



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Teacher of Biology (MPS)

Part-time (0.4fte approx.) Maternity cover from September 2019

The School

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 820 girls currently on roll. Following a period of expansion, the standard student number in Years 7 to 11 is now 120. There is a significant extra intake into the sixth form – this year there are 224 girls in Years 12 and 13. The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. At our last inspection, Ofsted judged us outstanding: not only overall, but also in 25 out of 29 categories. The schools' overall Progress 8 score for 2018 was 0.84, which once again places us as top in Warwickshire – a long-standing tradition - and in the top 5% nationally. The standards that girls achieve at every level are exceptionally high and the girls' personal development is outstanding. The school became a stand-alone academy in August 2011, and moved at the same time to vertical tutoring. We are outward-looking, value breadth and encourage girls to take up a wide variety of extra-curricular opportunities.

The school is located in the small village of Shottery on the outskirts of Stratford-upon-Avon, just ten minutes from junction 15 of the M40 and less than an hour from Birmingham and Coventry. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our sixth form. The school buildings are quite compact, and the entire site is arranged around a very attractive central lawn. We have expanded our facilities in recent years. Phase Two of our masterplan opened in September 2015: a £3.5m project comprising a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, drama studio, three classrooms, offices and school reception. This development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices and a new library.

Further details about the school can be found on our website (www.sggs.org.uk), including our current curriculum information. Our Twitter feed (@Shottery) is another excellent source for a feel of the school. Examination results for the last year (and summary information about the preceding five years) are available on the website, and a link to our most recent Ofsted report (February 2009).

The Department

The Science department is an extremely successful department within a high achieving school. As part of the school's continuing growth, we extended our laboratory provision from four to five main laboratories in September 2008, and brought a sixth lab into use in 2009, along with a smaller Science/Technology Room - all within the Franklin building. A further full laboratory was completed in the summer of 2016 with a new office for Biology staff adjacent.

We consistently attract large numbers of students onto A-level Science courses, both from within the school and also as new entrants into the sixth form. Examination results are excellent at all levels and virtually all A-level students progress on to higher education, with many entering the highly competitive disciplines of Medicine and Veterinary Science, but also with increasing numbers following an ever wider range of STEM courses.

There are currently four full-time and six part-time Science teachers, who are supported by experienced and committed technicians. We are truly fortunate in having a mutually supportive department with excellent links between the three Science disciplines. GCSE Science is taught by

specialist teachers from Year 9 upwards, with Y11 currently following the AQA iGCSE Separate Science specifications – and Year 9 and Year 10 the reformed AQA GCSE specifications for examination in 2018. All our schemes of work continue to be developed in house, with the KS3 course drawing on the Exploring Science series and KS4 courses, the Longman Science for AQA and at KS5, the Heinemann Biology for OCR. Biology is a very popular subject at A-level, and we consistently run strong groups in each of Year 12 and Year 13.

The Post

We are seeking an enthusiastic and well-qualified teacher of Biology who has the ability to inspire students of all aptitudes and abilities. S/he will be joining a small but strong and dedicated Biology department team. The successful applicant will be able to share his/her enjoyment with students by employing a range of teaching strategies as an outstanding classroom practitioner – strategies which provide for challenge, motivation and high student expectations. The post is part-time and is likely to involve teaching KS3 Science and KS4 Biology, with the possibility of some A-level Biology and/or KS3 Mathematics. A willingness to assist in broader and extra-curricular activities both within the Science Department and in the wider school would be an advantage. All teaching staff also have vital roles as tutors within our vertical tutor system.

This temporary post arises because of the maternity leave of the current post holder. The post holder is due to begin maternity leave in June 2019.

Interviews will be held on during the week commencing Monday 25th March, 2019. The closing date for applications is Monday 18th March, 2019 at 9.30am.

The Person Specification: Teacher of Biology

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Has good honours degree in Biology with teaching qualification 	<ul style="list-style-type: none"> Has other qualifications or academic experience indicating a breadth of interests
Experience	<ul style="list-style-type: none"> Has a proven track record as a successful teacher of Biology to A-level in the 11-19 sector Has experience of working with students in a pastoral role. 	<ul style="list-style-type: none"> Has experience of working with very able students eg in selective schools Has experience of teaching Mathematics.
Professional Knowledge	<ul style="list-style-type: none"> Up-to-date knowledge of GCSE specifications for Biology Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people Has knowledge of relevant Health and Safety requirements. 	<ul style="list-style-type: none"> Has sound knowledge of current educational developments and initiatives Has up-to-date knowledge of A-level specifications for Biology

