

SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT PACK
For Teacher of Physics



Message from Dr Robin Bevan, Headteacher

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values, offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

"Contemporary traditions: one with future and with past"



Information about the school

Southend High School for Boys (SHSB) is an '*Outstanding*' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective schools within the Borough of Southend. The main school, years 7 to 11, is single sex boys whilst the large sixth form is coeducational. It is situated thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge. SHSB has '*an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school*' (Ofsted 2015). At SHSB talent is nurtured, learning is valued, challenge is welcomed, participation is expected and achievement is prized. SHSB is not only a lively and stimulating institution, but also a welcoming community with an open and friendly approach.

The school priorities professional learning and research. We are regarded as national leaders on employee well-being. Staff retention and attendance rates are exceptional. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research. A significant number of our staff have achieved higher degrees during their time with us. We regularly support other colleagues in other schools and have a wide ranging professional development programme.

We were the first secondary school nationally to be accredited for the Challenge Award on three successive occasions. Assessors in the report commented: '*Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life*'. We are also pleased to be in receipt of the Sportsmark Award which recognises the excellent provision and opportunities given to our sportsmen. We are proud of the fact that our ablest athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won over 20 national titles in the last 10 years. Likewise, our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions. Members of staff are encouraged to use the sports facilities and as such a number use the gym.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others; hence, we have activities ranging from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

The pupils on roll benefit from modern and specialist facilities. In science we have extended a number of laboratories to cater for the increased numbers of students who have opted to follow science courses in the sixth form. Further investment has been made in ICT resources with an upgrade of computer suites as well as all classrooms having interactive whiteboards and/or projectors. A dedicated Maths building was completed in 2011 and 2018 saw the completion of our new Hitchcock building which contains a state-of-the-art library, additional teaching space and pastoral offices. The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 67 full-time equivalent, with 49 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 8.30am -3.30pm.



May 2019

Dear Applicant

Post: Teacher of Physics

Thank you very much for viewing this recruitment pack. The school and governing body are committed to providing a high quality service so that every child fulfils his or her potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to telephone Ms Amanda Lane, HR Manager, on 01702 606208 (or email amanda.lane@shsb.org.uk)

Applications will only be accepted on an application form (lone CV's are not accepted and will not be considered). CV's may be submitted **in addition** to the application form in order to supply additional information. Southend High School for Boys application form is located on our website www.shsb.org.uk

*Please return all completed applications by midday on **Friday 24th May 2019** to amanda.lane@shsb.org.uk. The interview date will be emailed to those shortlisted. We do though reserve the right to close the date early and appoint prior to the closing date.*

Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible. To save on administration costs we do not ordinarily confirm receipt of applications.

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from us within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

Robin M Bevan
Headteacher



SOUTHEND HIGH SCHOOL FOR BOYS

SCIENCE DEPARTMENT

Southend High School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

Aims

The department has a good reputation and excellent results. We seek to promote an interest in and understanding of science, whilst developing thinking, oral, written and practical/investigational skills. We provide a variety of teaching approaches to encourage both individual and group work. Many year 9 pupils chose to study separate sciences at GCSE. Sciences are consistently amongst the most popular choices for 6th form students, many of whom go on to study science at university; there are normally 2-3 successful Oxbridge candidates in science / maths each year.

Curriculum and Assessment

Key Stage 3 students study our own home produced course based on the QCA scheme of work

		Fortnightly timetable allocation	No. of classes	Average class size
Year 7	Combined Science	6 x 1 hour	6	30
Year 8	Combined Science	6 x 1 hour	8	23
Year 9	Biological Science	3 x 1 hour	8	23
	Physical Science	3 x 1 hour	8	23

Key Stage 4 students choose combined (double award) or separate sciences

Option	Typical %	Subject	Fortnightly timetable allocation	Average class size
Science + additional science (AQA)	70	Biology	3 x 1 hour	21
		Chemistry	3 x 1 hour	
		Physics	3 x 1 hour	
Separate Sciences (AQA)	90	Biology	4.3 x 1 hour	
		Chemistry	4.3 x 1 hour	
		Physics	4.3 x 1 hour	

Sixth form

Subject		No. of classes	Fortnightly timetable allocation
Biology (Edexcel)	Yr 12	4 or 5	8 x 1 hour
	Yr 13	4 or 5	
Chemistry (Edexcel)	Yr 12	4 or 5	
	Yr 13	4 or 5	
Physics (AQA)	Yr 12	4 or 5	
	Yr 13	4 or 5	

Exam Results (percentages)

	GCSE		AS			A		
	A*-A	A*-C	entries	A-C	A-E	entries	A*-A	A*-C
2011	67	97	140	74	96	84	45	93
2012	73	98	169	73	95	90	52	94
2013	77	97	166	77	96	109	46	91
2014	76	100	169	82	98	111	38	85
2015	60	98	183	70	97	115	39	84
2016	67	99	208	73	96	106	36	88
2017	58	99	188	70	97	128	38	84

Extra-curricular activities include flourishing, independently funded science clubs with innovative activities and regular out of hours visits to scientific events and GCSE astronomy. The school encourages all departments to play a role in promoting the international dimension. The science department has for a number of years run a year 10 trip to space camp in Belgium, and a sixth form trip to CERN, as well as enthusiastically delivering science masterclasses.

