



THE NORTH HALIFAX GRAMMAR SCHOOL
Specialist Science Academy

Job Description

TEACHER OF BIOLOGY (MPS)

Title:	Teacher of Biology
Responsible to:	Headteacher and Head of Science
Post Reference:	BL/020/12 – <i>Please ensure this is quoted on your application form.</i>

Background Information for the North Halifax Grammar School

1. Calderdale

The Metropolitan Borough of Calderdale nestles along the eastern flanks of the Pennines. The borough was created in 1974 and currently has a population of about 190,000. Halifax is the largest town and administrative centre. Hebden Bridge, Brighouse and Todmorden are the other major towns in the borough.

Calderdale is a delight with majestic, open moorlands overlooking deep wooded valleys. The industrial legacy of textiles and engineering provides a fascinating heritage for the area. The splendid natural beauty of Hardcastle Craggs sits alongside the busy curio shops and restaurants at historic Hebden Bridge. The bordering 'Bronte Country' to the north and 'Summer Wine Country' to the south boasts a wealth of interesting places to delight the rambler, mountain-biker, rock-climber, bird-watcher, canal-lover, amateur historian and day visitor.

Halifax itself has wonderful historic buildings (the Piece Hall and Halifax Minster), an indoor market, modern shops and entertainment for all ages from variety at the Victoria Theatre to many clubs and pubs for the young at heart.

The M62 runs through the south of the borough connecting Manchester (40 minutes) to Leeds (30 minutes). These two regional capitals are also linked by rail through Halifax. Two airports, Manchester and Leeds-Bradford are also easily accessible. Metropolitan shops and entertainment are readily available at Leeds and Manchester, as are the natural delights of the Peak District and Yorkshire Dales National Parks.

There is a wide variety of housing in town and country locations. Prices are reasonable and below the national average.

2. The North Halifax Grammar School

The North Halifax Grammar School is a successful, high-performing selective academy. The school was formed in 1985 with the amalgamation of the Highlands School and the Princess Mary School. In its 26 year history it has established a well-deserved reputation for high academic standards and concern for the development of the individual.

The school is an 11-18 co-educational grammar school. It operates joint admissions arrangements with the Crossley Heath School. A minimum of 310 students are admitted each year (155 to each school) based on their performance in admissions tests in verbal reasoning, Mathematics and English. Currently there are 1139 students on roll with 358 in the Sixth Form.

The school became a foundation school in September 1999, so that the Governing Body is the owner of the buildings and site, employer of the staff and the admissions authority for the school. The school became an Academy on 1st June 2011.

The school was inspected in December 2007. Following that inspection the school was re-designated as a Specialist Science School for a further three years and as a High Performing Specialist School in Languages from April 2009. The most recent inspection was in January 2011 and the school was judged to be 'Outstanding' overall.

The school's motto is Living to Learn Learning to Live. All activities in the school promote and facilitate opportunities for students to learn how to learn and lead full and successful lives.

NHGS operates a Smoke Free Policy for all its employees. This applies to the buildings and associated grounds within the immediate vicinity of the buildings which are wholly owned by the Governors of the school.

The North Halifax Grammar School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. All staff have a responsibility to ensure the safeguarding of children and are expected to share the school's commitment to providing a secure and supportive environment in which children can develop and grow into mature and responsible people.

3. The Curriculum

The working week is based on a cycle of five one hour lessons. The curriculum is broad, balanced and offers the same opportunities to all students.

Students are placed in one of the five tutor groups on entry to the school and these act as teaching groups for most subjects in Years 7-8 (the Lower School). There is some setting for core subjects in Year 8 and above.

In year 7 students follow a common curriculum of Art, Drama/Library, English, French, Geography, History, Information and Communications Technology, Mathematics, Music, PE, Personal, Social, Citizenship, Health and Enterprise Education, RE, Science and Technology.

In year 8, all students are introduced to German or Spanish, and Latin, and there is the opportunity to continue to study these languages in year 9 and beyond, in addition to French. The other subjects studied in Year 7 continue in year 8.

In the Upper School (Years 9 to 11) students are placed in one of six tutor groups. The average teaching group size is lower (c 26) in the Upper School. In Years 10 and 11, students follow a core curriculum of GCSE courses in, English Language and Literature, a Modern Foreign Language

(French, German or Spanish), Mathematics and Science, a full course in ICT and non-examination courses in P.E., PSCHEE and Careers education.

In Science, all students take at least Science and Additional Science GCSE, while some take Biology, Chemistry and Physics as separate sciences.

Students also take three GCSE options chosen from Art, Geography, Geology, a second Modern Foreign Language, History, Latin, Psychology, Technology (Food, Graphics, Resistant Materials and Textiles), RE, PE, Music and separate sciences.

All students have a week's work experience in year 11.

In the Sixth Form, all students will take four or five AS levels in year 12 and at least three A2 subjects in year 13. The subjects currently offered are:

Art	Food Technology	Mathematics (in all its forms)
Biology	French	Media Studies
Business Studies	General Studies	Music
Chemistry	Geography	Philosophy
Design and Technology	Geology	Photography
Economics	German	Physical Education
Electronics	Government and Politics AS	Physics
English Language	History	Psychology
English Literature	Human Biology	Sociology
Film Studies AS	ICT	
	Latin	

In Year 12 all students follow a Progression Module and in Year 13 a non-examination course in PSCHEE is also compulsory.