Essential	
Skills and Abilities	<ul style="list-style-type: none"> Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities Has good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams Works collaboratively and supportively with colleagues both within the organisation and in other organisations Manages time effectively Has good ICT skills Is able to work well under pressure and maintain a sense of perspective with a good sense of humour Is committed to continual personal and professional development, is reflective and learns from past experience Shows personal integrity Displays commitment to the protection and safeguarding of children and young people Is willing to work within organisational procedures and to meet the required standards for the role
Special Requirements	<ul style="list-style-type: none"> Committed to selective education Committed to single-sex girls' education Committed to maintaining the unique and caring ethos of the school

PTO for the Job Description

Job Description (1): Class Teacher

Job Purpose: To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; to have a working knowledge of i) the national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Department/Subject Leader

Strategic leadership	<ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school. • Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> – inspiring trust and confidence; – building team commitment; – engaging and motivating students; – analytical thinking; – positive action to improve the quality of students' learning.
Knowledge and understanding	<ul style="list-style-type: none"> • Have a thorough and up to date knowledge and understanding of their specialist subject(s). • Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including National Standards and other statutory requirements. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s). • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.
Planning & setting expectations	<ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet students' learning needs. • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. • Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences eg of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available. • Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment. • Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. • Make reasonable adjustments in practice to include students with a disability. • Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.
Teaching and managing student learning	<ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
Student achievement	<ul style="list-style-type: none"> • Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets. • Secure progress towards student targets. • Demonstrate that, as a result of their teaching, their students achieve well relative to

	the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.
Assessment and Evaluation	<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment to inform future teaching. • Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. • When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses. • Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
Working with other adults	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where applicable, support staff. • Take part in and contribute to meetings that relate to teaching/curriculum; co-operate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school. • Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.
Managing resources	<ul style="list-style-type: none"> • Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
Relations with parents and wider community	<ul style="list-style-type: none"> • Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples. • Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress. • Communicate and co-operate with specialists from outside agencies when appropriate.
Managing own performance & development	<ul style="list-style-type: none"> • Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning. • Participate in the performance management system for the appraisal of their own performance, or that of other teachers. • Take responsibility for implementing school policies and practices, including Health and Safety. • Support initiatives decided by the Headteacher and staff • Set a good example to the students they teach in their presentation and their personal conduct. • Evaluate their own teaching critically and use this to improve their effectiveness.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

Post-Threshold Expectations

In addition to the above:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Performance Management system) to the raising of student standards and to contribute effectively to the work of the wider school team.

The Job Description (2): Tutor

Job Purpose: To be responsible for the pastoral care, guidance and support of girls within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House.

Reporting to: Head of House

Strategic leadership	<ul style="list-style-type: none"> • Take responsibility for implementing school policies and practices, including those dealing with bullying • Work to develop and maintain positive attitudes and confidence in student welfare and guidance • Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to: <ul style="list-style-type: none"> ○ students' spiritual, moral, cultural, mental and physical development (SMSC) ○ the preparation of students for the opportunities, responsibilities and experiences of adult life ○ the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being
Specific responsibilities	<ul style="list-style-type: none"> • Tutor time: <ul style="list-style-type: none"> ○ work with the Attendance Officer to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including telephoning parents if necessary) is notified to the Head of House ○ ensure that any information to be sent home to parents through girl post is distributed promptly, and that other returns of a routine nature are dealt with as required • Assemblies and tutor-time: <ul style="list-style-type: none"> ○ be responsible for organising meaningful activities with the tutor group in tutor-time, and assisting the group in the presentation of assemblies ○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly ○ check homework diaries/ student planners and sign them at least half-terminly; follow up any problems in subject areas with the subject teacher and relevant Head of Department • Conduct and appearance of students: <ul style="list-style-type: none"> ○ check the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy ○ monitor that uniform/ sixth form dress is worn correctly and warn students of inappropriate uniform prior to letters being sent home by the Head of House ○ set a good example to the students they teach in their presentation and their personal conduct • Care of the tutor group environment: <ul style="list-style-type: none"> ○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base ○ ensure that tutor group noticeboards are maintained well
Teaching and managing student learning	<ul style="list-style-type: none"> • Ensure effective delivery of Tutor Period activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school.
Monitoring student progress	<ul style="list-style-type: none"> • Monitor tutees' progress towards subject and review targets and support students in making progress towards their targets. • Be responsible for maintaining individual tutee records, ensuring that any sensitive or confidential information is conveyed to the Head of House and Headteacher as necessary • Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports • Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group
Relations with parents and wider community	<ul style="list-style-type: none"> • Foster good home-school relationships and liaise with the Head of House if direct contact with parents is necessary • Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School. For further guidance on the role and responsibilities of the Tutor, see the Staff Handbook and aide-memoire produced for the beginning of every school year.