



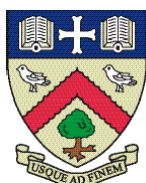
Head of Science Candidate Information

February 2022



**CHELTENHAM
BOURNSIDE
SCHOOL**

Empowering lives
through learning



CHELTENHAM BOURNSIDE SCHOOL



Welcome to Bournside

People are at the heart of Bournside.

Our staff and students are **Ambitious, Purposeful, Proud, Respectful, Curious, and Supportive**. These are our values and whilst you'll see them written on our website and on our corridor walls, where you'll really see them is in the way we work together, the way we talk to one another, the way teachers teach and students learn, and the way we ensure that every day, in and out of lessons we are living our vision: **empowering lives through learning**.

Bournside is a large school with over 200 staff and 1,700 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 4G sports pitches; a fully equipped Drama studio, a large library, specialised English and Maths blocks, 12 science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base with numerous study rooms.

No one gets lost in the crowd, however. The size of our school means that whatever your role, you'll benefit from having a dedicated, specialist team around you. Everyone is a member of one of our six houses; coupled with our vertical tutor group model, for students, the house system aims to nurture and enhance a sense of family and community, strengthen home/school communication, and provide opportunities for older students to act as role models for younger students, enabling them to have meaningful conversations about school life and their future aspirations.

It's not at all unusual for several generations from the same family to have been part of Bournside School. We've been part of the community of Cheltenham for many years having moved to our present site in Warden Hill in the early 1970s. Our value to the local community is developed in many ways: working closely with our neighbouring schools, taking the arts into the community, being the central hub for very many sports local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

If you have any questions regarding the position please contact Will Penny, Deputy Headteacher wjp@bournside.gloucs.sch.uk. I would also very much encourage you to visit our school so you can see for yourself why it is a wonderful place to work.

There is a wealth of information about our school on our website, along with an application form should you wish to apply. We also ask for a supporting statement (maximum 2 sides of A4) outlining how you feel your experience, skills, and attributes would enable you to make a significant impact in the role. The deadline for applications is 9am on Friday 4th March 2022.

I look forward to receiving your application to join us in **empowering lives through learning**.

Steve Jefferies
Headteacher



CHELTENHAM BOURNSIDE SCHOOL

Head of Science

Start date: 1st September 2022
Salary: MPS / UPS + TLR1C
£12,114 + A recruitment allowance for the appropriate candidate
Full time and permanent

An outstanding opportunity has arisen to work in Gloucestershire's largest comprehensive school.

We are an established 11-18 single academy trust with a good reputation (Ofsted 'Good' rating 2016), wide catchment, and a strong presence in our community. Our school is consistently oversubscribed with a PAN of 300, and most of our students choose to stay with us for their post-16 study.

We are looking to appoint a Head of Science to develop and lead a lively and enthusiastic Science Department at Cheltenham Bournside School, where Science is a popular subject. The successful candidate will lead and inspire the Science team and will teach across the Key Stages and Science subjects, ensuring that the subject is delivered in an outstanding manner to highly motivated and talented pupils.

You will be joining a Science faculty consisting of 3 Heads of Department, 9 teachers, and 4 technicians.

The Science faculty occupies a central place in the academic life of the School, with the teaching of science grounded in supporting students to acquire a deep understanding of scientific concepts, which they can then apply in a range of unfamiliar situations.

Applications by:
9am Friday 4th March 2022

Practical work is embedded in the curriculum, being carefully planned to support and extend the acquisition of knowledge and understanding. To see further detail of the student learning journey that the successful candidate will teach then please see the subject Curriculum Maps that are found [here](#).

A balanced science program, incorporating most of the features of the National Curriculum, is taught to pupils in Years 7 & 8. Each class has one or two science teachers. In Year 9, pupils are taught by three specialist teachers and start their studies of the GCSE science curriculum. Students are selected to study either AQA Combined Science GCSE or AQA separate science GCSEs depending on their progress in Y9 and Y10. A large number of students go on to study science at A Level and post-18 the numbers that choose Science courses at university are in stark contrast to national norms. Progress of students is above the national average at GCSE and typically in the top 25% of the country at A level.

We are an equal opportunities employer and value and respect diversity across our whole school community. Bournside is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check. We reserve the right to interview and appoint prior to the closing date.

