



**Science Assistant Head of Department /
Teacher of Chemistry or Physics (KS3-5)**

MPR/UPR + TLR 2b

Required for September 2024

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

whatever they do

prosper.

Psalm 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Science Assistant Head of Department / Teacher of Chemistry or Physics** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an **Outstanding** 11-18 Church of England high school.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive. We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 800 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

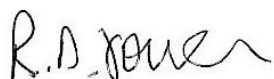
The application form should be completed electronically and emailed to **vacancies@st-christophers.org**, marked for the attention of Mrs Grimshaw, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11 point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching at St Christopher's.

The closing date for applications is **1st May 2024** (at midday) and interviews are planned for the following week (we will contact you with further details if your application is successful).

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my PA Mrs Grimshaw (c.grimshaw@st-christophers.org).

I took up my present position at St Christopher's in September 2013 and still recall the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



R D Jones
Headmaster



“The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as ‘children of God’.”

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England single academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30–40-minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 800 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, one Deputy Headteacher, one Senior Assistant Headteachers, three Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well, and all move on to high quality destinations. This year over 80% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, achieved impressive results, with 84% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their knowledge and deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged **Outstanding in all areas**.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported, and challenged. In the words of one of our former students...

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

WHAT'S IT LIKE TO WORK AT ST CHRISTOPHER'S?



Linda (main scale teacher of science)

"St Christopher's saved my teaching career! My last job in teaching left me feeling demoralised and wanting to get out of the profession but here I feel supported and appreciated. The staff are unbelievably welcoming and the pupils are hard-working, conscientious and respectful."

Margaret (reprographic technician)

"My work-life balance has flourished since taking on this role. The staff form a great team and are dedicated to inspiring all pupils. I know that I am valued and enjoy every day working at St Christopher's."



Rebecca (Wellbeing and Senior Mental Health Lead)

"Joining the staff team four years ago I instantly recognised that St Christopher's is a school that cares for its staff. I feel privileged to work alongside an array of skilful colleagues whose shared goal is to maximise the potential of our pupils. At St Christopher's we all flourish."

Scott (ECT Science)

"St Christopher's has provided me with the skills and knowledge to thrive in the classroom since starting as an ECT. Teaching is tough and so it is good to know that my wellbeing is considered and that I am provided with the autonomy to try out new ideas and approaches, safe in the hands of supportive middle leaders and senior leadership team."





Sian (upper pay range teacher of English)

“Joining St Christopher’s helped me fall back in love with teaching. This is a school which is committed to creating well-rounded pupils and which takes its responsibilities at the centre of the community very seriously. While the school maintains its reputation for academic excellence, it is this emphasis on the wider impact of education which makes St Christopher’s a unique and special place to work.”

Devaki (PSHE and Careers Lead)

“The school is more than just a place to work. St Christopher’s is a school community in every sense of the word, where staff genuinely care about the well-being and personal development of the pupils and students in their care, and support one another in doing so.”



Peter (Catering Manager)

“I came to St Christopher’s having worked in schools and for a multi-academy trust and I’ve been delighted with the warmth of the welcome that I’ve received. From the headmaster down there is a deep sense of connectedness and desire to pull together for the sake of the whole community. St Christopher’s has given me the trust and encouragement to deliver positive changes across my area of responsibility, improvements that have allowed the children to thrive and grow.”

Ebony (middle leader and teacher of mathematics)

“St Christopher’s is a fantastic place to work. It is more than just a school, it is a community of pupils and staff who look out for each other and strive to be the best version of themselves. I have worked here for four years and been offered great opportunities to advance and progress.”



JOB DESCRIPTION

Post Title: Science Assistant Head of Department / Teacher of Chemistry or Physics

Salary: MPR / UPR + TLR 2b

NJC Conditions: Full-time / Permanent

Responsible to: Mrs Dowd, Head of Science

Main Purpose

To assist with the leadership and management of the Science Department, with specific responsibility for Key Stage 3 science, in order to produce the best possible outcomes for all pupils and to make a significant contribution to the ongoing academic development of the whole school.

