

**BRENTSIDE HIGH SCHOOL**

LEARNING AND ACHIEVING TOGETHER



**Teacher of Science  
Recruitment Pack  
(Recruitment and retention allowance available  
for an outstanding candidate)**



## Message from the Headteacher

Dear Prospective Candidate,

I am delighted that you have shown an interest in the post of Teacher of Science at Brentside High School and I hope that the information in this pack will encourage you to apply for the position. We seek to appoint a Teacher of Science who will contribute strongly to the provision for our young people; this is an exciting and rewarding opportunity for the successful applicant.

Our school's journey has been one of sustained improvement over time, developing from an undersubscribed school, with below average achievement, housed in poor quality buildings, to the strong school we see today; oversubscribed, with achievement significantly above that of students nationally and now housed in our impressive main school building with an additional, same-site building added in recent years to meet the demand for places.

I believe that our school is unique and that our diversity of experience, belief and culture enriches our classrooms, which are vibrant and responsive. We know that as a school we change lives, and our staff body is committed to taking every opportunity to do so. We work hard to remove students' barriers to learning and benefit from a wide range of partnerships beyond the school. Our support for students goes beyond the academic, but is also reflected in our students' successes. For the nine years pre Covid 19, our students' achievement at Year 11 has been significantly above that of students nationally. In addition, for very many years, all of our Year 11 students have completed Key Stage Four with a suite of qualifications, reflecting our inclusive ethos and practice. Our A Level results are usually within the top 10% nationally, though we are particularly proud of two recent years (pre Covid-19) which saw results in the top 2% according to DfE data. We are a high achieving school, and we work hard to ensure this.

We believe that our students have the right to a rich, broad and balanced curriculum. 75%-85% of our students study an EBacc curriculum at Key Stage Four. All students also select an art (visual or performance) at GCSE. This reflects the high value we place on the arts and on other high-quality qualifications such as humanities and modern foreign languages. All students study science at Key Stages Three and Four and we run a Science BTEC and separate A levels in each of the sciences at Key Stage Five.

The successful candidate can be assured of significant support from the team and the wider staff body. We have a stable, experienced and skilled staff team.

If you would like to speak with a member of our staff team or to visit the school prior to application, please contact Tara Roach, on [t.roach@brentsidehigh.ealing.sch.uk](mailto:t.roach@brentsidehigh.ealing.sch.uk). Completed applications should be received by 12 noon on Tuesday, 7 May 2024.

Yours faithfully

Charlotte Hames  
Headteacher



## Our school

### OUR MISSION

**Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.**

---

“Brentside High School lives up to its vision of high expectations for all with ‘no exceptions no excuses.’ Equality of opportunity sits at the heart of that ambition and is demonstrated through progress made by all groups of students.”  
(Ofsted February 2020)

---

### The school and its community

Brentside High School is a large 11-19 mixed comprehensive school serving a culturally and socially diverse community in Ealing. The school is popular and oversubscribed and successfully serves the needs of our local community. Our students are complimentary about the school and also very proud to be part of our learning community. There are currently just over 1700 students and 160 staff.

Our student population is very diverse and representative of the local community. There is no majority ethnic group in the school but White British, Black Caribbean, Asian and White European are all well represented. The diversity of our students is a real strength of the school. The student population is fully comprehensive and nearly 40% of students qualify for pupil premium funding.

Brentside is currently rated by Ofsted as a ‘Good’ school and it is also a National Support School. Being outward looking is important to us, as we firmly believe that by

working in collaboration with other schools and institutions, the experience that we offer to our students is greatly enhanced.

On entry into Year 7 the ability profile of most cohorts is in line with national norms. However, the progress made by our students at both Key Stage 4 and Key Stage 5 is significantly above average. This occurs because of the positive ‘attitude to learning’ displayed by our students and our staff.

### LEARNING AND ACHIEVING TOGETHER

Our school motto ‘Learning and Achieving Together’ underpins everything we do in school from ensuring that all our students are encouraged to achieve their full potential, in and out of the classroom, to the continuing professional development of our highly qualified staff.

