

BEAL HIGH SCHOOL
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www.bealhighschool.org.uk

Headteacher: Ms S Snowdon

2 SCIENCE TEACHERS
(MPS)

PHYSICS AND PSYCHOLOGY

Required from September 2010

We are seeking to appoint two enthusiastic scientists. Ideally the successful candidates will have the ability to teach Physics, or Psychology to 'A' level. You will join a forward looking department committed to quality teaching for all students. Our results are outstanding with a large number of students opting to study science at 'A' level. We are keen to attract an experienced colleague looking for a new challenge or an NQT who is keen to develop as an outstanding teacher.

This school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced CRB Disclosure is required for this post.

Application Forms and an Information Pack can be downloaded from our website (www.bealhighschool.org.uk). Please return completed forms to Beal High School no later than Tuesday 2nd March 2010.

Job Description

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| Post Title: | Teacher of Science |
| Purpose: | <ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/ Form Tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. |
| Reporting to: | Head of Department |
| Responsible for: | The provision of a full learning experience and support for students. |
| Liaising with: | Head/Deputies, teaching/support staff LEA representatives external agencies and parents. |
| MAIN (CORE) DUTIES | |
| Operational/ Strategic Planning | <ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area and department's development plan and its implementation. • To plan and prepare courses, Schemes of Work and lessons. • To contribute to the whole school's planning activities. |
| Curriculum Provision: | <ul style="list-style-type: none"> • To assist the Head of Department to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives. |
| Curriculum Development: | <ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Aims and Strategic Objectives. |
| Staffing | <ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school. |
| Staff Development: | |
| Deployment of Staff | |
| Quality Assurance: | <ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |

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| Management Information: | <ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning. |
| Communications: | <ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. Where appropriate, to communicate and co-operate with persons or bodies outside the school. To follow agreed policies for communications in the school. |
| Marketing and Liaison: | <ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. To contribute to the development of effective subject links with external agencies. |
| Management of Resources: | <ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials. To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students. |
| Teaching: | <ul style="list-style-type: none"> To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students To undertake a designated programme of teaching. To ensure a high quality learning experience for students which meets internal and external quality standards. To prepare and update subject materials. To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To undertake assessment of students as requested by external examination bodies, departmental and school procedures. To mark, grade and give written/verbal and diagnostic feedback as required. |
| Pastoral System: | <ul style="list-style-type: none"> To be a Form Tutor to an assigned group of students. To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. To liaise with a Pastoral Leader/HOY to ensure the implementation of the school's Pastoral System. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. To evaluate and monitor the progress of students and keep up-to-date student records as may be required. To contribute to the preparation of Action Plans and progress files and other reports. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff |

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| | <ul style="list-style-type: none"> • To contribute to PSHE, Citizenship and Enterprise activity according to school policy • To apply the Behaviour Management Systems so that effective learning can take place. |
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| Other Specific Duties: | |
| <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To promote actively the school's policies. • To continue personal development as agreed. • To comply with the school's Health and safety policy and undertake risk assessments as appropriate. • To undertake any other duty as specified by STPCB not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> | |
| <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> | |
| <p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> | |

TEACHER OF SCIENCE

Selection Criteria and Person Specification

The following will be used to short-list candidates and as criteria in the selection process.

- 1 A relevant degree and qualified teacher status (or working towards).
- 2 A highly-skilled teacher with a commitment to quality and excellence in learning and teaching.
- 3 An up-to-date awareness of current issues relating to science teaching and relevant whole school issues.
- 4 An understanding of how teaching science can help prepare students for the opportunities, responsibilities and experiences of adult life.
- 5 The commitment to equal opportunities for all in the school community.
- 6 The ability to communicate well with children and young people and have an understanding of safeguarding and promoting the welfare of young people and in particular be prepared to demonstrate:
 - motivation to work with children and young people;
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - emotional resilience in working with any challenging behaviour;
 - professional attitude to use of authority and maintaining good behaviour.
- 7 The ability to inspire children and young people to achieve more than they think possible.
- 8 The ability to work collaboratively and supportively with colleagues within the school and with colleagues in other organisations.
- 9 Is willing to work within organisational policies, procedures and processes and to meet required professional standards.
- 10 Is well-organised and disciplined with regard to administrative duties.
- 11 Possess integrity, optimism, resilience and a well-developed sense of preparation and humour.
- 12 Possess drive, expertise and enthusiasm.
- 13 Is committed to continual personal and professional development. Is reflective and learns from past experiences.

