

Colne Park High School

Raising Aspirations



Teacher of Science

Application Pack 2022

No one gets left behind





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Introduction (School information)



Park High School

About Park High School

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and as a founding member of the Pennine Trust, we have built strong partnerships with our local schools. We are outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff.

As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.

So why work at Park High School?

Teaching and Learning

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

Expectations

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff in the Park family strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders are also life long learners. They all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors, this enables a meaningful mentoring programme and allows for wrap around care and support. Form tutors deliver our innovative RISE sessions at the end of the day. These sessions focus on reciprocal reading, academic language, co-curricular activities, careers and guidance, and independent study. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind.

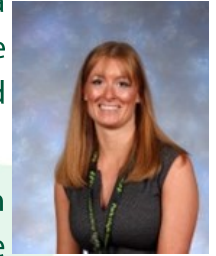
Introduction (School information)



What our staff say about our school

Sarah Huntingdon, Director of Year 11 / Teacher of Maths

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park along-side the development of our Newly qualified teachers.

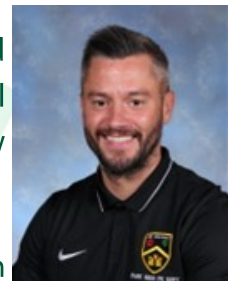


Park is keen that all staff are encouraged to develop in their roles and that they are given and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification that is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.

Rory Schofield, Teacher of PE

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

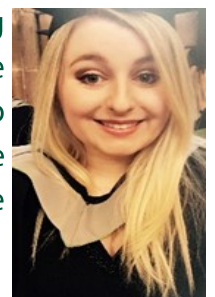
More recently I have crossed over to the academic side of the profession where I now lead the Physical Education department. The school has fully supported my professional development over this period, having recently completed my NPQML course I am now currently working through the NPQSL course.



Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.

Lisa Derbyshire, Teacher of English

I started Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.





Pennine Trust

The PENNiNE Trust is a young, vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school. Our family of schools have an unswerving determination to provide every child in our care with a high quality education, offering the best possible start in life. Innovation, inclusion and inspiration are at the heart of our ethos.

In the first half of 2022, we dedicated a lot of time to clarification of our mission, vision and values. We believe the culture and health of our trust are the most important ingredients for success. Selection of our 3 core values of ambition, respect and collaboration was the result of a thorough consultation involving key stakeholders across the Trust. Our chosen values and associated behaviours underpin all of our decision-making and policies as well as daily life in our schools.

Trust leaders adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. We are confident that our shared ethos and collective sense of purpose will lead to exemplary collaboration and sustained improvement.

Safeguarding Statement

At Park High School, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that they have applied for. If you are appointed to this post, the information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to a satisfactory enhanced Disclosure Barring Service disclosure. Our policy and practice are in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.



Dear Applicant

Post: Teacher of Science

Please allow us to extend a warm welcome from all governors, staff and students at Park High School.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is 'no one gets left behind'.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last four years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no one in our school will be left behind.

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We support our leaders in taking bold, strategic and radical decisions to bring about long term sustained improvement through visionary leadership. This has led to our school being recognised as a self improving school with an unequivocal drive to continue improving the learning experience for all.

We hope you can see that this is an excellent time to join Park High School and the Pennine Trust. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.



We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

Yours sincerely

A handwritten signature in black ink, appearing to read 'C Eulert', is written over a white rectangular box.

Mrs C Eulert
Headteacher

No one gets left behind

Advertisement



Teacher of Science

Permanent/Full time

MPS/UPS

Suitable for ECT

Required from: Easter 2023

Closing Date for Applications is noon on Tuesday 29 November 2022

'This is a self-improving school driven by an unassuming yet unswerving determination that no pupil is left behind'

Park High School is an oversubscribed 11-16 student community situated in Colne on the border between Lancashire, North and West Yorkshire and has over 1098 students. We are easily accessible and whilst some of our current staff are local, many also travel from Preston and the Ribble Valley, Keighley, Bradford and the surrounding areas.

In September 2018 we jointly formed the Pennine Trust with three of our feeder primary schools. As the lead secondary school within the trust, we have maintained our parental and community confidence. Creating a climate of independent learning and embedding a culture where teachers and support professionals can thrive and take risks with teaching and learning are all very much part of our school.