Assist in Leading the Department

- Motivate, empower and support staff to secure ambitious pupil outcomes
- Motivate and work with others to foster and promote the Christian ethos of the school
- Assist in the evaluation of the performance of the department, helping to formulate and deliver plans for ongoing improvement
- Keep up to date with national and local educational strategies and developments and communicate these to staff as necessary
- Represent the department at whole school meetings as required
- Fulfil commitments arising from contractual accountability to the governing body

Assist in Leading Teaching and Learning

- Be a passionate advocate for outstanding teaching and learning
- Support the Head of Department in monitoring, evaluating and improving classroom practice across Key Stages 3 – 5 and with specific responsibility for Key Stage 3 quality assurance
- Promote a culture of challenge for all pupils, enabling them to be engaged in the subject and experience success
- Use assessment information to monitor and enhance pupil progress at Key Stage 3, inform planning, curriculum developments and intervention strategies with a view to maximising rates of progress, particularly for those in receipt of the Pupil Premium
- Assist in the monitoring of marking across the department, ensuring that pupils are provided with constructive feedback and set appropriate work to maximise progress
- Develop and evaluate (along with colleagues), Key Stage 3 science curriculum, assessments and schemes of work, designed to meet the needs of all pupils

-
- Develop and embed whole-school approaches to literacy, including reading, writing and oracy, within the Key Stage 3 science curriculum and delivery

Developing Oneself and Working with Others

- Review one's own practice, set professional targets and take responsibility for one's own professional development
- Manage one's own workload and that of others to allow an appropriate work/life balance
- Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the department and wider school
- Develop and maintain a culture of high expectations for all
- Act as a mentor or coach to developing teachers and leaders within the department as required by and agreed with the head of department

Assist in Managing the Department

- Assist in the production, implementation and evaluation of evidence-based improvement plans which address department and school priorities, with specific reference to Key Stage 3 priorities
- Work with the head of department to ensure that CPD provision is fit for purpose, cost effective and secures excellent outcomes
- Accept responsibility for the conduct and behaviour of pupils and to be available to help members of department as problems arise
- Organise and distribute assessment materials in a timely and well-organised manner to ensure the smooth running of KS3 science assessments and internal exams
- Work with the head of department to ensure KS4 PPE papers and materials are organised and distributed in a timely and well-organised manner to ensure the smooth running of internal exams

Securing Accountability

Fulfil commitments from contractual accountability to the governing body.

Strengthening the Community

Create and maintain effective partnerships with parents and relevant agencies to support pupils' academic achievement, in addition to their spiritual, moral, social and cultural development.

Other Department Responsibilities

Adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed in the future at the discretion of the School management. The appointment is subject to the current conditions of employment in the current School Teachers' Pay and Conditions.

“St Christopher’s offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically.”

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience	
Qualified teacher status	E
Good honours degree or equivalent	E
Professional development, including subject specific training	E
A successful record as a classroom teacher	E
Teaching experience in more than one secondary school or college	D
At least three years teaching experience in the secondary phase (upon taking up post)	D
Completed or currently working towards NPQLT	D
Professional knowledge and understanding	
Excellent subject knowledge	E
Current educational issues especially related to the KS3 and KS4 science curriculum	E
Knowledge of how to improve teaching, learning and assessment	E
Effective strategies for leading and managing departmental evaluation and improvement	E
Ability to use data effectively to prompt intervention and promote pupil progress	E
Ability to share quality practice with the team	E
The management of staff, including professional development	D
Vision and values	
A belief in the value of each child	E
Willingness to support and reinforce the ethos of a Church school	E
Inspire and motivate others to carry the school's vision forward	E
Christian commitment	D
Personal and professional qualities	
Build and maintain effective relationships	E
Prioritise, plan and organise themselves and others	E
Demonstrate commitment to the leadership process	E
Listen to and reflect on feedback	E
Openness, good-humour and a sense of proportion	E
Willingness to contribute to a range of extra-curricular activities	E

E = Essential | **D** = Desirable

Confidential references

Professional references should show a strong level of professional support and a positive recommendation from the applicant's current employer.

