



# THE ECCLESBOURNE SCHOOL

Learning Together for the Future



TEACHER OF SCIENCE

Candidate Brief

Maternity Cover from January until December 2022



# WELCOME FROM THE HEAD TEACHER

I have great pleasure in offering you the warmest of welcomes to The Ecclesbourne School. Since opening more than fifty years ago as a small county grammar school in the grounds of Duffield Hall, The Ecclesbourne School has been through many changes but, whatever our particular title or status, the school's great strength has always been our continued commitment to providing a first class education for the children and young adults we serve. Each year we aim to build on the high standards and reputation achieved over many years, whilst looking to prepare the young people in our care for the challenges of the future.

We believe that our students are all equally important. We encourage them to welcome and celebrate their differences and operate on an inclusive ethos designed to ensure all our students achieve their full potential whatever their starting points and aptitudes. We encourage students to value each other and the relationships they make. We have very high expectations and we challenge every member of our school community to raise their aspirations and develop the confidence to reach for the stars.

We have a close relationship with all our primary school partners and we build on the excellent educational experiences that our students bring with them by providing a wide range of exciting learning opportunities through our broad and balanced curriculum.

We encourage students and staff alike to be lifelong

learners as we help them to acquire the skills and knowledge necessary for Higher Education and the world of work.

I am very proud to be the Head Teacher of The Ecclesbourne School and feel privileged to work with students, staff, parents, governors and a local community who all expect the very best from our school.

We are dedicated to improve continually the quality of education we provide. If you join us we expect you to take a full part in the life and work of the school, to meet the challenges that we offer and to endeavour to become an active member of our school community. The school's motto, "Integrity, Tenacity, Service", is as significant now as it was when we first opened in 1957.

If you want an inspirational learning experience then Ecclesbourne is the School for you.



James McNamara

Head Teacher





## THE SCHOOL

You may have preconceptions about what our school is like, but Ecclesbourne is a school like no other.

From the moment you enter the school you can embrace the Ecclesbourne magic and discover the infectious positivity and energy which is threaded through the classrooms, across the sports pitches and onto the stage.

The house system at Ecclesbourne plays a vital part in the life of the school and involves many students in wider extra-curricular experiences. Houses are led by members of staff, assisted by Sixth Form House Captains. Students represent their house in events such as music, sport and chess throughout the year and one of the highlights of the school year are the Christmas House Plays which are totally written, cast and directed by our students.

Active participation in sport and the promotion of a healthy lifestyle are central to what we are trying to achieve as a school. The old expression “mens sana in corpore sano” - a sound mind in a sound body - is as true today as when it was coined in the classical world. We know that successful athletes are likely to also be successful academically. Commitment to a sport requires discipline and dedication. It makes us goal oriented. It teaches the connection between effort and reward. It fosters skills of co-operation and teamwork. It trains us to meet with triumph and

disaster and treat those two imposters just the same.

There is no typical Ecclesbournian, what binds us is a strong set of shared values.

Our students are encouraged to take responsibility for themselves and develop a community spirit during their time with us. Our students are self-confident and self-reliant without being arrogant, they are generous with their support of each other and of the community and their imaginations knows no bounds.

This is a remarkable place!





# SCHOOL PERFORMANCE

## GCSE Academic Performance 2019/2020

- Attainment 8 Score 60.3 (National: 50.2)
- Progress 8 Score +0.81 (National: 0)
- 91% of students achieved a 4 (C) or better in both English and Mathematics (National: 63%)
- 73.8% of students achieved a 5 or better in both English and Mathematics (National: 49.9%)
- 91% of our students secured 5 or more GCSEs at 9-4 (A\*-C) or better in both English and Mathematics (National: 58%)
- 69.4% of our students secured 5 or more GCSEs at 9-5 or better in both English and Mathematics (National: 42%)
- 78.5% of students entered the English Baccalaureate (National: 40%)
- 67% of students achieved the English Baccalaureate 9-4
- 47% of students achieved the English Baccalaureate 9-5
- 35% of grades were at 9-7(A\*/A)
- Destinations:
  - Continued education, or employment: 98% (National 94%)
  - Ecclesbourne Sixth Form 72% (National: 37%)
  - FE College 17% (National: 37%)
  - Apprenticeships 5% (National: 5%)

## A LEVEL Academic Performance 2019/2020

- 89% of students gained A\*-C grades
- 69% of students gained A\*-B grades
- 39% of students gained A\*-A grades
- 24.6% of students gained 2 A\*, A or B grades in facilitating subjects.
- The students achieved an average grade of B, which is line with the national average and outperformed the Derbyshire average of grade C

## Financial

The school manages its budget well and as result has:

- Clean unqualified audits
- Significant capital reserves
- Sizable revenue budget surplus
- 3 year forecast sustained revenue budget surplus
- Significant private investment via Section 106.

