



APPLICATION PACK



Teacher of Science
Start date: 1 September 2022



Yr Ysgol John Frost - The John Frost School

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Pennaeth / Headteacher:
Mark Tucker BA MA

31 March 2022

Dear Applicant

Thank you for your interest in the post of **Teacher of Science**. We are looking to appoint an imaginative and enthusiastic Teacher of Science whose excellent practice maximises student achievement across all three Key Stages.

This is a very exciting time to be joining The John Frost School. We had our Estyn inspection in March 2020 and Estyn noted that:

'The John Frost School is a caring community that provides a calm and purposeful learning environment for pupils and staff alike. Pupils are welcoming and friendly, and convey a strong sense of pride in their school. They behave well in lessons and around the school, and the majority make secure progress in their learning.' *'Pupils with special educational needs are identified and supported well.'*

We welcome applications from people who want to be part of the team here and who will support the school leaders in making The John Frost School a truly outstanding school.

Please note that the closing date for this post is **Tuesday 3 May 2022** and interviews.

If there is further information you require that you cannot find in the pack, please contact the school and speak to Mrs Purcell, Deputy Head.

Yours sincerely

Mark Tucker
Headteacher



Job Description

Post Title:	Classroom Teacher
Grade:	MPS 1 – UPS 3
Directorate:	Education
Division:	Schools
Location:	The John Frost School
Responsible to:	Head Teacher

INTRODUCTION

This job description complements the standards, values and dispositions identified in the Professional Standards for Teaching and Leadership 2018. The Teacher will align to, demonstrate and promote the overarching values and dispositions defined within the Professional Standards of:

- 1) Professional entitlement
- 2) Welsh language and culture
- 3) Rights of learners
- 4) Literacy, numeracy and digital competence
- 5) The professional learner
- 6) The system role

The post holder is required to undertake the professional duties and responsibilities of a Teacher as specified in the School Teachers' Pay and Conditions Document.

JOB PURPOSE

To undertake the duties of a Teacher in accordance with the School Teachers Pay and Conditions Document, the Professional Standards for Teaching and Leadership and other current educational legislation.

KEY AREAS

PEDAGOGY

1. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
2. Establish and maintain a learning environment that promotes positive learning habits and behaviours that meet the four purposes and enables learners take growing responsibility for their own learning.
3. Utilise a range of assessment techniques to monitor and record student progress and to inform planning in order to meet identified needs of learners.
4. Make effective use of differentiation to meet the needs of all learners.

5. Make effective use of data to produce timely and accurate feedback, records and reports to facilitate a deeper understanding of learning and enhance the learning experience.
6. Involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.
7. Embed, develop and extend the four purposes in planning, preparation and teaching to drive learner experience and achieve positive outcomes for all learners.
8. Utilise relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes in both planning and delivery.
9. Deploy a wide range of teaching methods and blended learning experiences.
10. Extend learners' cultural, linguistic, religious and socio-economic experience through the use of real-life, authentic contexts for learning.
11. Work with learners to track progress in learning and identify next steps for progress.
12. Develop and use cross-curricular themes relevant to areas of learning to build links and enable effective reflection on learning.
13. Communicate and provide appropriate levels of challenge and expectations for the range of student abilities and characteristics in order to motivate learners to achieve.
14. Seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
15. Encourage learners to reflect upon their own learning and take an active role in managing their own learning agenda.
16. Promote and secure self-motivation and self-direction in learners.
17. Provide time for learners to reflect and evaluate own learning and behaviours.
18. Promote the links between high-quality learning experiences and outcomes and improved learning and well-being.

COLLABORATION

19. Work productively with all partners in learning in order to extend professional effectiveness.
20. Proactively seek and engage with advice and support from a range of formal and informal sources and implement this to improve outcomes for learners.
21. Work with in-school colleagues collaboratively and innovatively to enhance learner experience.
22. Support the development of others through contribution to whole school initiatives, involvement in programmes that extend expertise and developing high quality relationships with colleagues in order to have a positive impact upon learner experiences.

PROFESSIONAL LEARNING

23. Take responsibility for own professional learning by continuously seeking to extend knowledge, skills and understanding and embracing challenge and support to progressively develop pedagogy.
24. Undertake wider reading to enhance understanding of theories and research relating to assessment, pedagogy, child and adolescent development and learning relevant to planning and day to day practice.
25. Engage with professional networks and communities
26. Use the Professional Learning Passport to record professional learning and reflect on and improve practice.

INNOVATION

27. Employ an innovative outlook to developing techniques and approaches to improve pedagogy and outcomes.
28. Support the development of others through modelling teaching techniques and utilising experience to offer advice and expertise.
29. Use professional judgement and critical analysis to develop new techniques and shape practice to take learning forward.
30. Evaluate, analyse and share the impact of changes in practice.