Our students are very proud of their school and really are happy, positive and friendly young people that we are proud to serve. We instil into them the realisation that the route to a happy, fulfilling and successful life is through high quality education.



## **Curriculum**

All learners have access to a broad and balanced curriculum, rich in depth and supportive of individual students' needs and aspirations. We believe in social equality and see a breadth of knowledge and skills as key to enabling our students to be confident, informed and capable.

We are ambitious for our students and believe that all should have access to high quality qualifications and to creativity; we pride ourselves on the breadth of our arts provision and also on our EBacc curriculum, enabling all students to study a broad, quality curriculum throughout Key Stage 3 and Key Stage 4, before specialising at Key Stage 5.

Between 75% and 95% of our students study the full EBacc curriculum, with between 5% and 25% of our students studying additional literacy and numeracy or specific subject development lessons.

## **Sixth form**

The school has an active and vibrant Sixth Form offering a wide range of courses to students between the ages of 16 and 19.

The majority of students work towards level 3 (Advanced level) qualifications which will allow them to progress to university. These are A level, CTEC or BTEC certificates and diplomas. In addition, level 3 students study citizenship, PSHE and PE as part of their enrichment curriculum and can study for the extended project qualification (EPQ) as an additional AS qualification.



## A Message from the Science Team



The science department provides a vibrant and supportive community of teachers who work together to deliver powerful scientific knowledge, appropriate to student-needs.

The department has a high expectations classroom culture, where every student is academically challenged with high-level concepts and disciplinary scientific thinking, and encouraged to apply their knowledge in real-world contexts. As well as excellent explanation, modelling and scaffolding, we practice the adaptive teaching model, using finely tuned assessment techniques to ensure that all students progress in their lessons.

The team is comprised of talented teachers with diverse scientific backgrounds and experience, from industry engineers to PhDs. We have a fantastically collaborative culture, where we share and improve upon each other's pedagogical ideas and resources, continuously developing a big ideas-based curriculum for our students. We believe that the teacher is the greatest resource in the classroom and ensure that all staff get professional development opportunities for their teaching and learning, and leadership practice.

We also recognise that science is not a singular subject, and the students are taught in biology, chemistry, and physics classes from Year 7 onwards, by specialist teachers. We also provide support and training for teachers who want to teach out of specialism.

We have a thriving wider-learning curriculum to inspire our future scientists with projects such as Backyard Brains, Imperial College Summer School and the Oxford Inspire Programme, not to mention the CERN trip to Switzerland.

Our students benefit from excellent science facilities, including 13 laboratories of which three are specialist sixth form laboratories. We also have a highly skilled and creative technical support team which caters for reliable delivery as well as innovation in the teaching of practical science.

In short, the high levels of collaboration, support and professional development, result in outstanding student progress for the science department with a strong and successful uptake for the A level sciences.

We look forward to meeting you and to showing you around the science department. If you would like to visit us prior to applying for this post, please contact Tara Roach on [t.roach@brentsidehigh.ealing.sch.uk](mailto:t.roach@brentsidehigh.ealing.sch.uk)



## Safeguarding Statement

### Principle

Brentside High School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse.

The students in our care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors and staff in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

### Purpose

The purpose of the policies which are linked to this statement is to:

- afford protection for the students at Brentside
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

### Scope

All policies apply to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Brentside High School

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance



**BRENTSIDE HIGH SCHOOL**

LEARNING AND ACHIEVING TOGETHER

## **Teacher of Science Inner London Payscale (Recruitment and retention allowance available for an outstanding candidate)**

We are a popular and vibrant mixed, multi-ethnic comprehensive school of 1,700 students. We require, from April 2024 (September 2024 start considered), a **Teacher of Science** to join our diverse and harmonious learning community.

Our students make excellent progress supported by teaching, learning and assessment of the highest standard. Students 'are extremely complimentary about their school and the staff who work with them. They want to do well, regularly attend and work hard.' (Ofsted)

We are actively committed to partnership work within London and further afield and work with a number of schools and organisations each year supporting the development of strong practice within and beyond our school. We offer a supportive and vibrant learning community, outstanding CPD and the opportunity for collaborative working.