Application pack:
www.bournside.gloucs.sch.uk/school-information/careers-at-bournside/

Warden Hill Road, Cheltenham, GL51 3EF | hr@bournside.gloucs.sch.uk | 01242 235555



Job Description

Head of Science

Post title: Head of Science (To be read in conjunction with the Classroom Teacher job description)

Responsible to: SLT Line Manager

Responsible for: The Heads of Biology, Chemistry and Physics and all teaching and support staff within the Science department

Contract type: Permanent

TLR Allowance: TLR1C £12,114 gross per year plus a recruitment allowance for the appropriate candidate

This school is committed to safeguarding and promoting the welfare of children and young people according to child protection and safeguarding guidelines and expects all staff to share this commitment. A satisfactory enhanced DBS check is required for all employees.

Purpose

- To be responsible for the leadership, management and development of the department
- To monitor the effectiveness of responsibility holders within the department, and to implement actions as required
- To promote the school's aims and priorities, and to achieve targets in line with the school's strategic plan
- To ensure that levels of student progress both individually and collectively meet or exceed targets based on FFT20 estimates
- To ensure all staff model the school's mission and vision through the consistent way they teach their subject(s) and to uphold the school's values: Ambitious, Respectful, Supportive, Proud, Curious, Purposeful
- To assess, monitor, develop and enhance the quality of teaching and learning in the department
- To ensure the provision of an appropriately differentiated and inclusive subject curriculum for students studying in the department
- To monitor the assessment and marking of student work, the feedback given to students (including the use of DIRT time) and to ensure that homework provision is in line with school policy
- To manage all operational aspects of the department
- To work with the SLT member with responsibility for staffing and timetabling to ensure an effective timetable for the department

Duties

Developing the Quality of Teaching and Learning

- Provide mechanisms for the sharing of good practice within the department and across the department
- Ensure a positive climate for teaching and learning
- Informally and formally monitor the performance of members of the department in terms of the quality of teaching and learning

- Ensure appropriate and effective responses to whole school monitoring exercises such as student work scrutiny and learning walks and take action to raise the quality of teaching and learning as appropriate
- Monitor the quality and regularity of written feedback to students within the department, following school policies and guidance and the annual departmental assessment plan
- Set expectations for students and staff in relation to the quality of teaching and learning

Self-Evaluation and Strategic Planning

- Work with colleagues to formulate aims and objectives in-line with the department's key aims and priorities
- Document these aims and objectives within the Departmental Development Plan (DDP) and engage in reviewing, amending and coding the progress made towards achieving the targets documented in the DDP
- Develop and implement appropriate policies and practices, including health and safety requirements
- Effectively manage capitation and departmental resources

Tracking, Monitoring and Intervention

- To make use of and evaluate performance data provided, in particular responding to all academic progress data provided using SISRA or the data analysis package in force.
- Develop effective tracking, monitoring and intervention strategies to support student progress
- Identify students in need of intervention, document this on Classcharts and coordinate the delivery of intervention, including communication with parents/students
- To provide the Governing Body with relevant information relating to the departmental performance and development if required

Curriculum Development

- To ensure curriculum coverage, continuity and progression in the subject for all students
- Lead the development of resources and schemes of learning, marking policies and assessment
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To liaise with the Exams team regarding relevant examination and validating bodies, to oversee and organise coursework marking and moderation, complying fully with relevant exam board guidance and ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.
- To be responsible for the development of cross-curricular skills according to the school's agreed priorities
- To develop effective links with the wider local community, in order to extend the subject, enhance teaching and develop the students' wider understanding of departmental subjects
- To work with the SLT member in charge of Continuous Professional Development to ensure that needs are identified and that appropriate programmes are designed to meet such needs

Staffing/Staff Development

- To be responsible for the efficient and effective deployment of the Department's technicians/support staff as appropriate
- To undertake Performance Development Review(s) and to act as reviewer for a group of staff within the department, and to support responsibility holders within the department with the PDR process

Recruitment/Deployment of Staff

- To make appropriate arrangements for classes when staff are absent
- To participate in the recruitment, selection and induction process for teaching and support posts within the department
- To promote teamwork and to motivate staff to develop effective working relations
- To participate as appropriate in the school's ITT programme and mentoring of ECTs