Furthermore , the school is a going concern with:

- 500+ applicants for 240 places each year
- Ofsted outstanding
- Consistently in the top 20% of schools nationally for academic performance

# THE ECCLESBOURNE SCHOOL

## FACILITIES

The school is set in the village of Duffield, in the Amber Valley district of Derbyshire. It is centred on the western bank of the River Derwent at the mouth of the River Ecclesbourne. Duffield is within the Derwent Valley Mills World Heritage Area and its elevated surroundings are the southern foothills of the Pennines.

The school's sporting facilities include an all weather surface, grass football, rugby and hockey pitches, netball courts, tennis courts, a large sports hall, a sprung floor dance studio and a fully equipped fitness suite.

Our English block contains twelve state of the art classrooms along with a theatre with tiered seating for up to 240.

Our Sixth Form Centre is a place of relaxation and study, with classrooms, a communal area, a deli bar and access to pastoral support.

High quality modern IT facilities exist throughout the school. All main teaching rooms are equipped with interactive whiteboards.

Wherever you are on our site you will find well maintained buildings full of happy students.





# WORKING AT ECCLEBOURNE

## WHY JOIN US?

The Ecclesbourne School aims to provide a first class education in a happy, well-ordered and purposeful atmosphere. We are a non-selective school and committed to an inclusive community ethos. We challenge all our learners to achieve their best.

Our success depends on the people we employ. We expect every member of staff to strive for continuous improvement to make our school even better. Our teaching and support staff work very hard and we want them all to find The Ecclesbourne School a rewarding environment in which to work.

**"Learning together for the future"** means that everyone who studies or works at The Ecclesbourne School is encouraged to broaden their experience and to be a lifelong learner. We employ ambitious people who want to progress and we support and encourage them to do so. All staff are given the opportunity to access the training and support they need.

## WHAT WE LOOK FOR

We employ a wide range of talented, well-qualified people capable of delivering a high standard of education and support for our students. You must be passionate about the power of education to improve the quality of life and the life chances of young people, driven to achieve better results through determination and commitment and motivated to work in partnership with everyone in the School.

## WHAT OUR STAFF SAY

'The behaviour of students is excellent and my classes have been a pleasure to teach. As they leave the classroom students say 'thank you'; this doesn't happen in every school. The students are rightly pushed to achieve academic excellence but there is also a strong sense of encouraging them to realise their full potential through the wide range of enrichment activities on offer. '

'During my first term at Ecclesbourne I have felt extremely welcomed by staff and students alike. The school have been beyond supportive and encourage me to be the best teacher that I can possibly be. Ecclesbourne inspires pride in its students through presentation, attitude and extra-curricular events. I have never known a school take so much delight in organised student-centred activities that, ultimately, boost the students' ideologies. I have thoroughly enjoyed my first term at Ecclesbourne and I hope that it will be the first of many in an enjoyable career.'

The reward for working at  
Ecclesbourne is more than financial.



## THE ROLE

### Teacher of Science - Biology Specialism Preferred

<b>Responsible to:</b>	Head of the Science Faculty
<b>Responsible for:</b>	Any staff who may be assigned to the post

Our ideal candidate will be passionate about the power of education to improve the life chances of young people and a committed team player who is driven to raise attainment. You will have demonstrable experience of teaching science at Key Stages 3 and 4 and a specialist in physics is preferred.

This is a temporary, maternity cover contract and is expected to be from January until December 2022. As this is a maternity cover contract the exact length of contract may be shorter or longer depending on circumstances outside of the school's control.





