



Bexhill
Academy

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'Come and join our fantastically supportive school, working in a brilliant department with superb facilities'

Teacher of Science:
NQT's encouraged to apply – excellent perks

For September 2019 (or start in June/July)

- Is your initial teacher training going really well?
- Are you confident in your emerging strengths as a Science teacher?
- Want to secure a position, with good benefits and get paid over the summer?
- Want to work in a state of the art lab?
- **OR** maybe you are an experienced Science teacher looking for a new role & challenge?

We are seeking Science teachers for next academic year due to an increasing school roll and the promotion of one of our staff. As an NQT you would be hard stretched to work in such a supportive department, with clear mentoring, help and guidance, not only from Science teachers but from Lead Practitioners and our Professional Tutor. It really is a special place to work and has outstanding facilities and leadership. We were judged as Ofsted 'Good' in May 2017. Additionally we offer a unique staff reward programme enabling 'free' or considerably subsidised social trips and fitness classes.

Please see our recruitment pack available on our website www.bexhillacademy.org under 'community' and then 'vacancies' for more details. Please send your completed application forms to our HR Manager jill.hunt@bexhillacademy.org. Please note that we do not accept CV's or approaches from agencies.

Start: September 2019 (or June/July 2019)

Closing Date for applications: Monday 25th February 2019

Bexhill Academy is committed to safeguarding and promoting the welfare of children and young children, therefore all positions are subject to an Enhanced Disclosure and Barring Service check (DBS).

NQT: Science Positions

Introduction from the Vice Principal: Paul Mendela

Recruitment of current trainee teacher/NQT for **September 2019** (Or start with us in **June/July 2019**)

Dear Candidate,

First of all congratulations on choosing your career as a teacher! Teaching is one of the most important and life changing careers you could have chosen. It is multi-faceted and has its centre on nurturing the next generation of adults. Exam results are a high priority, but creating well rounded individuals who can contribute to society is as important.

With the above in mind, we know that a school is only as good as its staff. We want the best teachers to give the students in our area (Bexhill) the best possible life chances. Those who are resilient, hardworking and up for the challenge of being the best they can be.

At this stage in your training you should:

- A) Strongly believe that being a teacher was definitely the right career choice for you!
 - B) Already have a level of confidence that you probably never knew you had!
 - C) Received positive monitoring reports from your mentor both at school and at University. You have demonstrated your skills in engaging a class (good behaviour management), planning and using appropriate resources together with an increasing pedagogical confidence.
- If the above reflects where you are in your training then we at Bexhill Academy want to talk to you about securing your career here.

We are looking to recruit Science teachers (Physics and Chemistry an advantage)

As an added incentive Bexhill Academy can offer you:

- The option to start straight after your course has finished (In June or July 2018). This means you **get paid straightaway and over the summer too!** This allows you to plan and settle in to your teaching career early.
- **An uplift of £600 in your wages in September 2019-** this effectively tops up your normal pay to allow you to spend a little extra on clothes, deposits on flats or anything else of your choosing (they are your wages after all...!)
- Negotiation on starting on M2 for Chemistry or Physics candidates
- **£2000 'retention' uplift/bonus in your wages if you stay beyond 2 full academic years.**
- A laptop for school/home use
- A professional tutor, mentor and lead practitioners all there to support you in developing into an outstanding teacher. We nurture our staff and look after them!
- A superb modern school environment, with a recent £6.5 million facelift

Subject area brief:

Science- A Director of Science, Deputy Director, Head of KS3 (Asst. Director) help make this an organised, hardworking and focussed department, fully able to support your career. The department has purpose built wet and dry labs and benefits from a large technician team who again work in fabulous facilities.

Science results have improved year on year with Core Science results above the national average. Results for triple remain below target, but again there is a much improved picture.

We are a large 1250 pupil 11-16 Academy. We are a community school taking pupils mainly from the local feeder schools in Bexhill itself. We were judged as 'Good' by Ofsted in May 2017. Staff Morale and staff commitment was seen as hugely positive and noted by the inspectors.

Application Process:

If you would like to be considered for one the post, please complete the application form making it clear in the written section:

- What success you have had so far
- Why teaching your subject is so important
- What you have to offer our Academy

All applications should be sent to jill.hunt@bexhillacademy.org by Monday 25th February 2019

If you wish to have an informal chat or arrange a visit, please contact Hannah.butcher@bexhillacademy.org (**Director of Science**)

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Introduction from the Vice Principal: Paul Mendela

- **Teacher of Science (MPS/UPS)**

September 2019 start

Dear candidate,

Welcome!

Thank you for taking the time to consider our school.

We were recently judged by Ofsted (May 2017) as Good in all areas. We are relentless in our pursuit to improve the life chances of all students in the local area. You will be joining us at a pivotal time where we really are consolidating our approach.

The Science department is absolutely fundamental for the future success of our children and the success of the school overall. It is a large thriving department that is well lead and managed by the Director of Science. The team also includes an Assistant Director (currently focussed on KS3) and a Deputy Director (currently focussed on KS4). It is also well supported by a large and professional group of Science Technicians.

As a school we have adopted the new 9-1 GCSE methodology across year 7-11, so all work is assessed and reported as such. This year the whole school will be adopting a 3 year GCSE.

The Job:

You will be a confident teacher, able to teach the Sciences at both KS3 and KS4 level. You will probably have a specific specialist Science subject and this should be noted in your application. You will be line managed by either the Assistant or Deputy Director of Science who will support you in your pursuit of excellence.