The person appointed to this post will be expected to:

- offer a specialist background in Science.
- demonstrate the skills, knowledge and understanding of a highly competent teacher and contribute to the continuing development of Science within the school;
- Contribute fully to the teaching of AS and A2 Science (Physics or Psychology).

Asylum and Immigration Act 1996 and Immigration (Restriction on Employment) Order 2004

Under the Asylum and Immigration Act 1996 employers are required by law to see original evidence of proof of entitlement to work before taking on a new employee.

New regulations came into force on 1 May 2004 regarding what documents are required before employment can begin. The relevant documents are listed in the Immigration (Restriction on Employment) Order 2004.

If you are unable to produce one of the documents listed under Part 1* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(a)**, then you must produce two documents as stated under Part 2* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(b)**.

If you provide documents listed under Part 2* then these must consist of one document from 1(a) and one document from 1(b)(i) to (vii) **or** the document described in 2(a) and one document listed in 2(b)(i) to (ii). If the two documents that you produce show different names then you must also produce a document explaining the difference.

Please note that applicants who produce documents listed under Part 1* of the Schedule or Part 2* section 2(a) and (b) will still be required to provide proof of their National Insurance number; this is required by the Council's Payroll function for Benefits Agency and Inland Revenue purposes.

Under the Immigration (Restriction on Employment) Order 2004, it is a requirement that the employer must have satisfied himself that each document produced appears to relate to the employee in question. If you choose to post your documents or arrange for someone else to produce these on your behalf, we will have to make further enquiries to confirm your identity.

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SCHEDULE

Part 1

Descriptions of documents for the purposes of article 4(2)(a)

Article 4(2)(a)

1. A United Kingdom passport describing the holder as a British citizen or as a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport containing a certificate of entitlement issued by or on behalf of the Government of the United Kingdom, certifying that the holder has the right of abode in the United Kingdom.
3. A passport or national identity card, issued by a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, which describes the holder as a national of a State which is a party to that Agreement.
4. A United Kingdom residence permit issued to a national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confirms that the holder has rights of entry to or residence in the United Kingdom.
5. A passport or other travel document or a residence document issued by the Home Office which is endorsed to show that the holder has a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, and who is resident in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, has indefinite leave to enter, or remain in, the United Kingdom or has no time limit on his stay.
7. A passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the employment in question, provided that it does not require the issue of a work permit.
8. A registration card which indicates that the holder is entitled to take employment in the United Kingdom.

Part 2

Descriptions of documents for the purposes of article 4(2)(b)

Article 4(2)(b)

1. (a) A document issued by a previous employer, Inland Revenue, the Department for Work and Pensions' Jobcentre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number of the person named in the document; and

(b) either:-
 - (i) a birth certificate issued in the United Kingdom, which specifies the names of the holder's parents; or
 - (ii) a birth certificate issued in the Channel Islands, the Isle of Man or Ireland;or
 - (iii) a certificate of registration or naturalisation as a British citizen; or
 - (iv) a letter issued by the Home Office, to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (v) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (vi) a letter issued by the Home Office, to the holder, which indicates that the person named in it has subsisting leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom; or
 - (vii) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted limited leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom.
2. (a) A work permit or other approval to take employment issued by Work Permits UK;
and

(b) either:-
 - (i) a passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the work permit employment in question, or
 - (ii) a letter issued by the Home Office to the holder, confirming the same.