We are a school committed to:

Raising aspirations and bringing out the best in all students
Exceptionally high levels of academic achievement and personal development
Our mission of developing young people with active and creative minds

Park High School will provide:

Staff who will unflinchingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential
Students who strive to attain exceptionally high levels of academic achievement and personal development
Excellent opportunities for your professional development
Friendly and supportive colleagues, who go the extra mile

We are looking to appoint a colleague who will:

Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students
Motivate, challenge and inspire students within the Science Faculty to be the best that they can be.
Are committed to raising the achievement of every student
Have high expectations and a commitment to the wider life of the school

Park High School is committed to the welfare and safeguarding of children.

Job Description



The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below. All teaching staff will be responsible to the appropriate Head of Department or Faculty for their teaching role and to the appropriate Head of Year for their pastoral role.

"All teaching staff shall perform, in accordance with any direction which may reasonably be given to them by the Headteacher from time to time, such particular duties as may reasonably be assigned to them'."

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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).



5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have 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.

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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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 praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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
- 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, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



Selection Criteria	Essential	Desirable
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning Science • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in Science • A knowledge of the NC requirements in the subject • Experience or knowledge of the requirements of a form tutor 	
Qualifications	<ul style="list-style-type: none"> • A good honours degree in a Science related subject • Qualified teacher status • Successful experience teaching Science • (NQT/Trainee acceptable) 	<ul style="list-style-type: none"> • Evidence of further professional development
Skills & Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. • Ability to raise aspirations of students and inspire them to work towards shared goals • Ability to effectively organise and prioritise workload • Ability to self-evaluate and commitment to own professional development • Ability to learn from experience • Strong written and oral skills 	
Qualities	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Commitment to the safety and welfare of all people • Good attendance record • Strong references 	<ul style="list-style-type: none"> • Commitment to extracurricular activities in Science and whole school • Willingness and ability to attend meetings/events outside normal school day

Faculty Information



The Science Faculty

The Science Faculty is well resourced with a purpose-built suite of seven laboratories, associated facilities and dedicated ICT hardware. The faculty has highly-qualified and experienced staff that are enthusiastic about their teaching and excellent technical support from qualified technicians.

Director/Curriculum Leader:	Mr J Fowler
Assistant Curriculum Leader:	Mr Gavin Metcalfe
Teaching Staff	Miss S Ahmed Mrs C Atherton (Assistant Headteacher) Mrs G Carson Mrs C Eulert (Headteacher) Mr G Jackson (Deputy Headteacher) Mr A Spencer (Head of House) Miss S Towers (Head of House) Dr J Farry Miss N Latif Mrs M Hallmark
Science Technicians	Mrs J Humpheys (Senior Science Technician) Mrs T Collier (Science Technician)

We aim to ensure that;

- Science is taught in such a way as to maximise students' enjoyment and success.
- The courses are designed to develop analytical and creative thinking skills.
- The materials are relevant and stimulating to students with a high level of challenge for all students.
- Practical work is integral to the learning experience of all students and is used to underpin and demonstrate scientific concepts.
- Assessment is fully incorporated throughout lessons and through regular testing and marking of books.

Curriculum Structure

The curriculum structure we follow is AQA Separate and Trilogy Science. Students in year 7 and 8 follow a new and improved science curriculum. Every science lesson is aimed to motivate students and prepare them for GCSE. The principle focus of our science teaching at Key Stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. This allows pupils to see the connection between these subjects and become aware of some of the big ideas underpinning scientific knowledge and understanding. In Year 9 pupils follow a bespoke programme of study designed to delve deeper into fundamental areas of Biology, Chemistry and Physics. This has been developed to act as a bridge between KS3 and beyond. At Park, we encourage active learning in science; practical lessons allow students to work scientifically throughout Key Stage 3.

At Key Stage 4, students study AQA 9 – 1 Science courses. The majority of students study for two GCSEs known as Trilogy Science. These cover units of Biology, Chemistry and Physics during Years 10-11. Our more able students study for three separate sciences in Biology, Chemistry and Physics.



How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on: Tuesday 29 November 2022.**

In your letter of application please include:

- Your philosophy on the teaching of Science.
- How your experience has prepared you for this post.
- How you would contribute to the wider life of the school.

Please note we accept electronic applications via **teacherapplications@park-high.co.uk**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at **avickery@park-high.co.uk** or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance



Contact Information:

Park High School
Venables Avenue
Colne
Lancashire
BB8 7DP

Headteacher: Mrs C Eulert

Telephone: 01282865200
Enquiries: enquiries@park-high.co.uk