# RESPONSIBILITIES AS A TEACHER

## **Specific Duties as a Teacher (to include):**

- Strive to create a stimulating and well managed atmosphere within which students gain success, interest and enjoyment.
- Strive to operate as an effective member of the Faculty.
- Follow Faculty Policy on the setting, marking, recording and reporting of pupils' work.
- Prepare lesson material fully and in good time following Faculty Policy.
- Strive to deliver lesson material with due regard to broader issues, particularly with respect to equal opportunities.
- Attend Faculty meetings and become involved in any aspect of the Faculty's cross-curricular work.
- Perform break duties as required.
- Cover for Form Tutors during Pastoral Period when necessary.
- To participate in the development of appropriate syllabus, materials and schemes of work.
- To participate in recording and assessment activities.
- To participate in meetings with parents.

## **Specific Duties as a Teacher of Science and other subjects (to include):**

- Teach courses as directed by the Head of the Science Faculty and as set out in the Faculty schemes of work.
- Teach to GCSE and Advanced level, preparing students for University courses in related courses.
- Attend meetings in support of the working of the Faculty.
- Act in accordance with the duties for a classroom teacher as laid down in the most recent School Teachers' Pay and Conditions Document.
- Be responsible to the Head of Faculty for all aspects of work within the Faculty.
- Follow Faculty policies as identified in Faculty handbook and implement any amendments explained at Faculty meetings.



# RESPONSIBILITIES AS A FORM TUTOR

## Specific Duties as a Form Tutor (to include):

The main function of the tutor is the pastoral care of the students in the form and to keep a check on their academic progress. The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Year Head, to the Deputy Head or, through them, even to an outside agency. It is through daily contact that unobtrusive care is exercised.

- Form Tutors are the first point of contact with students in school and a key aspect of their responsibilities is to monitor the progress of each individual within the group.
- Registration and Routine Business – the Form Tutor is responsible for the daily marking of the Register (a legal document) and for seeing that all information kept in the Register is up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents. All absences and lateness must be accounted for by notes and any not so covered should be reported to the Year Head.
- Reports and Records - Any information of a confidential nature should be referred to the Head of Year or Deputy Head. The Form Tutor is expected to comment on Reports and to cover aspects of achievement and personality which are not covered by academic reports.
- Reference and Special Reports – Form Tutors are expected to prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.
- Personal Appearance and Conduct - Form Tutors are expected to keep a general eye on the personal appearance and behaviour of their charges and to insist on a reasonable standard.
- Personal Organisers - Form Tutors should check and initial Personal Organisers regularly.
- Tutor Form Time - This time should be used purposefully and profitably. The periods may be used for a variety of purposes beyond the routine matters already listed and a programme of Tutorial Work, as drawn up in consultation with the Year Head and Head of Personal Development and Citizenship will be followed. The time should also be used to interview students for the RAT programme.
- Assemblies - Form Tutors are expected to attend assemblies with their Form at least for notices and to supervise their movements from base to the place of assembly. Form Tutors are expected to maintain the Thought for the Day programme on non-assembly days.
- Pastoral Team Meetings – In accordance with the calendar of meetings, Form Tutors are expected to attend meetings chaired by the Year Head.
- Relations with Parents – Form Tutors are encouraged to foster good home-school relationships but are advised not to undertake home visits without prior reference to the Year Head.



## OTHER RESPONSIBILITIES

In addition to the duties summarized in your job description please refer to:

- The current year's statutory Guidance on School Teacher's Pay and Conditions (issued by the DfE) which details:
- Conditions of Employment of Teachers other than Head Teachers
- Conditions of Employment of Deputy Head Teachers and Assistant Head Teachers
- Conditions of Employment of Head Teacher's (the duties of which you will be expected to carry out in the event of the absence of the Head Teacher from the School).
- The current year's Professional Standards for Teachers.
- The Conditions of Service for School Teachers (the Burgundy Book)

You are required to preserve the confidentiality of any information regarding staff (in connection with their employment) and students and this obligation shall continue indefinitely. A breach of this requirement will be regarded as misconduct and as such may be grounds for dismissal.

The School will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition.

The duties summarised in your job description are indicative and we retain the right to include other reasonable duties which may be reasonably requested commensurate with the post held and duties undertaken. This job description may, after satisfactory negotiation has taken place, be modified by the Head Teacher to reflect or anticipate changes which occur over time at a local or national level

As you are aware, any post working within a School includes substantial access to young people and all appointments are subject to an enhanced Disclosure and Barring Service check and a satisfactory result being received. All employees (temporary or permanent) are required to inform the School of any subsequent convictions or other matters whilst employed by the School. Failure to do so will result in the disciplinary process being invoked. All employees in posts eligible for an enhanced check are contractually required to undergo a re-check upon request.