The vast majority of students leaving the Sixth Form continue their education at University and the remainder enter employment with further training.

Students are well-motivated and respond well to effective teaching. A wide range of extra-curricular activities and experiences enables students to develop talents and abilities in PE, drama, music and games. Training, conferences and events are also organised, throughout the school, to promote their personal and social development.

4. Student Support

The school is divided into three sections – the Lower School (years 7-8); Upper School (years 9-11) and Sixth Form (years 12-13). Heads of Section lead teams of Year Heads and tutors who are responsible for the monitoring, progress and day-to-day support of students. Staff work closely with parents in encouraging students to reach their potential. The school has developed close links with primary schools, the police, the local community and employers.

5. General Information

NHGS has an active Parents' Association, and an experienced, supportive, non-political Governing Body.

6. Details of the Post as Advertised: Teacher of Biology (MPS)

This is an exciting opportunity for an enthusiastic, hardworking teacher of Biology to work in a thriving Science Department. The successful applicant would be required to teach Biology to GCSE level together with integrated Science in the Lower School. AS/A2 is available immediately or in the long term for a suitable candidate.

The Science Department is one of the largest in the school with thirteen well-qualified and experienced members of staff. It is organised into the subject areas of Biology, Chemistry, Physics and Electronics each with a Head of Department working under the leadership of the Head of Science. There is also a Head of Geology who effectively works autonomously.

Teaching and learning in the Department is very well supported by a highly efficient team of four technicians.

Science is taught in nine laboratories, four of which have recently been upgraded to provide excellent learning environments. ICT is being increasingly used to enhance learning at all stages of the curriculum. All laboratories have a teacher's computer and projector, and two laboratories have an interactive white board. Another laboratory contains 12 computer workstations for 'hands-on' datalogging and internet access. In addition the department has two laptop trolleys which have wireless networks to use in the remaining laboratories.

The Science curriculum at present comprises:

In Years 7/8: a balanced integrated science course developed within the department to meet the requirements of the National Curriculum using Exploring Science Active Teach and resources.

In Year 9: four classes follow a co-ordinated course developed within the department to meet Key Stage 3 requirements. Two further classes begin GCSE courses. The individual subject areas are taught by specialist staff.

In Years 10/11: WJEC Core and Additional Science and WJEC Separate Science courses which are taught by specialist staff. Over 50% of students take the Separate Sciences option. GCSE Geology is also available.

In Years 12/13: AS and A2 courses in Biology (WJEC), Chemistry and Physics. Electronics and Geology are also taught at AS and A2.

There is a strong tradition of Science in the school and take-up post-16 is very good. Currently 79 students are taking AS Biology and the majority of students continue to study Biology at A2. The results at all levels are very good with 100% of students achieving A*-C grades at GCSE Biology and 100% of students passing A2 Biology last year. The successful applicant will be expected to take an active role in developments both within their subject area and in the Science Department as a whole.

Application forms should be emailed to Ms P Robbins, Personnel Officer at recruitment@nhgs.co.uk

The North Halifax Grammar School, Moorbottom Road, Illingworth, Halifax, HX2 9SU
Tel (01422) 244625, Fax (01422) 231433

Closing date: 3.00pm Monday 20th February 2012

Interviews week commencing: 12th March 2012

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POST TITLE : Teacher of Biology(MPS)			
ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS	Qualified Teacher Status Honours degree with a high level of Biology content	Record of further CPD and or further degree. Good academic record.	Application
EXPERIENCE	Evidence of successful teaching of Biology in a permanent position or in teaching practice Experience of strategies for raising achievement and achieving excellence Experience in using new technologies to support learning and teaching	Evidence of extra-curricular contribution	Application Reference Interview
SPECIALIST KNOWLEDGE	Ability to teach Biology to able students at KS3 and KS4. Ability to teach to A Level/Willingness to develop A level Biology teaching. Knowledge of statutory frameworks and requirements for teaching the subject Awareness of links with other subjects at all levels Understanding of assessment and recording		Application Reference Interview
CIRCUMSTANCES - PERSONAL	Should allow attendance at evening meetings	Willingness to organise and participate in educational visits and trips and enhancement activities	Application Interview Reference

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
TRAINING	A commitment to continuous professional development	Evidence of relevant in service training(not applicable for newly-qualifying teachers) especially regarding KS3, 4 and A level changes	Application
PRACTICAL AND INTELLECTUAL SKILLS	Good communication skills Good control of students Efficient and effective organisation and administration Ability to plan ahead Ability to meet deadlines Effective classroom management Ability to establish good working relationships with colleagues and students Willingness to engage in effective performance management	Use of ICT and current applications	Application Reference Interview
DISPOSITION ADJUSTMENT ATTITUDES	Enthusiasm for the subject(s) Enthusiasm for teaching Awareness of and ability to cope with the wide range of students ability and expectation Care of pupils Ability to cope with and awareness of the wide range of student expectation and ability. Ability to take initiative and be flexible Willingness to accept delegated responsibility Ability to help maintain high standards in the department	Cheerful and good humoured Willingness to contribute to pupils' development through additional activities Ability to manage discussions on sensitive issues objectively without allowing personal beliefs to shape the outcome	Application Reference Interview