



Job Application Pack

Teacher of Science

Mainscale/Upper Pay scale

Start Date: January 2015



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Letter from the Head of School

Dear Candidate

Thank you for expressing an interest in a vacancy here. On behalf of the whole Meden School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Meden work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

We know that Meden School can be even better. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

Janet Brashaw
Head of School



Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to Meden School and the tremendous opportunities this school offers the young people of Warsop.

Our Trust started partnership work with Meden in 2010. Meden has experienced challenges in recent times and we were invited to lead the long-term transformation of the school.

Working in partnership with the local governing body, we have raised aspirations and improved outcomes for the students we serve.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Meden School, and we look forward to receiving your application.

John Tomasevic
CEO of the Torch Academy Gateway Trust



Application Details

Thank you for your interest in the vacancy of teacher of Science at Meden School. Further details of this post and the school are included in this pack and details of how to apply can be found below.

How to Apply

To apply for this post please complete and return an application form along with a covering letter, clearly demonstrating your suitability for this role by e-mail or post using the following addresses;

Julia Jewsbury
Personnel Manager
Meden School
Burns Lane
Warsop
Notts
NG20 0QN
jjewsbury@medenschool.co.uk

Application forms

These can be downloaded from the TES website or the school website www.medenschool.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Applications for this post must be received by midday on Tuesday 21st October.

Interview:

Interviews for the role will take place Thursday 23rd October. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.



Overview of the School

Meden School is situated in Market Warsop, Nottinghamshire. The school delivers an 11-18 curriculum and has around 900 pupils on roll.

Meden School was placed in 'special measures' in March 2011 and in response to this the Torch Academy Gateway Trust was invited to sponsor the school. In May 2014 Ofsted rated the school as 'good' and we now seek to consolidate this position and to work towards 'outstanding'.

Since the Trust began working at Meden School, results have significantly improved and the school was placed in the top 10 most improved schools nationally in 2012. Meden School is now well placed to begin the next phase of its journey to becoming an outstanding school.

Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

Achievement

Meden School's primary focus over the last four years has been to raise achievement and aspiration. In 2010, only 32% of pupils achieved 5+ A*-C including English and Mathematics.

In 2014, 59% of pupils achieved 5+ A*-C including English and Maths calculated on the new, more challenging, performance measures. This is compared to 59% on the old performance measures in 2013. In securing consistent good attainment, Meden School has managed to buck the national trend. In addition, staffing in the core subjects has been strengthened. There is a strong focus on ensuring students secure 5+ A*-C including core subjects. Meden School is well placed to meet new challenges as it moves forward.



Staffing and Leadership

Significant staffing changes have been made at Meden School since 2011. Meden School has a young staff profile and all appointments have been made with a clear focus on raising achievement.

The Senior Leadership Team is experienced and pro-active. The team has been critical in raising achievement and developing an ethos of aspiration amongst students and staff.

The school day begins at 8.30am, lessons are 50 minutes long with a morning break and a 40 minute lunch at 12.55pm. The school day ends with a 15 minute tutorial from 3:15pm to 3:30pm.

Pastoral Structure

Meden School uses a 'House' based pastoral system, which combines horizontal tutor sets with vertical socialisation opportunities. The benefits of focused year based intervention, combined with the sense of belonging and community afforded by a 'House' system, has proved very successful at Meden School.

Location and Site

Market Warsop is a small town on the outskirts of Mansfield, Nottinghamshire. Situated on the north Nottinghamshire coal field, Market Warsop has reinvented itself as a commuter suburb since the local mine closed.

Meden School is situated on a large site at the edge of Market Warsop. The school benefits from extensive buildings and grounds, and a programme of renovation has resulted in significant improvements to the building stock and teaching areas. The school has access to excellent sporting facilities.

Governance

Meden School has an active and engaged group of Governors who's strong loyalty to the school and a good understanding of the local community have helped to shape and support the work of Meden School in raising achievement and aspirations. The Torch Academy Gateway Trust Directors continue to take a strong interest in Meden School, providing support and advice as necessary.



