



Teacher of Biology / Science

MPS/UPS

Part Time (ideally 0.6fte)

1 September 2024





**Executive
Headteacher**
Michael J Scott
BA(Hons) Exon NPQH FRSA



Thank you for downloading our Teacher of Biology / Science pack. This post is offered owing to the increase in the number of post-16 applications from students at other schools and commences on 1 September 2024.

There is flexibility concerning the post on offer. A minimum 0.4fte commitment is required, but ideally three days/0.6fte, particularly with a second science-related subject such as chemistry, computing, mathematics or PSHE. **Please be clear in your application letter what you are ideally seeking.** NGHS is the DFE Flexible Working Ambassador School for the West Midlands and holds staff well-being in high regard.

This post will involve teaching Biology from Year 7 to GCSE and ideally A-level. Whilst our curriculum includes the teaching of separate, discrete sciences from Year 7 to Year 13, some faculty staff teach more than one discipline in KS3. Further details about the faculty can be found in this pack.

There has been considerable investment in science and STEM facilities at NGHS in the past three years. We have just opened a new chemistry lab and the faculty has two labs for each science. Each lab has modern IT infrastructure including iTVs or interactive boards and visualisers or webcam technology.

The sciences are very popular at A-level here with a recent increase from two to three classes of biology and chemistry and one class of physics. This now appears to be a permanent arrangement owing to the interest in NGHS Sixth Form.

I have been Headteacher here for over six years and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to

achieve their potential and they also support each other. We take staff wellbeing extremely seriously and our Wellbeing Charter is included in this pack to show you what we do. NGHS is also a Flexible Working Ambassador School for the DFE and around 40% of our staff work flexibly.

NGHS is an outstanding girls' grammar school. We were very recently inspected by Ofsted in November 2022 and the school was judged outstanding in every category, placing us in the top 3% of schools. [Please read the report here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

Our governing body is incredibly supportive and experienced. Their ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all. The school is financially secure and we have been successful twice within four years for government-funded expansions. We are heavily oversubscribed and hold an annual entrance test. The sixth form is also full and we welcome new students from a number of high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. If you'd like to speak to me or our Head of School / Head of Science prior to applying, please contact jobs@nghs.org.uk or call us on 01952 797550. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.

The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Art & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus in September 2021 is based around Rosenshine's Principles of Instruction and we are now in Year 2 of this three-year project.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to the call from Ofsted and navigating the Covid19 lockdowns.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are largely based around our fabulous House system.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS and staff work together to ensure absences are challenged in line with our attendance policy.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

SPOTLIGHT ON SCIENCE

Science at NGHS

In KS3, all students have three weekly hours of teaching which is delivered as discrete lessons in Biology, Chemistry and Physics with some overlap between teachers. Students join NGHS with a variety of science experiences at KS2 and, as you might expect, there is an emphasis on safe laboratory practice as well as a number of experiments to instil excitement and curiosity in science. All Year 7 students take part in a science curriculum visit in Curriculum Enrichment Week.

KS4 begins in Year 9 with all students taking separate sciences with AQA. Students are taught in mixed-ability classes with the significant majority of students attaining grades 9-7. In 2023 around 35-40% of students achieved a Grade 9 in each science with 99% of students achieving grades 9-5 in Biology and 86% achieving grades 9-7.

A-level science courses are the most popular at NGHS with three classes of biology/chemistry and one physics being the norm. Biology is the most popular science and many students also study psychology as well as chemistry and maths. In 2023, from a cohort of 51 biologists, 45% achieved A*-A and 63% achieved A*-B. The pass rate was 100%. A significant number of students apply to study science-related disciplines at university.

Details about the curriculum can be found in Learning Overviews [on our website](#).

The Science Faculty looks forward to welcoming a new member of the team in September.



Y13 physicists at Jodrell Bank

NGHS Science Faculty Staff

Head of Faculty/Physics:	Dr S Catalan
Leader of Biology:	Mrs S Dainty
Leader of Chemistry:	Mr R Wright
Teacher of Physics:	Mrs C Reeves
Teacher of Chemistry:	Mr J Wade
Teacher of Chemistry:	Mr C Tolley
Teacher of Biology:	Mrs R Narasimhan
Teacher of Biology:	Mrs S Fletcher
Senior Technician:	Mrs L Stan
Technician:	Mrs A Mazur



Our Science laboratories are located in an extended corridor to the south of the main school site. All of the laboratories have been refitted in the last ten years with three recent additions/conversions. Approximately 95% of science teaching occurs in the laboratories with single GCSE/A-level lessons taught in a neighbouring classroom.

