

# Join us

## FACULTY LEADER: SCIENCE AND COMPUTER SCIENCE

Closing Date: Monday 19 February 2024, 5.00pm

Interview Date: W/C Monday 26 February 2024



ASPIRING TO EXCELLENCE TOGETHER





## Headteacher's welcome

Thank you for your interest in Forest Hill School. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further information is available on our website and I would also encourage you to explore the school's social media channels.

It is my privilege to be the Headteacher of Forest Hill School, a unique and ambitious school – rated 'Good' by Ofsted – with a well established comprehensive and inclusive ethos. Our student intake is a genuine reflection of the community in our district of London and we are clear that they should expect the highest of standards in all aspects of their education. Our broad and creative curriculum gives them a firm basis on which to move forward to make choices for examination subjects as they progress through the school. A culture of aspiration and high expectations underpins this progression, with our students playing a key part in shaping the learning process.

Forest Hill's ethos is aptly summarised in our motto *Aspiring to Excellence Together*. We are a community in which mutual support and a spirit of relentless ambition drive a desire to ensure that we constantly strive to surpass previous achievements. All community members are encouraged and expected to contribute to this culture thus ensuring that the creativity and evolution of our student offer is maintained. We want our students to emerge from Forest Hill School as engaged citizens and leaders of the future, fully equipped to confidently enter a competitive world.

We communicate and reinforce the vision and ethos of the school community through our Core Values which were developed in consultation with all stakeholders:

- Hard Work
- Ambition
- Respect
- Kindness

All aspects of life at Forest Hill are underpinned by these values, and we promote them as the prerequisites of academic excellence and success. The values also encapsulate a sense of pride in belonging to Forest Hill, something which is shared by all students and staff.

Forest Hill School places a heavy emphasis on the holistic development of our young people. Our pastoral system is a real strength and we are recognised for this.

Forest Hill School is committed to equality of opportunity, supports and encourages under-represented groups and values diversity. We are also holders of the Stonewall School Champion Gold Award.

Staff wellbeing and professional development is very important to us. We have an early closure one day per week to provide dedicated planning time as well as identified slots in the meeting cycle for assessment of pupils' work. The school also provides all staff with high-quality personalised training linked to priorities identified in the performance management cycle.

I hope our values and standards strike a chord with you and that you will pursue your interest in joining our school.

Michael Sullivan, Headteacher

...This combination of **academic achievement**, **strong pastoral care** and **wider personal development** means that pupils are well prepared for the next steps in their education or training.

Ofsted Report, January 2024



# About the school

## The Learning Curriculum

At Forest Hill School we combine the traditional values of hard work with academic learning and creativity and innovation. We believe that students achieve their full potential if they enjoy their work and find it stimulating and challenging.

*The school has put in place a carefully considered and **ambitious** curriculum. It goes **beyond** the scope of the national curriculum.*

**Ofsted Report, January 2024**

From Years 7 to 9, all students will enjoy lessons in:

- English
- Modern Foreign Languages
- Mathematics
- Design Technology
- Science
- Cooking and Nutrition
- Computer Science
- PE
- Geography and History
- The Creative Arts (Art, Music, Dance and Drama)
- RE and Citizenship

We deliver PSHE during an extended tutor time each week. This includes the statutory content on relationships and sex education (RSE) and health education, alongside wider aspects of PSHE such as financial and careers education.

Homework and independent study are seen as valuable to nurturing successful learners. Parents are kept fully informed about homework tasks via Satchel:One software.

## Student Progress

One of the central objectives of Forest Hill School is to ensure that students make progress in all of their subjects. We strongly believe that it is our role to do all that we can to support every student in improving their skills,



understanding and aptitude in all areas, no matter what their starting position or ability is – from the extremely able student who needs to be pushed to reach even higher standards, to the students with the most challenging learning difficulties who struggle to access the curriculum.

As a school, we are committed to providing detailed and robust information about the students' progress in the form of reports, certificates of progress and parents' evenings.

Our GCSE results in August 2023 built on our success of the previous year, with our highest ever Progress 8 score of +0.23. In addition, 25% of all grades awarded were the highest (7-9) grades, which is above the national average.

We are particularly proud of how well the school meets the needs of all its students from the most able students to those with significant need. We demonstrate clearly the success of comprehensive education.