This exciting opportunity now exists for an ambitious and talented professional to join our highly successful school and our fantastic Science team.

Students benefit from excellent science facilities at Brentside including 13 laboratories of which three are specialist sixth form laboratories.

Ofsted recognised that 'there is high-quality support available for those new in post' enabling staff to 'quickly integrate into the school' and acknowledged our 'supportive ethos where staff can share best practice and continue to develop new skills'. Staff also enjoy outstanding facilities including high quality ICT provision and access to a fitness suite.

If you believe you have the passion, determination and high expectations to contribute to our vibrant and cohesive community, we look forward to hearing from you.

**Subsidised shared accommodation available to early career teachers and recently qualified teachers.**

The school is committed to safeguarding children and the successful applicant will be required to apply for an enhanced disclosure from the DBS. Further information can be found at <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs>

In addition, as part of the shortlisting process, we may conduct an online search as part of due diligence checks in the recruitment process.

**Please visit [www.brentsidehigh.ealing.sch.uk](http://www.brentsidehigh.ealing.sch.uk) for more details of this post or contact the school to request an information pack.**

**Closing date for applications: Tuesday, 7 May 2024**



**BRENTSIDE HIGH SCHOOL**

LEARNING AND ACHIEVING TOGETHER

## **JOB DESCRIPTION**

### **Brentside High School**

**Job Title: Teacher of Science**

**Responsible to: Director of Science**

#### **Aims of the Post:**

To provide the highest quality of education, care and preparation for life for all students in accordance with the Teacher Standards 2012 (indicated in brackets through the rest of this document in *italics*).

#### **Duties & Responsibilities:**

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

#### **Main Responsibilities as a Subject Teacher**

- To participate with the Subject Leader and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses (*TS1, TS4, TS5*)
- To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress (*TS1, TS2, TS5*)
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum (*TS8*)
- To employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity (*TS4*)
- To impart knowledge and develop understanding through effective use of lesson time (*TS3, TS4*)
- To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice (*TS3*)
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject (*TS3*)
- To reflect systematically on the effectiveness of lessons and approaches to teaching (*TS4*)
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (*TS8*)



- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired on a regular basis according to the school homework policy (*TS4, TS8*)
- To use directed time to actively contribute to the wider life of the school (*TS8*)
- To fully incorporate the teaching of skills including literacy, mathematics and communication into subject delivery (*TS3*)

### **Management and assessment**

- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (*TS6*)
- To take responsibility for particular aspects of the subject(s) in consultation with the Subject Leader (*TS8*)
- To use relevant data to monitor progress, set targets and plan subsequent lessons (*TS6*)
- To be accountable for students' attainment, progress and outcomes (*TS2*)
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (*TS6*)
- To register each class using the electronic registration system according to school procedures (*TS7*)
- To take responsibility for the safe keeping of school resources (*TS7*)
- To keep appropriate records and to complete assessments and profiles of students as required by school policy (*TS6*)
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience (*TS8*)
- To monitor and control the use and storage of teaching materials, books and equipment (*TS8*)
- To supervise the use and care of the school fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations (*TS8*)

### **Communications and Meetings**

- To communicate effectively with parents and carers with regard to students' achievements and well-being (*TS8*)
- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (*TS8*)
- To alert Subject Leaders, Year Leaders and other relevant staff to concerns arising with individual students in accordance with school policies (*TS7*)
- To participate actively in meetings with colleagues and parents (*TS8*)
- To attend INSET sessions and relevant working parties related to new initiatives in teaching and learning (*TS8*)

### **Finance**

- To assist in seeking ways of deploying resources to the maximum benefit of the students (*TS8*)
- To ensure that equipment, books and premises are maintained in accordance with school policies (*TS8*)

## **GENERAL DUTIES**

- To adhere to the policies and procedures of Brentside High School
- To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards
- To share in the corporate responsibility for the development and well-being of all students
- To make a positive contribution to the wider life and ethos of the school
- To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between students and staff
- To take a pro-active part in the school's performance management system with the ultimate aim of improving standards of teaching and learning in the school
- To take reasonable care of one's own health and safety and that of others and inform premises of any concerns with regard to health and safety.

