



TEACHER OF SCIENCE APPLICATION PACK

2022



Anthony Gell School

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Anthony Gell School

Thank you for downloading details of the **Teacher of Science (Physics)** post. Please find included in the application pack, some information about the school, a job description and a person specification.

We are seeking to appoint a full-time talented and enthusiastic science teacher with a specialism in physics to join our very successful Sciences Faculty. We are looking for someone who will inspire and motivate our students.

You will find our students friendly, enthusiastic and keen to do well. The successful candidate will have the opportunity to teach across Key Stages 3, 4 and 5. This post would suit an ECT/NQT looking for their first role in an experienced and supportive Sciences Faculty, as well as a more experienced colleague looking to develop their practice in a supportive and successful school.

If you would like any further information before you apply, please contact Rachel Seymour, (Director of Teaching & Learning for the Sciences Faculty) via her email address rseymour@anthonygell.co.uk.

The closing date for applications is 11.59pm on **Sunday 23 January 2022** and we plan to conduct interviews for this post during week commencing **31 January 2022**.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

Thank you for showing an interest in this role and becoming part of an excellent team of staff at AGS. If you think this sounds like a school you would love to work in, I look forward to receiving your application.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Malcolm Kelly'.

Malcolm Kelly
Headteacher



Anthony Gell School

Background Information

Anthony Gell School is a very successful, fully inclusive, Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

As one of the best performing schools in Derbyshire, Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school, COVID restrictions have made this more difficult but not impossible.

More information about our school can be found by visiting www.anthonygell.co.uk



Science Information

The science team is a welcoming, friendly, and supportive group of dedicated staff who achieve excellent results across all Key Stages. The science team consists of six teachers, that include the Deputy Headteacher and Director of Sixth Form, who all teach in their specialist areas at Key Stage 4 and/or Key Stage 5. Additionally within our team, we have a very knowledgeable and experienced laboratory technician, a junior laboratory technician, and a specialist science teaching assistant to provide necessary support. We pride ourselves on the cohesive working atmosphere within our team and our enthusiasm for science teaching and learning is vital for motivating our students and facilitating their subsequent success.

We have five well-equipped laboratories. We also have a sixth teaching space that is used predominantly as a classroom for sixth form groups and some Key Stage 4 classes. In addition, there is a science base for staff meetings and a teachers' working area for planning and marking, as well as a well-resourced prep room. As an Office 365 school we utilise a school intranet to share information, OneDrive to store resources digitally, and use Teams to assist our teaching and help with communication. All teachers are provided with a laptop that is used to teach in any classroom; with each teaching space having either a projector or a large screen 4K ultra high definition television.

During Key Stage 3, students are taught in mixed ability groups in years 7 and 8, whereas in year 9 we use a setting approach in order to prepare our students to embark on their GCSE courses.

At Key Stage 4 we follow the Edexcel schemes of work for both Combined and Separate Science. Students will begin studying their GCSE courses during the second half of year 9 and based on each student's individual potential and future aspirations we select the course most suitable for them to follow. Approximately 75% of students study the Combined Science course with the remainder studying Separate Science.

There is a good uptake for the science subjects at Key Stage 5. We follow the AQA course for all three sciences at A Level.

We have strong links with our feeder primary schools and pre-pandemic we were developing a transition project. Teachers have had the opportunity to visit and carry out practical sessions with pupils from Key Stage 2. This collaborative work will continue further as we progress over the next few years.

We currently run two extra-curricular clubs. The Bronze CREST award has had a good uptake of students this year. An Astronomy club has also been recently introduced and has a regular group of students who attend. Other enrichment opportunities include a half termly house-based engineering challenge for KS3 students. We look for opportunities to connect with organisations and expand horizons and were very fortunate to have access to a scanning electron microscope during October, on loan from the National History Museum.



Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Teacher of Science (Physics)
Reporting to	Director of Teaching and Learning - Sciences Faculty
Post	The post holder will be expected to teach across the full age and ability range.
Role	To play an important part in the school's drive to achieve our goals; primarily focusing on facilitating high quality teaching and learning alongside the provision of outstanding care and support to allow all of our students the chance to achieve high levels of personal fulfilment.
Main duties and responsibilities	<p>Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none">• 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. <p>Promote good progress and outcomes</p> <ul style="list-style-type: none">• 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 on the next steps in their learning.• Encourage students to take a responsible and conscientious attitude to their own work and study. <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">• Have a secure knowledge of Physics at all Key Stages.• Demonstrate a critical understanding of developments in Science at all Key Stages.• Demonstrate an understanding of and take responsibility for promoting high standards of literacy. <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none">• Impart knowledge and develop understanding through effective use of lesson time.• Promote a love of learning



	<ul style="list-style-type: none"> • Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding. • 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). <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • 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 a student's ability to learn, and how best to overcome these. • Be able to use and evaluate distinctive teaching approaches to engage and support all learners. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 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 feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms/learning areas, 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 consistency in the use of a range of strategies, using praise, sanctions and rewards effectively. <p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues. • Deploy support staff effectively. • Engage in appropriate professional development • Communicate effectively with parents with regards to students' achievements and well-being.
<p>Form Tutor</p>	<ul style="list-style-type: none"> • To offer guidance and support to tutees over routine problems they may encounter • Deliver aspects of spiritual, moral, social and cultural education • To deal with minor disciplinary matters referred to the Form Tutor • To accurately record attendance of students • To promote and actively monitor the safeguarding of all students. • Challenge and motivate students, promote and reinforce self-esteem and engagement. • Establish productive working relationships with students, acting as a role model. • Guide students to make choices about their own learning/behaviour/attendance.



Anthony Gell School

- Promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage students to take responsibility for their own behaviour choices.
- Be aware of and comply with policies and procedures relating to safeguarding, reporting all concerns to an appropriate person.
- Monitor student behaviour and implement policy when standards are not adhered to.
- Promote the use of the schools rewards system to promote student achievement and self-esteem.
- To actively promote the development of students' individual and collaborative study skills necessary for them to become independent learners, through structured activity

All employees have the responsibility to:

- Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher



Anthony Gell School

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SIGNATURES

- a. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: _____ Print Name: _____

Date: _____

Signed: _____ (Headteacher) Date: _____



Anthony Gell School

Person Specification for TEACHER OF SCIENCE

Education and Qualifications	Essential <ul style="list-style-type: none"> Qualified teacher status and/or degree level qualification Recent participation in a range of relevant in-service training Ability to teach Science at KS3 and physics to GCSE and A level Desirable <ul style="list-style-type: none"> Ability to teach outside specialism at KS4 	Assessed by: A, I, R
Experience	Essential <ul style="list-style-type: none"> Appropriate training and experience within an educational setting. Desirable <ul style="list-style-type: none"> Facilitation of enrichment activities 	A, I, R
Special Aptitudes	Essential <ul style="list-style-type: none"> Committed to inclusive education Highly skilled teacher who is able to facilitate excellent student progress Good understanding of Child Protection procedures Good understanding of Equal Opportunities issues Good understanding of SEND and inclusion issues Able to analyse and interpret data and use school data management systems Able to liaise effectively with parents/carers Able to support and implement effective behaviour for learning strategies Able to meet deadlines and work under pressure Demonstrates a positive attitude and outwardly optimistic Demonstrates a professional approach at all times and has a 'can do' attitude Drive, energy and the capacity for hard work 	A, I, T, R
Interpersonal Skills	Essential <ul style="list-style-type: none"> Sets professional standards and displays a sense of integrity in all that is done and shows commitment towards continuing professional development Excellent attendance and punctuality Able to inspire children and young people Excellent communication skills and a team worker An ability to inspire others Is self-motivated and a creative thinker Reflective and resilient practitioner Has integrity and resilience Is reliable, has a positive attitude and a good sense of humour Effective time management 	A, I, T, R

A = Application
I = Interview
T = Task
R = References