## Pastoral Support

Forest Hill School prides itself on the quality of pastoral support and guidance on offer. We work very hard to make sure that all available lines of communication are open so that it is easy for parents and carers to get in touch with us whenever they need to. Our fundamental belief is that the school and parents should work in partnership to ensure that every child has the best possible educational experience.

*Pupils at this school are **safe** and **happy**.*  
**Ofsted Report, January 2024**

# About the school

Students' attendance, wellbeing and academic progress is overseen by a Head of Year. Heads of Year lead a team of Form Tutors who have the day to day responsibility for delivering pastoral support for the students.

*The school has very **high** expectations of pupils' behaviour.*

**Ofsted Report, January 2024**

Forest Hill also has a strong House ethos of which we are very proud. Houses play a pivotal role in establishing the strong community identity and caring ethos that have been the hallmarks of our success here over the years. On entry, every student will join one of our four Houses: Ofosu-Asare, Parks, Tull or Turing. Houses play a central role in developing the school community, running fun and engaging events and competitions throughout the year.

## Outside the Classroom

It is a strong feature of the school's philosophy to provide a full range of opportunities beyond the classroom.

We offer students a wide range of extracurricular activities that take place at lunchtime and after school. The activities vary from term to term but may include art, chess, dance, programming and reading, as well as a variety of sport and music clubs. We also offer students in Years 9 and 10 the chance to take part in the Duke of Edinburgh's Award scheme.

Each year, we arrange a variety of day visits and experiences to support the aims of the school, including

trips to museums, galleries and theatres. We also regularly host visits from authors, theatre companies and other professionals.

Residential trips enable teachers to enhance classroom learning and are also a great bonding experience, which is why we usually take Year 7 students away for a few days during their first term at Forest Hill. They stay at Grosvenor Hall in Ashford, Kent, and participate in a range of challenging, high adrenaline and skill based indoor and outdoor activity sessions. Other residential trips have included Geography trips to Sicily and Iceland, Modern Foreign Language trips to Paris, Lille and Berlin, and Science trips to Geneva.

## SFH6

SFH6 is our joint Sixth Form provision with Sydenham Girls' School. It is a dynamic and forward looking Sixth Form with very high standards. All Year 11 students attending the Forest Hill and Sydenham Schools are able to apply for places at SFH6.



Our Sixth Form offers A Levels and vocational courses to suit a wide range of interests, talents and aspirations and we use rigorous systems and good practice in education to ensure that all our students are stretched and challenged, and that academic and teaching standards are high.

Students have access to excellent facilities and resources including the latest technology and purpose-built specialist rooms, laboratories and study areas.

Each person is known, valued and supported as an individual within a comprehensive system of pastoral care. Sixth Form Tutors have a central role in supporting students' academic progress and personal development.

The hard work and dedication of our students paid off with some fantastic A Level results in 2023. As always there were some impressive individual performances with many students progressing to the elite Russell Group universities and other prestigious institutions, including Oxford and Cambridge.



*As well as promoting **academic achievement**, the school makes sure that pupils are taught **wider** life skills.*

**Ofsted Report, January 2024**



# Department and role

**POST TITLE:**

Faculty Leader Science and Computer Science

**RESPONSIBLE to:**

Senior Leadership Team

**SALARY GRADE:**

MPS / UPS + TLR1B (Inner London)

**Science** is a large, thriving subject offering both AQA Combined Science as well as Separate Sciences at GCSE and Physics, Chemistry and Biology A level.

We achieved excellent results in Summer 2023 and want to consolidate and build on this success. Science is well resourced with excellent technician support.

The Faculty Leader will play a major role, under the direction of the Senior Leadership team, in establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school. They will:

- develop and implement appropriate policies and procedures to ensure the achievement of the school objectives.
- lead the staff appraisal arrangements within their faculty
- set challenging targets to ensure that staff are motivated to deliver education to the highest possible standard in accordance with the school's objectives
- line manage the delivery of Computer Science, with this area being led by an experienced TLR postholder.