## **ETHOS**

Promoting the ethos of the school, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

## **PERSON SPECIFICATION**

Candidates will be assessed against the following:

### **Essential Skills, Knowledge and Qualifications**

- Qualified Teacher Status
- Degree in relevant subject area
- Aspiration to be an outstanding classroom practitioner
- Strong current subject knowledge
- A positive disposition
- Excellent ICT skills
- An effective communicator with exceptional interpersonal skill
- Evidence of good teaching or better at interview

### **Desirable Skills, Knowledge and Qualities**

- Ability to run extra-curricular groups
- Influencing and negotiation skills
- Previous experience in teaching Science
- A proven track record of examination success
- Ability to teach Science for students across the age and ability range up to and including 'A' level
- An approach which encourages active learning in Science across the age and ability range
- Commitment to inclusion and achieving high standards for all students
- Commitment to the delivery of a pastoral curriculum

## Teachers' Standards

<b>TS1 Set high expectations which inspire, motivate and challenge students.</b>
Establish a safe and stimulating environment for students, rooted in mutual respect.
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
<b>TS2 Promote good progress and outcomes by students</b>
Be accountable for students' attainment, progress and outcomes
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
Guide students to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
Encourages students to take a responsible and conscientious attitude to their own work and study.
<b>TS3 Demonstrate good subject and curriculum knowledge</b>
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the values of scholarship
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
<b>TS4 Plan and teach well structured lessons</b>
Impart knowledge and develop understanding through effective use of lesson time.
Promote a love of learning and children's intellectual curiosity.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
Reflect systematically on the effectiveness of lessons and approaches to teaching.
Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
<b>TS5 Adapt teaching to respond to the strengths and needs of all students.</b>
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<b>TS6 Make accurate and productive use of assessment.</b>
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
Make use of formative and summative assessment to secure students' progress
Use relevant data to monitor progress, set targets, and plan subsequent lessons.
Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
<b>TS7 Manage behaviour effectively to ensure a good and safe learning environment.</b>
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
Have high expectations of behaviour, and establish a frame work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
<b>TS8 Fulfil wider professional responsibilities</b>
Make a positive contribution to the wider life and ethos of the school.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Deploy staff effectively
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
Communicate effectively with parents with regard to students' achievements and well being.





## Contact details

**Brentside High School**  
Greenford Avenue,  
Hanwell, London W7 1JJ

**Telephone**  
020 8575 9162

**E-mail**  
[info@brentsidehigh.ealing.sch.uk](mailto:info@brentsidehigh.ealing.sch.uk)

**Website**  
[www.brentsidehigh.ealing.sch.uk](http://www.brentsidehigh.ealing.sch.uk)

## How to find us

### Public transport

The school is served by various bus routes as follows:

E1, E3 and E11 buses stop close to the entrance on Greenford Avenue

E2, E9, E7, E10, buses stop on Ruislip Road East. The main entrance to the school is close by.

### Tube stations

Ealing Broadway (Central and District Line). Take E1, E2 (destination Greenford Broadway) E9 (destination Barnhill Estate) or E10 (destination Northolt) from Haven Green (directly opposite the station). Alight at Brentside High School on Ruislip Road East.

Greenford (Central Line). Take the E6 bus from the stop opposite the station and alight at Greenford Road, near Greenford Broadway. Buses travelling from Greenford Broadway in the direction of Ealing stop outside the school. (E1, E3, E2, E9, E7, E10). Mini cab service available at Greenford Tube station.

### Main line

Hanwell railway station (GWR mainline) is a short bus ride away (E3)

### Parking

60 parking spaces available on site for staff.

Please contact Tara Roach if you require on-site parking for the day of the interview.