LEADERSHIP

31. Exercise leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the education ambitions for Wales.
32. Demonstrate a personal and professional commitment to the principles of equity and maximising the potential of all learners.
33. Exercise corporate responsibility through ensuring understanding and compliance with the policies, principles and values of the school, including safeguarding, health and safety and equality.
34. Demonstrate commitment to leading learning through engagement with collaborative experiences in school and other contexts.
35. Support formal leadership roles through seeking an understanding of the role, responsibilities and contribution of others across the school towards the school's ethos and the fulfilment of the school's vision.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Qualified teacher status</p> <p>Current EWC registration</p>	<p>Further qualifications and/or professional studies relevant to the age-range</p>
KNOWLEDGE AND EXPERIENCE	<p>Evidence of successful relevant teaching experience including teaching practice.</p> <p>Good understanding of effective curriculum planning, assessment and target setting approaches.</p> <p>Knowledge of 'A Curriculum for Wales' and its implications on teaching and learning.</p> <p>Knowledge and experience of using emerging technologies to support teaching and learning.</p> <p>Knowledge and experience of effective behaviour management strategies.</p> <p>Thorough understanding of safeguarding and child protection processes and procedures.</p>	
SKILLS	<p>Excellent written and verbal communication skills.</p> <p>A commitment to incremental development of personal skills and learners' skills in the use of the Welsh language.</p> <p>Well organised, flexible and innovative practitioner.</p> <p>Ability to create a challenging and effective learning environment and have effective student management skills.</p> <p>Ability to establish good relationships and work in partnership with other staff, governors, parents and other stakeholders</p>	<p>Ability to further enhance the life of the school through extra-curricular activities.</p> <p>Ability to communicate, both verbally and in writing, through the medium of Welsh.</p>

	ESSENTIAL	DESIRABLE
PERSONAL ATTRIBUTES	<p>The ability to be resilient under pressure and remain positive and enthusiastic.</p> <p>A commitment to continuous professional learning</p> <p>A commitment to the promotion of the Welsh language and culture</p> <p>Excellent team member who is self-motivated and committed</p> <p>Commitment to equal opportunities and use of a variety of strategies and practices to promote equality in the classroom</p>	
OTHER REQUIREMENTS	<p>This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS)</p> <p>Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council</p>	

STAFFING - SCIENCE

There are currently nine teaching staff in the department and two technicians:

We are a dynamic team who work hard and are committed to providing a caring, fair and supportive learning environment for students in which they can develop, and learn as individuals. The team is comprised of staff with various areas of experience and expertise across all three sciences who have a shared vision for improving students' scientific skills and outcomes for our students. The teaching of all key stages is shared amongst the team with the possibility to teach at KS5. This post is an excellent opportunity to join an enthusiastic, supportive, and knowledgeable department with a shared vision to raise standards whilst working towards implementing the changes required in delivering the new curriculum.

Currently, our main priority is always to continue to raise standards of attainment in science at all key stages, by ensuring that more students achieve and exceed their predicted targets. A particular focus is being placed on vulnerable groups. The department's other key priorities currently include: improving scientific literacy, numeracy and critical thinking skills in the classroom, developing independent learning, improving provision for MAT learners; and to continue work to develop the new curriculum within the department and within our AOLE.

The department is committed to the professional development of all staff, offering opportunities for training and professional learning within all levels of the school. Professional development is actively encouraged and supported.

CURRICULUM - SCIENCE

At KS3, Science is taught for 6 hours per fortnight and Year 7/Year 8 are taught in mixed ability groups. From September 2022, Year 9 will also be taught a KS3 curriculum leading to GCSE based content as the year proceeds.

At KS4, students are taught over 9 periods of science per fortnight. All students work towards a GCSE Science qualification. We offer the four main routes, Triple science, Double Award, Double Applied and Single Applied. At KS4, staff are timetabled to teach to their subject specialisms as much as possible.

In the Sixth Form, the department currently offer GCE Biology and GCE Chemistry dependent on the number of students applying each year. The department's ethos is to develop staff to teach at KS5 and offer this as appropriate.

ACCOMMODATION- SCIENCE

The Science Department has a suite of 4 laboratories in the new Frost building and 3 recently refurbished laboratories in the Williams block as well as a teaching classroom. Each laboratory has access to its own storeroom with sets of commonly used pieces of apparatus readily available. All classrooms are new, fully equipped with interactive touch-screen televisions, and have sound bars. The department also benefits from a science department meeting room for staff. The new Frost building also accommodates the new staffroom, which includes a teacher work area, seating, and printing resources.

RESOURCING- SCIENCE

The department is well funded and this enables significant and regular upgrading of equipment and technical resources. The department has access to Chromebooks with access to the school Wi-Fi. The school has invested massively in science this year to support our intervention programme aimed at supporting student under achievement at KS3 and KS4 and to improve practical provision at KS5.

INTERVENTION- SCIENCE

The department is fully involved in conducting intervention outside of the classroom to engage and interest students, whilst developing their skills. Support and intervention initiatives include one-to-one sessions, after-school revision sessions, revision form classes, information and open evenings. The department's ethos is that learning extends beyond the classroom and all staff aim to support students and families in different capacities, with many staff also involved in making home visits to support KS3 and KS4 students with their learning.

ADDITIONAL INFORMATION

MAKING AN APPLICATION

Please complete and return your application by 12.00pm Tuesday 3 May 2022. You can submit your application to Newport City Council jobs site via the link below: CVs will not be accepted.

https://recruitment.newport.gov.uk/ce0536li_webrecruitment/wrd/run/ETREC107GF.open?VACANCY_ID=245570IhIQ&WVID=32373800AE&LANG=USA

It is important that you explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications.

If you have been shortlisted for interview, we shall contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements. If you have not heard from us within 1 week of the closing date then, unfortunately, you have not been shortlisted.

REFERENCES

When providing details of referees, applicants must provide two references. One reference should be from your current employer or if unemployed, your last employer. Or your PGCE tutor. Where possible, references should be from separate sources and not from the same organisation or employer.

All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live.

The school will contact referees for verification.

SAFEGUARDING

The John Frost School is fully committed to safeguarding. If you are invited for interview you will be required to provide original documentation to prove your identity (e.g. passport, driving licence, P60/45) and original exam qualification certificates.

Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration and confirm fitness for work.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow our procedures. You will receive appropriate training in 'Safeguarding'.

DATA PROTECTION

Should you be unsuccessful with your application the school will confidentially destroy your Application Form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record in line with GDPR.