Recent grants from The Wolfson Foundation and Garfield Weston Trust have enabled the refurbishment of laboratories and the replacement of laboratory equipment. The Technicians have a prep room in the heart of the science area and are highly regarded members of the faculty staff team.

SCIENCE FACILITIES



NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here is our winning badminton squad. There is a real sense of friendship and camaraderie between students at NGHS. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Mrs Tomkinson and 10 girls attended a Downing Street reception in 2020 for International Women's Day.



JOB DESCRIPTION—TEACHER OF BIOLOGY & SCIENCE

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.

- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To undertake any reasonable task as directed by the Headteacher.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

PERSON SPECIFICATION—TEACHER OF BIOLOGY



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Biology or related discipline iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school or on placement (if ECT) ii. Teaching Biology and Science to KS3/KS4 iii. Recent CPD or relevant PGCE training iv. Involvement in extra-curricular activities in science or wider personal interests 	<ul style="list-style-type: none"> v. Teaching in a high achieving school vi. Teaching in a good/outstanding school vii. Teaching A-level Biology viii. Teaching another science or maths ix. Interest in leading trips/visits to places of scientific interest and/or revision days
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current GCSE and A-level Biology specifications (AQA) ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge able girls iv. Wider scientific knowledge through personal interest / academia / research 	<ul style="list-style-type: none"> v. Knowledge of AQA A-level Biology specification vi. Knowledge of Rosenshine's Principles of Instruction vii. Interest and willingness to promote greater STEM opportunities to girls
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and year team iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iv. Willingness to support students as form tutor v. High standards in dress, attendance and punctuality vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour! 	<ul style="list-style-type: none"> viii. Knowledge of issues facing girls in a single-sex, high achieving environment

STAFF WELL-BEING CHARTER

The Trustees, Headteacher and SLT take the well-being of all staff very seriously. The Charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

- | | | |
|--|--|---|
|  A Staff Well-being Committee which meets termly |  Complimentary tea, coffee, sugar and milk in the staffroom |  Staff Menopause Ambassador with appropriate support for all |
|  A buddy for new staff who join NGHS for their first year |  Counselling service free to all staff both in-house and externally |  Golden Space in the Car Park; awarded weekly on rotation! |
|  An annual flu jab for all staff available upon request each winter |  Greater PPA time than national and no mainstream cover |  Measured approach to lesson observation, drop-ins and good practice weeks |
|  Calendared wellbeing weeks with no evening meetings/events |  Childcare vouchers scheme for those who have children in regular day care |  Annually reviewed Workload Policy; designed by staff for staff to support reducing workload |
|  Deadlines well publicised and annual calendar consultation |  Staff social evening each term - let your hair down and relax |  Communications policy which protects time outside of school day |
|  No student or class data collected for data's sake |  A flexible and generous approach to family appointments, children's events, nativities, sports days etc. |  SLT Open Door Policy at all times including urgent email for non-school days |
|  Dedicated marking afternoon for all staff during internal exam week |  Complimentary Christmas Dinner for all staff each year |  Cake, laughter & friendship in the staffroom |
|  Dedicated classroom wherever possible for all teaching staff |  Thank You Friday reward scheme for staff to share appreciation of colleagues |  A firm commitment to the current DFE Staff Wellbeing Charter |



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad.

Informal discussions about the post can be arranged. Please email jobs@nghs.org.uk to arrange. Please note the school is closed from 22 March to 7 April for the Easter break but the jobs@nghs.org.uk email will be checked periodically during this time.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 8 April at 9am**. Referees must include your current or most recent Headteacher. Referees will usually be contacted at the point of shortlisting. Letters of application should be addressed to our Executive Headteacher Mr M J Scott. Please apply ASAP as we may close the advertisement prior to the date above should sufficient applications be received.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.