We are looking for staff who are not only suitably qualified but who also have the drive and passion for their subject and education as a whole. You will be resilient, hardworking, a team player and be able to teach really good lessons in equal measure to both the higher and lower ability end.

Other:

As school we offer a supportive environment, free onsite gym and a staff attendance reward scheme that will see you able to access events, sports classes and trips/visits.

We also offer a £1250 retention grant payable after 2 full years (I.e. at the start of the 3rd year, subject to satisfactory performance).

We warmly welcome visits to the school and we are more than happy to arrange a mutually convenient time to show you around and speak to one of the Science Directorship team.

If you'd like to get in touch please contact Hannah.butcher@bexhillacademy.org the Director of Science.

As a reminder the closing date is:

Monday 25th February 2019

We look forward to hearing from you

Paul Mendela
Vice Principal



Mainscale Teacher

Generic Job Description

Main Pay Range: Dependent on Experience

"The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to an Enhanced DBS check."

The appointment of a mainscale Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Principal and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

Part 1: General

This section sets out the core requirements of the post and will be used to recruit to the post.

General description of the post

The holder of this post is expected to carry out the professional duties of a mainscale teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Principal. The post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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 pupils 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 pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and 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 pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

Duties

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Marking and monitoring 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.
- Giving every child the opportunity to reach their potential.

- Teaching allocated pupils by planning to achieve progression of learning.
- Monitoring and intervening to ensure sound learning and discipline.
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
- Managing parents and other adults in the classroom.
- Supporting team commitment with colleagues through collaborative planning.
- Reporting termly to parents to discuss and review progress.
- Taking responsibility for a minor subject area or project e.g. MFL, environmental education, as required by the school development plan.

Part 2: Performance

1. Pupil Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, 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. (5)

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

Performance Expectations

- Works with other colleagues to calculate key outcomes and progress measures for all classes taught.
- Uses estimate data and information from previous teachers to plan lessons and ensure teaching meets the needs of each student.
- Assists students in tracking their own progress and supporting students in seeking help to ensure progress.
- Uses performance data to analyse progress and identify under achievement of students.
- Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual students.
- Makes accurate and meaningful assessments, tracks and reports progress.
- Keeps up to date, accurate and thorough records of assessment of students' work, and uses this assessment to inform planning and teaching strategies.

2. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour and establishes a framework for discipline with a range of

strategies, using praise, sanctions and rewards consistently and fairly.

- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercises appropriate authority and acts decisively when necessary. (7)

Performance Expectations

- Consistently greets students on entry to lessons.
- Ensures the classroom has stimulating displays that are updated and relevant to the subject.
- Establishes ground rules based on clear expectations of mutual respect.
- Ensures that expectations are appropriately challenging for all groups and abilities.
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. Leads by example in terms of their commitment to learning.
- Ensures good behaviour and co-operation using seating plans, a code of conduct and ensuring a mutually respectful learning environment.
- Participates in team duties to ensure good behaviour around the school.
- Develops a range of skills to ensure that students behave at their best at all times.
- Maintains an appropriate teacher/student partnership relationship.
- Presents an appropriate authority around school which gains respect and trust from the students.
- Acts clearly and decisively when sanctions need to be applied.

3. The Quality of Provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates 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.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)

Plans and teaches well structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

Performance Expectations

- Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught.
- Delivers well-planned and structured lessons.
- Ensures that all students develop their skills as learners.
- Regularly sets homework in line with school policy. Marks homework and provides feedback to students.
- Develops other activities that extend students' learning outside the classroom and their wider interests in the subject.
- Regularly reviews the success of lessons and provides formal lesson plans and evaluation of these plans as part of the departments QA processes.

Other Expectations

- Takes part in open evenings and other promotional events and offers support to extra-curricular activities.
- Works with other colleagues in school participating in coaching and mentoring.
- Works in partnership with support staff.
- Ensures their own development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.
- Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

Teacher Person Specification

Education and Training	<ul style="list-style-type: none">• Qualified Teacher Status• First/Second Class Degree.• Willingness to continue to develop own expertise (evidenced through continuing professional development)• Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people.
Teaching Experience	<ul style="list-style-type: none">• Evidence of consistently good or outstanding teaching and learning.• Evidence of good or outstanding classroom management skills.• Experience of teaching at Key Stage 3 and 4• Experience of teaching all three science disciplines at GCSE across a wide ability range• The ability to use ICT effectively to engage students.• The ability to create effective lesson plans.• An understanding of how to use assessment to inform planning for good teaching and learning.• The ability to differentiate materials to meet the needs of learners.• Experience of shared planning• Experience, or the desire to be involved in a curriculum initiative.• Experience, or the desire, to raise standards of achievement.
Skills and Knowledge	<ul style="list-style-type: none">• Excellent subject knowledge.• Good ICT skills and their application to teaching with subject specialism.• Good classroom practitioner able to motivate students.• Able to build good relationships with students and colleagues.• Ability to work with initiative, as an individual and as a team member.• Ability to communicate effectively with different audiences, orally and in writing.• Well organised and able to maintain accurate records.• Awareness of current educational

	developments. <ul style="list-style-type: none"> • Ability to reflect on practice.
Personal Qualities	<ul style="list-style-type: none"> • Hardworking and committed to inclusive education. • A belief in the value of individuals and that every child genuinely matters. • A commitment to excellence and working in partnership. • A willingness to learn and develop new skills. • Commitment to continuing professional development. • To work proactively within the ethos of the school. • Capacity for working under pressure. • Resilience and a sense of humour. • Reliable with excellent attendance and punctuality. • A commitment to organise and attend extra-curricular events, some of which will be outside of normal school hours