and get the full story. Intellectual curiosity
Initiative – the drive to act now to anticipate and pre-empt events
<b>Leading – directing, inspiring and motivating others</b>
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners
<b>Relating to others – managing one’s interactions and relationships effectively</b>
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others
Empathy – The drive and ability to understand others and why they behave as they do
Team working – The ability to work with others to achieve shared goals
<b>General</b>
Capacity to be a good role model for all members of the school community
Willingness to accept both support and challenge leading to improved practice
Ability to teach outstanding lessons