## OTHER DUTIES

- To take reasonable care for the health and safety of her/himself and other persons who may be affected by her/his activities and, where appropriate, safeguarding the health and safety of all other persons under her/his control and guidance, in accordance with the provisions of the Health and Safety Legislation and the School's own policies. This will involve liaising with the Health and Safety Officer in areas of emergency such as fire drills.
- To exercise proper care in handling, operating and safeguarding any equipment, systems or appliances provided or issued by the School for the post-holder's individual or shared use in the performance of his/her duties including computer equipment.
- To be involved in the Performance Management/Personal Review procedures of the School either in the role of a reviewee responsible for continually seeking to develop professionally and/or in the role of a reviewer responsible for supporting the work of colleagues as they seek to develop professionally.
- To support the examination process of the School in any way necessary, including invigilation duties.
- To positively promote the good name of the School and actively support its aims.
- To undertake any other tasks which may reasonably be regarded as being within the nature of the duties and responsibilities of the post defined above, subject to the proviso that any significant and permanent changes shall, after satisfactory negotiation by both parties, be incorporated into a revised job description in specific terms.



# PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>•A good Honours degree in a relevant subject.</li> <li>•Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>•Recent attendance on courses of professional studies relevant to this position.</li> <li>•Successful engagement in award-bearing course of general professional development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>•Experience of teaching science at Key Stages 3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>•Experience of teaching biology at A level.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Intellectual:</b> can analyse problems, recognise key issues, propose relevant and workable solutions, devise means of evaluation; can argue coherently and in a manner which can be understood; has a well-developed critical faculty.</li> <li>•<b>Managerial:</b> can articulate aims, plan objectives and organise to reach them; a good leader as well as a successful team-worker; can coach, delegate and develop confidence in others</li> <li>•<b>Professional:</b> can stimulate learning in others; recognises the implications for learning in organisational proposals; can communicate effectively with students, staff, governors and parents.</li> <li>•<b>Personal:</b> enthusiastic, self-motivated, optimistic, hard-working, honest and a strong sense of humour</li> <li>•<b>Information Technology:</b> confident in the use of word-processing,</li> </ul>	<ul style="list-style-type: none"> <li>•Understands the implications of current government proposals for education.</li> <li>•Knowledge of learning theory.</li> <li>•Knowledge and understanding of quality improvement.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>•Fit to teach.</li> <li>•A passion for education and a desire to inspire the next generation.</li> <li>•The ability to work as part of a team to ensure best outcomes for young people.</li> <li>•A good communicator who is able to develop effective working relationships with colleagues.</li> <li>•A commitment to upholding the values of the school.</li> <li>•A commitment to safeguarding and the promotion of the welfare and care of all students.</li> </ul>	



# HOW TO APPLY

Thank you for your interest in and working at The Ecclesbourne School. We are extremely proud of our school and are looking for staff who will build productive relationships with our students, their parents and carers, their colleagues, governors and the wider community. For the right candidate this post will be an extremely rewarding experience. So that you can gain a fuller understanding of the place and the people who learn and work here I would suggest you explore our website and/or visit our school. If you think that your values fit with the philosophy of our School we would love to hear from you.

If you would like to apply please return the following, by the closing date:

- Application Form (Download the PDF application form and open it in [Adobe Reader](#) for the best experience)
- A letter of application explaining your rationale in applying for the post. Please demonstrate, in your letter of application, how your experience to date has prepared you for this particular role. (Your letter should be no longer than two A4 sides, word processed using font size 12.)

Please return your completed application, or send any queries about the school to Tina Spencer-Keyse, Director of Human Resources:

Email: [TSpencer-Keyse@ecclesbourne.derbyshire.sch.uk](mailto:TSpencer-Keyse@ecclesbourne.derbyshire.sch.uk)

Direct Dial: 01332 843257

**CLOSING TIME AND DATE FOR APPLICATIONS - 9AM ON FRIDAY 5TH NOVEMBER 2021**

## How to Find Us

Sat Nav/GPS Systems enter DE56 4GS

The Ecclesbourne School is off the A6 approximately five miles north of Derby and fifteen miles west of Nottingham.