SUBJECT PROFILE: SCIENCE

The Science Department is stable and has a strong record of success. It is very well led and the whole team are dedicated to delivering lessons of the highest standard.

Number of staff: 13 science teachers, plus two full-time technicians.

Departmental structure: Head of Department supported by Assistant Head of Science and each of the A-level subjects respectively.

Examination courses for KS4: AQA GCSE Triple Science or Combined Science: Trilogy
All pupils take two or three science GCSEs

Examination courses for KS5:

Biology	OCR
Chemistry	OCR
Physics	AQA

GCSE examination results:	2018	2019	2020	2021	2022
	9-4	9-4	9-4	9-4	9-4
2x GCSE	67%	69%	66%	69%	62%
Biology	98%	90%	100%	100%	98%
Chemistry	94%	93%	100%	100%	98%
Physics	98%	94%	100%	100%	95%

Attainment is strong and above the national average and rates of progress are improving rapidly.

A-level examination results:	2018	2019	2020	2021	2022
	A*-B	A*-B	A*-B	A*-B	A*-B
Biology	32%	37%	51%	76%	55%
Chemistry	25%	32%	59%	70%	29%
Physics	53%	22%	63%	77%	45%

Structure of timetable:

KS3 Y7 - 6; Y8 - 6; Y9 - 6, hours (lessons) per fortnight.
KS4 Ten hours (lessons) per fortnight. Triple Science 15 hours.
KS5 Nine hours (lessons) per fortnight.
KS4 and KS5 are taught in subject specialist teams.

"I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help."

SUBJECT PROFILE: SCIENCE

The Science Department is a forward thinking, thriving, and supportive curriculum area, which continually seeks to improve the standards of learning and teaching through a research-informed evidence base. It is made up of a team of thirteen staff including the Science Subject Leader, a Second in Department and 3 A Level subject leads. We have 2 technicians and 9 purpose built labs across both our main school building and the sixth form building.

As a department we are committed to developing and supporting the Christian ethos of the school. Through building up a body of key foundational knowledge and concepts, pupils and students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Science is a practical subject and where necessary we are keen to provide pupils with hands on practical work to complement and enhance their learning experience. Our vision is to inspire excellence and curiosity within the pupils which enables them to question the world around them.

Academic success is deemed equally as important as character building; with the department providing numerous opportunities for pupils beyond the curriculum. As a department we run a Y7 and 8 science club weekly, a daily science café and we take pupils on trips throughout the year including to Science Live! and CERN. We also run a gifted and talented club for pupils in Y10 with an interest in science and studying it beyond. Pupils are also given the opportunity to take part in many national challenges, including the Biology Challenge and Olympiads. Our dedicated staff members have also been involved in running lunchtime lectures on a series of interesting and engaging topics beyond the curriculum.

In KS3, pupils follow our bespoke in-house scheme of learning which aims to cover the national curriculum with a focus on working scientifically. We aim to develop pupils' skills throughout several topics and give them the opportunity to regularly build upon prior knowledge. Pupils at KS3 have 6 lessons a fortnight.

We currently offer GCSE Combined and Separate Science through the AQA Programme of Study. Triple Science is a popular option with pupils opting to follow this course of study in Y10 and 11. In Y10 and 11; pupils studying the combined science route have 10 science lessons a fortnight, whereas pupils opting to study triple science have 15 hours of science a fortnight. We aim to teach in science specialisms.

As a department, we are proud to work collaboratively, creating a series of shared resources which aim to motivate and inspire our learners. We are looking for an enthusiastic candidate who is a team player and can bring a commitment to wanting to continually improve.

Mrs R Dowd

Head of Science