**The ideal candidate is:**

- Able to motivate and lead teams of teachers, with a clear vision of how Science should be delivered
- An outstanding teacher who combines a range of innovative teaching strategies with excellent

relationships with young people

- A team player who works well with others and is dedicated to the success of their students
- Someone who looks for ways to improve themselves and the school and is not afraid of taking responsibility beyond their classroom

**We will offer...**

- The opportunity to work in an established and experienced school which challenges the stereotypes of underachieving boys in inner city London
- A personalised CPD programme that offers a range of opportunities to broaden your pedagogical experience and which seeks to support you in developing yourself for future leadership roles
- Modern, state of the art facilities, including staff laptops and the use of excellent ICT facilities with the students



*The school makes sure that staff have access to **high quality** training and development. This includes teachers new to the profession who are very well **supported**. Ofsted Report, January 2024*

# Purpose

- Provide strong leadership of the Science Department so that teaching and learning is consistently strong.
- Line manage the delivery of Computer Science.
- Ensure that all students make at least expected progress and that ambitious targets for student performance are met in all Key Stages.
- Effectively performance manage all leaders, teachers and support staff in the Science Department so that ambitious targets are met
- Implement whole school policy within the Science and Computer Science Faculty.

# Relationships

The postholder is responsible to their line manager, who is a member of SLT, for fulfilling the duties set out in this job description. There is a requirement for effective professional relationships with all teaching and support staff colleagues, Sydenham Sixth form staff, Local Authority staff, outside agencies, parents and other members of the school community.

# Statutory requirements

This job description is to be performed in accordance with the requirements of the School Teachers' Pay and Conditions Document and within the range of professional duties set out in that document that apply to a classroom teacher (or other grade, e.g. Deputy Head, as appropriate).

# Responsibilities

## Leadership

- Provide overall subject team leadership for Science and Computer Science, inspiring the team with a clear vision for the future direction of Science and Computer Science.
- Generate a team ethos of high expectations, foster team building and a common approach to teaching and learning.
- Provide effective line management of the TLR post holder for Computer Science and other TLR post holders.
- Line manage support staff effectively. duties set out in that document that apply to a classroom teacher (or other grade, e.g. AST, Deputy Head, as appropriate).

## Teaching and learning, behaviour for learning

- Be an excellent teacher and role model for both staff and students and demonstrate a desire to improve, innovate and learn.
- Promote and reinforce high quality education by leading the quality assurance processes for the monitoring and evaluation of teaching and learning throughout the faculty.
- Ensure systems are in place for consistently high-quality teaching and learning and put plans in place to address issues of underperformance.
- Make sure that teaching and learning meets the needs of all students including those with additional needs and those with high prior attainment.
- Monitor the implementation of the school Behaviour Policy and be responsible for behaviour, within the faculty.

## Curriculum

- To develop and maintain an ambitious curriculum and ensure that the vision, aims and purpose of the curriculum are shared by all teachers.
- Oversee the planning of the curriculum content to ensure that it is well sequenced and promotes pupil progress.
- Ensure that the planned curriculum is effectively and consistently implemented.
- To stay up to date with new curriculum developments.
- Evaluate, review and amend the curriculum on an on-going basis.

## Assessment, recording and reporting

- Ensure that effective systems of assessment are in place, which are in line with school policy.
- Monitor and track student progress and implement effective intervention where necessary.
- Have an overarching responsibility for student achievement and standards within Science and Computer Science.

## Planning

- Contribute to the School Improvement Plan.
- Devise and monitor Faculty Improvement plans.
- Carry out effective self-evaluation of the faculty.

## Resources

- Manage the Faculty Areas capitation budget and resources, establishing staff and resource needs for the subject and
- Advise the SLT of likely priorities for expenditure, and
- Allocate available subject resources with maximum efficiency to meet school objectives and achieve value for money

## Health and Safety

- Oversee health and safety within the faculty

# Selection criteria

## Knowledge and Understanding

- Qualified teacher status.
- Degree or equivalent qualification.
- Awareness and understanding of current issues and developments in leading students' learning.
- Up to date knowledge of the Science curriculum.

## Skills and Abilities

- Evidence of excellent classroom practice and excellent teaching.
- Evidence of working as a team member and leading teams.
- Proven ability of teaching KS3 and KS4 Science examination classes.
- Ability to form good working relationships with colleagues, students and families.
- Excellent communication, organisational and administrative skills.
- Ability to meet deadlines and show excellent attention to detail.
- Ability to undertake tasks related to monitoring and evaluation.
- Ability to work with colleagues to accelerate the quality of learning and teaching.
- Commitment and ability to work with colleagues to improve classroom effectiveness and significantly raise achievement.
- Commitment to equal opportunities.

# Resources & support

This post will carry an entitlement to appropriate PPA time as per national and school agreement.