Extra Curricular

Meden School runs a wide range of extra curricular course, trips and enrichment activities.

Securing Success

Our vision is to build capacity for sustained improvement. There are a number of short-term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention

Job Description

Part A Policy relating to the working practices of a class teacher

Areas of responsibility and key tasks:

A: Planning, teaching and class management, to:

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 SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- monitoring and intervene to ensure sound learning and discipline;
- using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - 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 their own teaching critically to improve effectiveness.

B: Monitoring, assessment, recording, reporting – to:

- 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;
- prepare and present informative reports to parents.

C: Other professional requirements, to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- 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;
- 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 responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

Person Specification: Class Teacher

Factor	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status - Degree or equivalent. • Strong record/commitment to continuing professional development. • Good Honours degree (First or Second Class) 	<ul style="list-style-type: none"> • Higher professional qualification.
Experience	<ul style="list-style-type: none"> • This role would be suitable for an NQT or an experience teacher. 	
Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge of current issues in the teaching, including national curriculum and post 16 issues. • Understanding of equal opportunities issues and their application to work. • Exemplary teaching, including effective communication skills, ability to motivate students and staff, capacity to create good learning environment, commitment to communicative methodology. • A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils. • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team, devolve responsibilities and delegate task as appropriate. Ability to prioritise, plan and organise. • Secure commitment to a clear aim and direction for the subject • Understanding of safeguarding and promoting of welfare of children issues. 	<ul style="list-style-type: none"> • Understanding of particular needs of pupils with SEN • Awareness of factors affecting language and learning across the curriculum • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm • Initiative • Vision • A commitment to inclusive education. • An excellent health record • Drive • Ambition • Outstanding communication skills • Reliability and integrity • Energy, vigour and perseverance 	<ul style="list-style-type: none"> • A willingness to contribute to extra-curricular activities • A vision for the development and a commitment to personal and professional development. • A willingness to take responsibility for their own professional development.

Department Information

The Science Department at Meden School consists of eight teachers, one senior lab technician and one lab technician. The Science Department is striving to offer an excellent science education to students of all ages and abilities. Our staff are subject specialists and are driven by the desire to ensure that all learners make good progress in every lesson. We have high expectations of our students in terms of behaviour, attitude and effort. The science staff are always available to support parents and carers in achieving the best possible outcomes for their children.

Meet the Team

Key Contacts:

- Faculty Leader – Mr J Mehat
- Second in Science – Miss T Vine
- Progress Leader – Mrs L Burgess Brailsford
- Lead Teacher - Miss N Ganecki
- Mr D Grewal
- Miss L Peacock
- Mr R Aliwell
- Senior Laboratory Technician – Mrs P Kennedy
- Laboratory Technician – Mr G Harris

The Curriculum – Key Stage 3 (Years 7 & 8)

Students follow an in house scheme of work in years 7-8 and are taught in ability groupings. We encourage an investigation led skills based approach to learning and seek to secure ambitious rates of progress for students in our lessons. Homework is set regularly and assessment occurs formatively in lessons and through end of unit tests.

Key Stage 4 (Years 9 – 11)

Students are set according to ability and most take GCSE Science. Students study for core science in Year 9 and Year 10, with set 1 taking triple science. For Year 11 most students take additional science. Some pupils may be guided to a work vocational BTEC level 2 course if this is more appropriate for them. Some groups may follow the BTEC First Certificate in Applied Science if this vocational course is more appropriate to their needs. Students are then guided into one of three pathways: BTEC Extended Certificate in Applied Science, Additional Science or Triple Award Science (following the GCSE AQA specification).

Key Stage 5

Students can study Biology, Chemistry and Physics (we use AQA for these subjects) at Meden College. We also offer an additional vocational, Post 16 Medical Science BTEC Level 3 to cater for those students who wish to study science at a higher level but for who the traditional AS route may be less appropriate.