Communications

- To ensure that all members of the department are familiar with its aims and objectives
- To provide curriculum information to parents as required
- To communicate with parents as appropriate
- To liaise with relevant bodies
- To lead the development of effective subject links with feeder primary schools

Student Behaviour

- To take responsibility for high standards of behaviour within the department

Additional Duties

- To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



Job Description

Classroom Teacher

This school is committed to safeguarding and promoting the welfare of children and young people according to child protection and safeguarding guidelines and expects all staff to share this commitment. A satisfactory enhanced DBS check is required for all Employees

Purpose

We aim for every student to develop the knowledge, skills, and self-confidence to become the best they can be. We do this by being open, energetic, outgoing, friendly, safe, supportive, healthy, professional, and self-aware.

Duties

Part 1: Academic

1. Set high expectations which inspire, motivate, and challenge students
 - 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.
2. Promote good progress and outcomes by students
 - Be accountable for students' attainment, progress and outcomes
 - Analyse students' data and exam performance to inform planning and intervention
 - Plan teaching to build on students' capabilities and prior knowledge
 - Guide students to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
4. Plan and teach well-structured lessons
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching

- Contribute to the design and provision of an engaging curriculum for relevant subject(s).
5. Adapt teaching to respond to the strengths and needs of all students
- Differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
 - Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
- 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 and use this to inform parents according to the school's reporting procedures
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
 - Follow the School's Assessment and Feedback Policy.
7. Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, 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 a framework for discipline with a range of strategies, using positive redirection, using the Ladder of Consequences and rewards consistently and fairly
 - Register students every lesson within the first 10 minutes, ensure that they arrive punctually to lessons, that they are following the school's uniform policy and are equipped to learn
 - Manage classes effectively, using approaches which are appropriate to students' needs to engage and motivate them
 - Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
- Make a positive contribution to the wider life and ethos of the school including extra-curricular as appropriate
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Deploy Teaching Assistants effectively as a second adult in the classroom
 - Take responsibility for improving learning and teaching through appropriate professional development, responding to advice and feedback from colleagues
 - Comply with the Performance Development Policy
 - Communicate effectively with parents regarding students' achievements and wellbeing
 - Keep up to date and comply with all school policies and procedures

- Act in accordance with relevant examination board guidance
- Attend weekly staff briefings, scheduled staff meetings, PTCs, open evenings and other professional meetings according to the school's published annual calendar.

9. Visible consistency

- Stand outside the entry point to the classroom, welcoming students into your learning environment
- Begin each lesson with an activity that students can self-start and in which they can readily engage
- Plan all lessons around a key question(s) which is shared with all students
- Check uniform at the start and end of every lesson.

Part 2: Pastoral

- Be a Form Tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Tutor Group as a whole
- Liaise with Heads of House in relation to pupil conduct and behaviour
- Register students, ensure that they arrive punctually to school, that they are following the school's uniform policy and have with them the appropriate equipment to learn
- Challenge poor attendance and punctuality in accordance with the Attendance Policy
- Reward good attendance and punctuality in accordance with the Attendance Policy
- Accompany students to assemblies and remain with them
- Monitor the academic and pastoral progress of students, intervening when appropriate following reporting windows
- Monitor ClassCharts on a daily basis and discuss issues with students, reinforcing the praise.
- Consistently apply the Ladder of Consequences through applying the school's sanctions and rewards system, keeping up to date records of incidents involving students
- Communicate, as the first point of contact, with parents of students over issues related to student progress and behaviour, including participation in the school's reporting process
- Alert the appropriate staff to problems experienced by students and participate in the process of resolving these
- Deliver the tutorial programme in line with the agreed plan and as directed by the relevant Head of House
- Set a good example in terms of dress, punctuality and attendance.

Part 3: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions and adhering to the school's Health and Safety Policy and Child Protection and Safeguarding Policy
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and

- beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any teacher who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits.

