



Teacher of Science
Queen Elizabeth's Grammar School
Maternity Cover
1.0FTE
MPS/UPS

QEGSMAT are seeking to appoint an enthusiastic Teacher of Science, 1.0FTE, maternity cover, to join our hardworking and high achieving team at Queen Elizabeth's Grammar School Ashbourne Academy. The successful candidate will have the ability to engage, enthuse and inspire students. This is an opportunity to work with an experienced department with an enthusiastic team of teachers.

The ethos and values of Queen Elizabeth's Grammar School are important to the staff, students, and local community; the successful candidate will promote and adhere to these values.

Queen Elizabeth's Grammar School Ashbourne Academy is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

Why work for us?

- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- With access to Teacher Pension Scheme employer contributions of 23.68% for Teachers.
- Family-friendly policies.
- Access to Flu Vaccines.

- Opportunity to work flexibly.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check and references received prior to the interview. Further information about our commitment to Safeguarding can be found –

<https://www.qegsmat.com/documents/safeguarding>

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call Natalie Jones on 01335 340830. Further details about our school can be found on our website:

<https://www.queenelizabeths.derbyshire.sch.uk/>

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

Applications are welcomed by ECTS.

Closing date for applications: Sunday 4th June 11.59pm

Interview date: Wednesday 7th June 2023

Salary: Main/Upper Pay Scale

Start date: 1st September 2023



JOB DESCRIPTION

POST TITLE: Teacher

REPORTING TO: Curriculum Leader

SCALE: Main Pay Scale (post-threshold Upper Pay Scale)

DISCLOSURE LEVEL: Child Workforce - Enhanced including Child Barred list

CORE DUTIES:

A teacher must:

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.

Promote good progress and outcomes by students:

- 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 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.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge across all three subjects 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;

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 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 within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students:

- 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 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.

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;
- 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 the feedback;
- monitor and support the overall progress and development of students as a form tutor.

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 praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff Duty Rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

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' well-being, in accordance with statutory provisions;
- 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.

Please note:

- Employees will be expected to comply with any reasonable request from their Line Manager to undertake work of a similar level that is not specified in this job description



Teacher of Science PERSON SPECIFICATION

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified graduate • Qualified teacher with QTS • High standard of subject knowledge across all three subjects 	<ul style="list-style-type: none"> • Evidence of relevant and ongoing CPD • High standard of subject knowledge sufficient to teach up to A* at A Level 	Certificates Application Form
Skills	<ul style="list-style-type: none"> • Communication (oral and written) • Delegation • Teamwork • Organisation and planning • Creativity and problem solving 		Application form Interview

<p>Knowledge</p>	<ul style="list-style-type: none"> • Subject and curriculum knowledge across all three subjects • Planning for students across the ability range and for those with SEND/EAL • Using formative and summative assessment to improve student outcomes • Effective behavior management strategies 	<ul style="list-style-type: none"> • New GCSE specifications • Knowledge of current issues and recent developments in the curriculum area 	<p>Application form</p> <p>Interview observation</p>
<p>Experience</p>	<ul style="list-style-type: none"> • Mainstream teaching 11-16 across the three subjects • Teaching across the ability range • Teaching examination classes 	<ul style="list-style-type: none"> • Experience of a pastoral/form tutor role • GCSE examiner experience • Mainstream teaching 16-18 • Teaching A-Level 	<p>Application form</p> <p>Interview</p>
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Interpersonal • Negotiating • Self-motivation • Flexible • Reflective 		<p>Application form</p> <p>Interview</p>

PRINT NAME _____

SIGNATURE _____

DATE _____