Current Developments

A-level sciences are increasingly popular, next year we anticipate having 5 year 12 classes in both chemistry and biology.

The department is committed to personal professional development. In recent years colleagues have completed M.Ed.s and MAs in education. Other colleagues have undertaken action research into teaching and learning. Support for CPD activities is wide ranging; up to and including post graduate study.

Staffing

The department currently has twelve full time and three part-time members of teaching staff. The Leader of Science coordinates across the key stages. There are subject leaders of Biology, Chemistry and Physics. The department works as a set of overlapping teams and any one member is responsible to several team leaders. The teaching staff are ably supported by an experienced team of one full-time and four part-time technicians. The staff are friendly and professional with a strong commitment to high standards and developing pupils' interest and enjoyment of science for its own sake. All members of the department work closely as a team, sharing ideas and materials and contributing towards schemes of work and producing tests and examination papers.

Accommodation/Resources

The department has twelve full laboratories, plus one demonstration laboratory, most of which have been refurbished in the last ten years and are fitted with interactive whiteboards. The majority of staff are able to teach all of their lessons in the same laboratory. There is Wi Fi throughout the department, all staff have laptops. There are two prep rooms; one services Physics and K.S. 3 Science, the other is a modern, well-equipped base for Biology and Chemistry. We have easy access to suites of PCs.



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TEACHER OF PHYSICS DEPARTMENT

THE POST

We are seeking, for the beginning of the autumn term 2019, an effective and enthusiastic teacher of Physics to join a strong department.

You should be keen to be part of a successful team and have a sense of humour. IT skills would be an advantage, as would a willingness to assist in the various extra-curricular activities.

As a selective school we have an appreciable number of very able students. We are looking for a well-qualified, energetic and enthusiastic scientist who is able to inspire and motivate *all* our students. Teaching at Southend High School for Boys is an immensely fulfilling experience where students are readily engaged via creative and challenging lessons.

The most recent Ofsted inspection (2015), which deemed the school to be outstanding in all categories, commented most favourably on staff-student relationships, and on the positive attitudes of the boys.

Applicants invited for interview will be given an opportunity to display their teaching skills in front of a class.

A completed application form should be returned to the school as soon as possible.

Benefits:

The successful candidate will be eligible for the following benefits upon commencement of employment:

- Auto-enrolment into a contributory pension scheme (TPS for teachers and LGPS for support staff)
- Free on-site parking
- Access to excellent catering facilities when the kitchen is operational
- CPD through internal and external providers
- Salary sacrifice schemes such as Cycle to Work and Childcare Vouchers
- Access to Occupational Health
- Eyecare vouchers
- Free use of the sports facilities



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JOB DESCRIPTION

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Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current STCPT. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Main Teaching purpose at SHSB (in line with the current *School Teachers' Pay and Conditions Document*)

A teacher (other than a head teacher) may be required to undertake the following duties in line with all school policies:

Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Promote student learning so that all achieve highly.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- Supervise and so far as practical teach any students where the normal timetabled teacher to take the class is not able to do so.

Health, safety and discipline

- Promote the safety and well-being of students.
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to you and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to you.

Professional development

- Take responsibility for the appraisal and review of your own performance, and, where appropriate, that of other teachers and support staff.
- Arrange your own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate professionally and effectively with students, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

You may be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description, in consultation with you, may be changed by the head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



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PERSON SPECIFICATION

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> QTS (Secondary age range) Degree level (or higher) qualification 		<ul style="list-style-type: none"> Application form
Experience	<ul style="list-style-type: none"> Desire to contribute to the raising of standards Contribution to extra-curricular activities 	<ul style="list-style-type: none"> Experience of using ICT in the classroom Experience of A Level teaching 	<ul style="list-style-type: none"> Application form Letter Interview
Knowledge	<ul style="list-style-type: none"> Knowledge of teaching and learning styles and strategies Knowledge of the nature and purpose of a range of assessment strategies Willingness to acquire relevant knowledge 		<ul style="list-style-type: none"> Application form Letter Interview
Personal qualities, skills and abilities	<p>An ability to:</p> <ul style="list-style-type: none"> review, evaluate and plan make balanced judgements in a variety of situations work as a member of a team encourage the best from students and from oneself foster good relationships with students, parents and colleagues work effectively with support and technical staff remain calm and positive, even when under pressure work to deadlines produce high quality paperwork on time 		<ul style="list-style-type: none"> Letter Interview Reference
Other Key Qualities	<ul style="list-style-type: none"> Good record of attendance and punctuality Sense of humour A commitment to the values of the school; a commitment to high quality teaching and learning; a commitment to extra-curricular activities and a willingness to 'go the extra mile' to secure success 		<ul style="list-style-type: none"> Letter Interview

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.



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OUR LOCATION

Southend High School for Boys is situated in the heart of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England, 40 miles east of central London.

Southend is home to the longest leisure pier in the world (at 1.34 miles) and it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 1790s the first building, around what was to become the high street, were completed. In the 19th century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed.

