



THE STONEHENGE SCHOOL



TEACHER OF SCIENCE Application pack

The Stonehenge School
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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a rapidly expanding roll we have had a state-of-the-art extension providing 23 additional classrooms, and a brand new performing arts block to replace our older, original accommodation. We are now in a position where the facilities are some of the best in Wiltshire and ensure that we are able to provide the very best education for the pupils that we serve.

Applications for entry into Year 7 have been over-subscribed in each of the last three years, and we are ever closer to reaching our full capacity of 1120 pupils.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

Our pedagogical approach is centered around the 'Cornerstones' of our teaching and learning approach, with assessment built around a 'milestone' structure. All of which is based around research-driven approaches that ensure effective progress whilst also maintaining sustainable workloads for staff.

Striving for excellence, exceeding expectation.

At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council and the House system.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, as well as exclusive use of the 22 acre playing field on Holders Lane. We run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and older students may take part in the annual ski trip to Europe. There are regular Geography field trips and the Languages department arrange annual visits to France or Germany, as well as an extensive and growing list of residential trips across the curriculum.

The latest Ofsted inspection took place in September 2022 and concluded that... "The Stonehenge School continues to be a good school" and that "pupils like coming to school". They explored the "clear vision (that we have) for the school's next steps" and the "broad curriculum that (is) in place for every pupil".

A recent evaluation by the Local Authority reported that 'there is a positive and respectful school culture where the staff know and care for the students' and the 'leaders have a clear consistent vision which is realised through strong, shared and owned values and practice', and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

The Science Department

The department is currently comprised of a team of nine dedicated teaching staff supported by a team of experienced Technicians. Science is taught in nine purpose-built laboratories, fully equipped with interactive display screens and sound field systems. Staff development is an important focus within the Science Department and the team are encouraged to take on responsibilities when this is felt appropriate.

Each member of the teaching staff has been appointed for their expertise in either Biology, Chemistry or Physics and they spend much of their time teaching their specialism. This is considered a strength in the department as it allows students to benefit from the deep knowledge of several teachers while they study. Generally, most development and planning within the department is undertaken by the whole team or small groups after consultation. The enthusiasm and experience brought to such teamwork is one of the department's key strengths.

Throughout KS3, students are taught the National Curriculum through an adapted “Activate” course. Staff teach all science areas and are expected to use a variety of teaching strategies and to respond to the needs of groups and individuals. Science-based setting occurs from year 9 in order to ensure a suitable response to individual needs and appropriate preparation for GCSE.

In KS4 all students study AQA Separate Science courses (Triple Science). Teaching groups continue to be set for the subject at KS4 and students learn from a specialist for Biology, Chemistry & Physics, allowing everyone to be taught by three subject specialists. Staff are responsible for the continual maintenance, update and delivery of subject specific modules.

The department have developed a now well-established framework for delivering content for both key stages, with a focus on comprehensive periodic assessments, in depth formative feedback and detailed data recording and monitoring to maximise student outcomes.

Teacher of Science

Start Date: September 2025

Salary: MPS/UPS

Closing Date: Tuesday 22nd April 2025, 9am

Interview: Week beginning Monday 28th April 2025

We require a qualified teacher of Science to join an expanding department, for the delivery of Science at KS3 and at GCSE. As part of the Science department and a member of The Stonehenge School, you will be part of a supportive and reflective team of dedicated professionals who continually improve and develop their practice in order to achieve the best for the young people at our school.

This is an excellent opportunity for an ECT seeking a first appointment, or a more experienced teacher.

We are looking for colleagues with:

- a commitment to raising achievement
- the ability to engage and support students
- an enthusiasm and deep knowledge of the subject area
- A commitment to help all young people and staff to achieve their best is expected of all staff.

Informal visits to the school are welcome; please contact the Head's PA, Debra Harker on 01980 676660 or e-mail harkerd@stonehenge.wilts.sch.uk

Please apply via a two sided letter detailing your educational philosophy, experience to date, and how you would contribute to the work of the department and the wider school community. Application form and further details are available from the school website and should be returned to Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: harkerd@stonehenge.wilts.sch.uk

Website: www.stonehenge.wilts.sch.uk

Job Description

The Stonehenge School is a Wiltshire Council mixed comprehensive school for students aged 11-16

Salary Range: MPS 1-6 (U1-3 as appropriate)

Responsible to: Headteacher, under the day-to-day management and leadership of the Head of Science.

In addition to carrying out the professional duties of a school teacher in accordance with the current DfE's School Teachers' Pay and Conditions document, the post holder shall, in consultation with the Head of Department and Headteacher:

1. teach across the age and ability range, in line with the National Curriculum programmes of study, in such a way as to challenge and inspire students of all abilities
2. plan , prepare and teach lessons to students assigned to his/her according to the students' educational needs with reference to prior attainment, SEN and English as an additional language as required
3. assess, record and report on the development, progress and attainment of students assigned to him/her in line with school and departmental guidelines
4. contribute to the planning and implementation of the curriculum in accordance with the National Curriculum, school and departmental guidelines
5. liaise with colleagues to ensure a coherent programme of study for the students assigned to him/her
6. set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships
7. be familiar with, support and reinforce the aims, ethos, policies and procedures of the school and department with students, staff and parents where appropriate
8. promote enrichment activities related to the subject
9. be responsible for an aspect of the Department Development/Improvement Plan, as agreed with the Subject Leader

All teachers take an active role in the school's pastoral care of students.

The person undertaking this role is expected to carry out such other duties as may reasonably be assigned by the Headteacher, including attending meetings and events in line with the school calendar.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Degree level qualification ▪ QTS and experience of teaching KS3 and KS4 	<ul style="list-style-type: none"> ▪ Good honours degree ▪ Post graduate qualifications or research in an educational sphere ▪ Subject specialism in Physics
Experience	<ul style="list-style-type: none"> ▪ Current high-level knowledge of subject ▪ Working in a successful department (as a trainee or experienced teacher) ▪ Experience of teaching KS4 ▪ Experience of using assessment data to support pupil progress and attainment 	<ul style="list-style-type: none"> ▪ Experience of being a tutor ▪ Working in a mixed secondary school with comprehensive values ▪ Experience of extra- curricular English activities
Knowledge	<ul style="list-style-type: none"> ▪ Current up-to-date subject knowledge ▪ Thorough ICT competence and capability ▪ Active and interactive teaching methodologies 	<ul style="list-style-type: none"> ▪ Knowledge of how people learn ▪ Understanding of wider educational issues ▪ Understanding of how to promote literacy across the curriculum
Skills	<ul style="list-style-type: none"> ▪ First-class teaching ▪ Excellent organisational skills ▪ Ability to teach English ▪ Outstanding oral and written communication and presentation skills 	<ul style="list-style-type: none"> ▪ Competent user of a range of ICT software, in particular tracking and assessment data ▪ Participation in one or more extra-curricular activities ▪ Pastoral/tutoring skills
Personal/ professional qualities	<ul style="list-style-type: none"> ▪ Commitment to students and their progress ▪ Personal organisation, presentation and punctuality ▪ Consistent, firm, fair discipline ▪ Good relationships with students and colleagues ▪ Energy and enthusiasm ▪ Willingness to learn and ask for support ▪ Commitment to the extra-curricular life of the school 	<ul style="list-style-type: none"> ▪ A healthy sense of perspective ▪ A sense of humour ▪ Wider interests and enthusiasms