

April 2016

Dear Applicant

Thank you for your interest in the post of Teacher of Science at Norham High School, this is a permanent position and will begin in September 2016. We are delighted that you have taken an interest in this position at our school, we hope the information below will help you decide whether Norham High School is the school that you would like to be part of. We are looking to appoint a dynamic and enthusiastic teacher with high expectations, who will be passionate about their subject, able to inspire and motivate young people, they must be committed to the highest standards of teaching and learning, through lesson planning, and high quality assessment, if this sounds like you, please read on …

Norham High School is at an exciting point in its development and you could be part of this. When Norham was visited by HMI during their visit in November 2015 they acknowledged the significant progress the school is making. Since this visit the improvements have been validated by some fantastic early entry IGCSE English Exam results for Year 11 pupils where pupils achieved results significantly above their target for A\*-C and results were above the national averages for expected and greater than expected progress. This success has fostered a real sense in pupils, staff and parents that ‘things are changing at Norham’ and we hope you will want to be part of this change. Norham High School continues to work in partnership with Churchill Community College a neighbouring **Outstanding school** where we share leadership and staffing across the schools. Opportunities will exist for the successful applicant to be supported in their professional development by both schools – a rare opportunity!

The Science department consists of 3 full-time teachers. They teach Science to all pupils across the age and ability range in Key Stage 3 and 4, GCSE Core, Additional Science to pupils in Years 10 and 11, a smaller group of pupils study Further Additional Science. We are looking for a committed and enthusiastic teacher to be part of our Science team who is passionate about their subject and the learning opportunities it affords all pupils. We welcome applications from NQT or experienced teachers, who are specialists in Biology, Chemistry and/or Physics.

The strength of our school is the commitment of the staff and their support for each other and the pupils they work with. It is a lovely place to work with friendly, talented and co-operative pupils. Please read the enclosed information and decide if Norham High School is where you would like to work, we are really keen to appoint the right person who will make a difference to the life chances of the pupils at Norham High School. If you would like to work in such an environment and believe you have the ability to help us to raise achievement, then we would be delighted to receive your application.

The closing date for **applications is 12 noon on Tuesday 17th May**, please send your completed application form and a letter of no more than two sides of A4 which will outline how your skills and experiences make you the best person for the job. Shortlisted candidates will be contacted for interview.Applications can be returned by email to [susan.nicholson@ntlp.org.uk](file:///D:\Norham\English\main%20sacle%20english\susan.nicholson@ntlp.org.uk) or by post to **Susan Nicholson, Norham High School, Alnwick Ave, North Shields NE29 7BU**

Thank you again for your interest in this post.

Yours faithfully



David Baldwin

Executive Headteacher

|  |
| --- |
| **Job Description – Teacher of Science** |



Responsible to: Curriculum Leader

Job purpose: To carry out the professional responsibilities which are common to all classroom teachers in the school in accordance with teachers’ pay and conditions in England.

**Duties and responsibilities:**

The post holder will be required to exercise their professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

**Teaching:**

In each case having regard to the curriculum for the school and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to the teacher:

* planning and preparing courses and lessons
* teaching, according to their educational needs, the pupils assigned to the teacher, including the setting and marking of work to be carried out by the pupil in school and elsewhere
* assessing, recording and reporting on the development, progress and attainment of pupils

**Other activities:**

* promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher
* providing guidance and advice to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions and making relevant records and reports
* making records of and reports on the personal and social needs of pupils
* communicating and consulting with the parents of pupils
* communicating and co-operating with persons or bodies outside the school and participating in meetings arranged for any of the purposes described above

**Assessments and reports:**

* providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils

**Appraisal or review of performance:**

* participating in arrangements made for the appraisal or review of the teacher’s performance

**Review, induction, further training and development:**

* reviewing, from time to time, their methods of teaching and programmes of work
* participating in arrangements for their further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in statements of objectives or in appraisal statements
* in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training

**Educational methods:**

* advising and co-operating with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

**Discipline, health and safety:**

* maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
* being responsible for safeguarding and promoting the welfare of children and young people

