



Teacher of Chemistry

0.6 FTE Temporary

Deadline for applications Monday 24th August 2020

The Science Department

The Science department is located in the south campus buildings where most secondary departments are based. The laboratories are modern and very well equipped with excellent levels of ICT equipment. All 10 laboratories have interactive whiteboards and there are 30 radio laptop computers for flexible deployment. Office 365 provides pupils with anytime anywhere access to learning resources. Our systems support bring your own device on campus allowing pupils to connect through their own tablets and phones. Learners in S3 – S6 will be issued with their own personal Chromebooks this session.

There are 10 teachers in the department supported currently by two Science technicians. The three Principal Teachers of Biology, Chemistry and Physics have a responsibility for the management and development of the technicians. A separate service is provided by the school's IT support team.

The courses currently to be offered by the department in Session 2020 - 21 are

- ◆ P6-S2 Integrated Science
- ◆ S3 Biology, Chemistry and Physics preparatory courses
- ◆ S4 Biology, Chemistry and Physics each at National 5 and Biology at National 4
- ◆ S5-S6 Higher and Advanced Higher in Biology, Chemistry and Physics

Programmes from P5 to S2 have been completely rewritten to reflect the Benchmarks of Curriculum for Excellence and to ensure progression to programmes in S3 and the senior phase. The P6/7 science experience is an integrated programme of science, ICT, literacy, numeracy and health & well-being with input from both Primary and Science teachers.

Pupils of all ages participate in a wide range of educational visits and in-school activities, including the

The Chemistry department at Jordanhill is one of the most successful in Scotland. Pupil uptake and academic performance has always been high and the number of pupils progressing to Advanced Higher has risen to unprecedented levels.

Recent developments in the department have focused on creating enhanced levels of practical science that help pupils develop a deep understanding of scientific theory and how it relates to the world. Primary Science lessons introduce pupils to fair testing and group science investigations. These concepts are strengthened as pupils move through the secondary curriculum where they are presented with further opportunities to carry out individual and group science investigations, making use of resources such as interfacing and digital video cameras. Ethical and moral issues are tackled through topical science presentations, and science careers are introduced to pupils through engaging active learning activities in S1 and S2. Cross-curricular approaches are used in the Science and Chemistry department to further strengthen pupils' appreciation of the interdisciplinary nature of science.

Salary

Teachers at Jordanhill School are paid on the national scales (SNCT).

As of 1st April 2011 the School has not recognised the Chartered Teacher status of new members of the teaching staff for salary purposes



Person Specification

The successful applicant will be expected to:

- Contribute to all areas of teaching and course development in Science and Chemistry.
- Demonstrate a keen interest in, and sound knowledge of the subject and a concomitant enthusiasm for engaging pupils.
- Engage in departmental development work in relation to *A Curriculum for Excellence* and National Qualifications, especially in relation to advancing courses and developing lessons which meet the needs of all pupils
- Show a profound interest in his/her professional development in regard to engaging pupils and facilitating pupil learning
- Act as Class Tutor – see First Level Pastoral Care below.

Inspection 2013 Key Strengths

- ✓ Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- ✓ The positive response of children and young people to the very high expectations set by staff.
- ✓ The confident way in which children and young people take responsibility for their learning.
- ✓ Strong progress in learning supported by the P6 to S2 transition programme.
- ✓ Staff team work which helps children and young people to achieve highly.
- ✓ Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

Applicants should be confident of their ability to work with able pupils. They should also be able to respond to the needs of the full range of abilities found in a non-selective environment.

Applicants require to be registered with GTC Scotland. Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK. Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

An extract from the Conditions of Service of Teachers is appended for information.

ICT at Jordanhill

Jordanhill School has long been a centre of excellence in the use of ICT. It was the first school in Scotland to be fully accredited for the **ICT Mark** and has previously won the Becta **ICT in Practice Award for Leadership**.

For many years the school has operated its own 'Sharepoint' portal which underpins much of the daily routines and management of the school. Office 365 provides pupils with anytime anywhere access to learning resources. Our systems also support use your own device on campus.

The school has an IT manager and two full-time technicians who manage and oversee all services.

Duties of Teacher of Chemistry

Subject to the policies of the school, the post holder shall perform such tasks, as the Rector shall direct having reasonable regard to overall workload related to the following:

- Teaching assigned classes together with associated preparation and correction
- Developing the school curriculum
- Assessing, recording and reporting on the work of pupils
- Preparing pupils for examinations and assisting with their administration
- Providing advice and guidance to pupils on issues related to their education
- Working in partnership with parents, support staff and other professionals
- Undertaking appropriate and agreed continuing professional development¹
- Participating in issues relating to school planning, raising achievement and individual review
- Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (Appendix 3).

The above duties have been adapted from Annex B of the national agreement "A Teaching Profession for the 21st Century" (2001) on teachers' salaries and conditions of service.

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS 2013)* and are expected to perform to the standards exemplified therein.

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the revised GTCS Standards and the development needs of the school. As teachers progress through the salary scale they will be expected to evaluate their professional skills against the *Standard for Career-Long Professional Learning (2013)*.

<http://www.gtcs.org.uk/standards/standards.aspx>

Jordanhill School offers unparalleled opportunities for professional learning for both permanent and temporary staff.

First Level Pastoral Care

All class teachers play an important role in the delivery of pastoral care to pupils.

In Secondary, almost all teachers have an enhanced role as a **Tutor** in years S1-S5. Tutors work in a team managed by a Principal Teacher of Pastoral Care. The Principal Teacher manages complex pastoral care issues. (Part-time teachers do not generally undertake this role.)

All newly appointed teachers are expected to fulfil this role. Further information is provided in the *Tutor Job Description*.

COLLECTIVE ACTIVITIES

The teacher working week consists of a number of elements

- Maximum class contact time (including any class cover)
- Personal preparation and correction
- Management time (where appropriate)
- Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

Staff Focused Curriculum, Communications & Planning	Pupil Focused Out of School Hours Learning
<ul style="list-style-type: none"> ◆ Additional preparation and correction ◆ Preparation of reports, records etc. ◆ Meetings: staff, planning, department etc. ◆ Professional review and development and professional learning ◆ Curriculum development ◆ Parents' meetings ◆ Board and PTA activities ◆ Trade union meetings 	<ul style="list-style-type: none"> ◆ Supported study ◆ Music ◆ Sport ◆ Extended trips ◆ Additional supervised pupil activities e.g. clubs, dances

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

The contribution of other teachers also forms part of their job description

- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.