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Appointment

**Teacher of Science**

Salary Scale: MPS/UPS

Required: From April 2025

**ADVERT**

We are looking to appoint a new member of our Science department. This post is a fantastic opportunity to join a creative and passionate team of experienced subject specialists. The Science department secures strong attainment and progress but is equally proud of the positive experience that students have in their classrooms. It is committed to continuous improvement and is therefore eager to learn from new teachers who join the department.

The successful candidate will be able to enthuse students with a love of Science. They will be student-centred, passionate, reflective and hard working. They will be collaborative in approach, keen to work with colleagues to share the best practice and resources.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. Leaders and Governors are held in high esteem. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.



**Letter from the Head teacher**

Dear Prospective Applicant,

Thank you for your interest in applying for the position of Science teacher at Wyvern College.

We have recently had an Ofsted inspection (December 2023). The school was judged to be a strongly “Good” school. The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

“*Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, ‘My daughter has flourished due to the positive role models and encouraging culture at this school.’ Pupils feel safe and enjoy attending. The school’s values of ‘think, grow, care’ underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well*.”

The class or 2024 achieved some of the best results the college has had and attainment at the 9-7, 9-6, 9-5 and 9-4 thresholds actually increased from 2023 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service. A Wyvern education is not, then, just about great exam results but is defined by our vision of Think, Grow, Care:

**Think deeply**, read widely, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it.  Embrace personal challenges.

**Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff. Teachers can get on and teach the lessons they want and students can learn without disruption.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: [b.rule@wyvern.hants.sch.uk](mailto:b.rule@wyvern.hants.sch.uk) .

With best wishes,





**Key Information: The College**

**College Context**

* With 1351 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. From September 2020, the college will be full in years 7-10, with an increased PAN for years 8 and 9. There has been a concurrent increase in the proportion of students coming to Wyvern as their first-choice school. These trends reflect the local community’s increased confidence in the college.
* Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is well below the national average. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
* Most students are white British: the proportion of students who speak English as an additional language is low at 4%
* The proportion of students receiving help for SEN is 19%; 58 students have an EHCP; 202 other students are on the SEND register.
* The college makes occasional use of alternative provision: 21 students are currently in some form alternative provision due to their SEND needs or emotional needs.

**Summary of the College’s Strengths**

* Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
* Students throughout the college are making strong and increasing levels of progress in the majority of subjects – there’s a positive progress 8 score.
* Outcomes in the Ebacc subjects of Maths, Science, MFL and Humanities are especially strong, with attainment and progress rates significantly above the county and national averages.
* Results in English have improved significantly, with progress scores being below national average (but in line with county average) to in line with national average and well above county average).
* The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
* A culture of high expectations and academic standards exist: high attainers on entry make good progress overall and across the range of subjects.
* Behaviour has improved significantly, as expectations rise each year, the vast majority of students’ behaviour improves each year. The college is always keen to improve behaviour further and continues to look as all ways in which this can be achieved.
* Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning, every lesson, every day. The ratio of positive achievement points to negative behaviour points if 14:1
* The achievement gaps for disadvantaged students have reduced and are reducing.
* Parents and students recognise that pastoral care is a real strength of the college.
* There is a very wide range of subjects for students to study at KS4.
* Staff morale is high and staff are proud to work at Wyvern.
* Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.

**Tough Care**

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

Tough care is about having high expectations and holding students accountable to these. We have one, common set of behavioural expectations for all classrooms which ensures consistency in approach and means that no teacher can be accused of picking on students who they do need to reprimand.

Tough care means both supporting students to meet our standards and also following up when they don’t.

Students who routinely do not meet our expectations, despite our considerable support, are moved on to alternative provision and we do this as early as possible, usually in years 7 and 8 to ensure that they can get the more specialist support they need to become engaged in learning from a different model than the one mainstream schools can provide.



**Key Information: The Science Department**

Situated at the front of the college, the science department is accommodated in its own building with a suite of 10 labs, a departmental lounge, a large, well-stocked prep room and additional work spaces and offices.

In addition to the curriculum leader role, there are 3 TLR posts within the department.

The department is fully staffed with subject specialists. There are 12 teachers in total. They are supported by 3 technicians. Staffing is stable and teachers are, without exception, very strong practitioners. Recognising their responsibility as a high performing department, staff are committed to training the Science teachers of the future and therefore keen to support trainees.

Teachers typically have their own, one classroom to teach in, with little movement across rooms. All classrooms have a visualiser and projector equipment. The department is very well equipped, including up-to-date data logging equipment, a class set of laptops and 2 sets of ipads. The department is well organised with clear teaching routes, quality robust assessment programme, timetabled homework programme that ensures that students work on long term retention of knowledge and that exam skills are improved.

  The college timetable operates a two-week cycle of 50 one-hour lessons. From years 7-11, students have 8 hours of Science per fortnight, with an additional 2 hours for Triple scientists in years 9-11. At key stage three, the curriculum emphasises hands-on practical experimentation and application. The curriculum is carefully sequenced to ensure that students secure and expand their knowledge progressively.

At Key Stage 4, a high proportion of students study triple Science, gaining three qualifications in separate sciences. The department prepares students for exams in the AQA syllabus and has several teachers who mark for the exam board.

One of the reasons for the department's success is its use of Science Surgery to provide personalised work that matches the individual needs of students. Students engage very successfully with this throughout their time at the college.

The science staff are highly collaborative, working together to produce high quality resources to ensure strong and consistent implementation of curriculum plans. They are reflective and open to new ideas.

Although highly successful, the department is not complacent; teachers are reflective practitioners and committed to continuous improvement. The department is modest about its achievements and open minded about how further successes can be achieved. The department is therefore well placed to secure further improvements and to welcome a new Curriculum Leader.

The department has been working on the following improvement priorities this year:

* Within well developed and established KS3 schemes of work, to provide additional scaffolding and challenge to further support and stretch individual students.
* Strengthening homework provision, to provide additional opportunities for students to revisit key knowledge more frequently.
* Ensuring that all parts of the Science curriculum are included in the shared resources bank.
* Rolling out to all classes the successful work done on in-class retrieval of prior learning.



**Key Information: Job Description**