**Staff meetings:**

* participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school including pastoral arrangements

**SECTION 2**

**External examinations:**

* participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments and participating in arrangements for pupils’ presentation for, and conducting, such examinations
* the bullet point above does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher’s professional skills and judgement such as invigilation

**Administration:**

* participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school
* attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
* bullet point one does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher’s professional skills and judgment

**In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.**

**Any other reasonable duties which may be required by the Headteacher**

**Job descriptions are subject to annual review**

|  |
| --- |
| **Person specification: Teacher of Science** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence** |
| Qualifications and training | * qualified teacher status |  | Application form  Certificates |
| Experience | * to have substantial teaching experience at KS3 and KS4 * to be familiar with the culture of specialist schools | * successful teaching in an inner city school * use of ICT in teaching and as a tool for assessment and recording pupil progress | Application form  Reference  Interview |
| Skills, knowledge and aptitudes | * clear vision of education and its purpose * good knowledge of current educational issues * ability to work to and meet deadlines and to work under pressure * ability to work as part of a team * ability to teach and assess to a high standard * excellent written and verbal communication skills appropriate to a range of situations * excellent interpersonal and organisational skills * confident and competent user of ICT * knowledge of the needs of pupils with SEN * knowledge of the application of ICT to improve the quality of teaching and learning * up to date knowledge of subject area | * knowledge of successful strategies in the teaching of pupils with SEN * knowledge of research and development in teaching and learning * knowledge of national initiatives related to subject area | Application form  Reference  Interview |
| Other requirements | * suitability to work with children * committed to safeguarding and promoting the welfare of children and young people * committed to making a difference to the lives of young people * ability to relate to and promote the ethos of the school * calm, purposeful approach * self motivated and enthusiastic * willingness to be involved in the ‘life’ of the school * able to maintain a good work/life balance * commitment to reviewing and developing teaching styles to support whole school developments * discrete and aware of issues of confidentiality * to have good attendance and punctuality records * to be willing to undertake further professional development |  | Application form  Reference  Interview |

**Norham High School – Science Department**

**In the science department…**

We **BELIEVE** that the study of science is crucial in allowing our pupils to develop an understanding and a curiosity of the world around them. We **STRIVE** to provide the pupils with the opportunities that allow them to develop the key skills that will help them to **ACHIEVE** their full potential both at Norham and beyond.

**Curriculum**

The department has taught Edexcel GCSE science for several years and is going to continue to do so with the change in specification.

At Key Stage 3 the pupils study an interesting and varied curriculum which develops the key skills and knowledge needed for Key Stage 4. Currently all key stage 3 pupils receive three science lessons a week, moving to four lessons in September when we change to a six period day. This year we began delivering ‘Let’s Think Secondary Science’ lessons to Year 7. These are practical and discussion based lessons that have proved to be highly engaging and effective in developing key scientific terminology, skills and knowledge.

**Where do we teach?**

The science department is a self-contained suite of 5 fully equipped laboratories. Each member of staff has their own teaching laboratory. The department also includes 3 preparation rooms one of which is used as a work and planning area.

**Extra Curricular**

* Science club: This is a popular Key Stage 3 club which allows pupils to carry out investigations and projects that time would not always allow for in lessons.
* Animal care: A team of pupil volunteers look after and feed the science departments’ Axolotl.
* Visits and guest speakers: Visits this year have included the ‘MAD’ (medicine and dentistry) day at Newcastle University and visits to Queen Alexandra to participate in ‘Science Expressways’ activities. The Key Stage 3 pupils have had assemblies delivered by ‘Meadow Well Connected’ on fuel poverty and climate change.
* Period 6: This is an extra lesson at the end of the day in which revision and intervention with Key Stage 4 takes place.

**Staff in the science department**

**Joanna Maclean** – Curriculum Leader of science

**Clare Belford** – Assistant curriculum leader of science

**Daniel Narcross** – Teacher of science

**Nicholas Hinder** – Teacher of technology and science

**Elizabeth Drew** – Science technician

**John Patterson** – Learning Manager