Other duties and responsibilities

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



Person Specification

Director of Science

Bournside School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree in Science or equivalent 	<ul style="list-style-type: none"> 2:1 or better Specialism in Chemistry
Experience, understanding, and knowledge	<ul style="list-style-type: none"> A passion for Science and for teaching A strong academic background and subject knowledge An excellent classroom practitioner (or the potential to be one) A commitment to professional development An understanding of the needs of pupils across the ability range A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery An understanding of how to assess pupil progress An awareness of ways to raise pupil attainment A commitment to safeguarding and the welfare of students 	<ul style="list-style-type: none"> Good knowledge of the National Curriculum in the subject The ability to use ICT to enhance learning and aid teaching
Personal qualities	<ul style="list-style-type: none"> Good communication skills, oral and written The ability to work well as part of a team, and to build trust and openness Discretion, courtesy, honesty and integrity Reliability, punctuality, diligence and good organisation Attention to detail Self-motivated and enthusiastic Ability to work independently Passionate about education and young people Evidence of commitment to professional development 	



Settling in at Bournside

We will fully support you with your transition to Bournside. Our Assistant Headteacher, oversees the provision for new staff, including your induction during the first year of teaching with us to support you in understanding and coping with your new role.

Induction day

You will be invited to an induction day in the term prior to joining us. This full day of training provides information about the aspects of Bournside school life which will be needed as soon as you start, such as:

- School Behaviour Code including rewards and sanctions
- Being a tutor including assemblies
- Use of electronic registration and laptops
- Procedures in the Sixth Form
- School Leadership Structure – who to see for what
- Duties
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- Inclusion Support and SEN
- ICT
- Health and safety procedures
- Educational visit procedures
- Our school Library.

Your mentor

You will also be allocated a mentor – probably your line manager – who will meet with you regularly to ensure you have the support you need.



Continuing Professional Development

Bournside is forward-thinking in its approach to Continuing Professional Development (CPD). We use a variety of activities to engage staff with sharing best practice and ensuring teaching and learning is the best it can be. These opportunities include whole staff training options, peer observations, teaching and learning forum sessions, personal planning and development time, departmental development time, focused workshops, and time for performance management and review.





Employee Benefits

Teaching Staff

General

- Provision of all necessary IT equipment.

Lifestyle and wellbeing

- Attractive salary and pension
- Generous annual leave entitlement
- Free one-to-one wellbeing support
- Family friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Discounted gift cards via Voucher Store
- Techscheme – save money on the latest tech from Apple and Currys PC World
- A comprehensive range of staff social events throughout the year
- Our dining centre and Pit Stop Café is open between 8:80am and 1:30pm every day.

Professional development

- Every year, there is some disaggregated INSET time, resulting in additional holiday days per academic year
- Personalised CPD hours to develop areas specific to your practice and needs
- Support to complete further academic study and professional qualifications
- Access to high quality in-house and external leadership development programmes, tailored to a wide variety of levels of experience
- Opportunity to be trained as an accredited 'Apple Teacher'
- Membership to your subject association through your department
- Membership to the Chartered College of Teaching for NQTs and RQTs
- A well-stocked CPD library.

Statutory and other benefits

- A wide range of statutory benefits including sick pay, maternity, parental, and adoption leave
- Enhanced Paternity Leave Policy
- We will honour your continuity of service in other state funded schools in relation to sick pay and pension rights.



Our Values

We are...

PURPOSEFUL

We persevere to achieve our goals and aspirations

PROUD

We celebrate everyone's effort and achievements

RESPECTFUL

We care about each other and believe in equality and kindness

CURIOUS

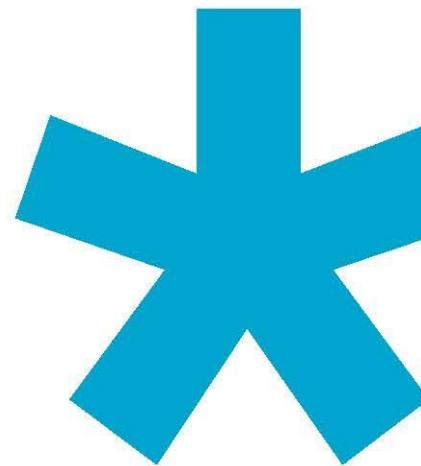
We have enquiring minds and are not afraid of challenge

SUPPORTIVE

We make a positive difference to each other's lives

AMBITIOUS

We aim for the very best in all we do



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