# Review

The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out. The job description may be reviewed from time to time in consultation with the postholder in order to address changing circumstances or priorities within the School.

# Special notes and conditions

- This post is subject to satisfactory references, enhanced DBS clearance and medical clearance. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.
- The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's child protection policies and behaviour management policy.
- Forest Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce.

# Person specification

QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE
First degree	✓	
Qualified teacher status.	✓	
A continued commitment to own professional development.	✓	
Teaching experience within the designated age range.	✓	
Experience of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.	✓	
Excellent knowledge of current legislation, guidance and policy in the subject area.	✓	
Management experience in subject area or a key stage.	✓	
Further relevant professional studies.		✓
Experience of more than one school/academy.		✓
Experience of more than one key stage		✓
Experience of teaching outside subject area		✓
Experience of being involved in quality assurance programmes outside subject area		✓
Second in faculty or similar management experience		✓
SET HIGH EXPECTATIONS AND INSPIRE, MOTIVATE AND CHALLENGE ALL STUDENTS , IN SPECIFIED FACULTY, BY:	ESSENTIAL	DESIRABLE
Establishing a safe and stimulating environment for students, rooted in mutual respect	✓	
Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions	✓	
Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students	✓	
Leading a team to achieve these goals		✓
PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS IN SPECIFIED FACULTY BY:	ESSENTIAL	DESIRABLE
Being accountable for students' attainment, progress and outcomes	✓	
Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these	✓	
Guiding students to reflect on the progress they have made and their emerging needs	✓	
Encouraging students to take a responsible and conscientious attitude to their own work and study	✓	



# Person specification (continued...)

PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS IN SPECIFIED FACULTY BY:	ESSENTIAL	DESIRABLE
Demonstrating knowledge and understanding of how students learn and how this impacts on teaching		✓
Demonstrating an excellent understanding of the barriers to learning for certain students and using a range of strategies to overcome them		✓
Have a “no excuses” approach to raising outcomes and progress across the Faculty		✓
DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE, ESPECIALLY IN RELATION TO SPECIFIED SUBJECT, BY:	ESSENTIAL	DESIRABLE
Having a secure knowledge of your own subject and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings	✓	
Demonstrating a critical understanding of developments in the subject and curriculum area, and promoting the value of scholarship	✓	
Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, as well as cross-curricular requirements such as literacy, maths skills, ICT and C&PSHEE		✓
Demonstrate an understanding of the needs of the other subjects in the Faculty		✓
PLAN AND TEACH WELL STRUCTURED LESSONS BY:	ESSENTIAL	DESIRABLE
Imparting knowledge and developing understanding through effective use of lesson time	✓	
Promoting a love of learning and student’s intellectual curiosity	✓	
Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired	✓	
Reflecting systematically on the effectiveness of lessons and approaches to teaching	✓	
Contributing to the design and provision of an engaging curriculum within the relevant subject area(s)		✓
Leading others in sharing the broad principles of broad curricula and ensuring they are in place in all Subject Areas		✓
ADAPT TEACHING TO RESPOND TO THE STRENGTH AND NEEDS OF ALL STUDENTS BY:	ESSENTIAL	DESIRABLE
Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively	✓	
Having 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 being able to use and evaluate distinctive teaching approaches to engage and support them	✓	
Having a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these	✓	

# Person specification (continued...)

Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development		✓
<b>MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT IN SPECIFIED FACULTY BY:</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements	✓	
Making use of formative and summative assessment to secure students' progress	✓	
Using relevant data to monitor progress, set targets, and plan subsequent lessons	✓	
Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback	✓	
Leading the assessing and moderating of work across the Faculty	✓	
Working with exam boards and professional organisations to ensure the most accurate and up-to-date information and practice is being used in assessing students work		✓
<b>MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	✓	
Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them	✓	
Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary	✓	
Running Faculty detentions to support colleagues	✓	
Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		✓
Looking for patterns of poor behaviour from groups of students and unpicking why this might be happening		✓
<b>FULFIL WIDER PROFESSIONAL RESPONSIBILITIES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Making a positive contribution to the wider life and ethos of the school	✓	
Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	✓	
Communicating effectively with parents with regard to students' achievements and well-being	✓	
Take responsibility for a whole school initiative	✓	
Deploying support staff effectively		✓
Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		✓

Staff, governors, parents, and pupils are *proud* of their school.

Ofsted Report, January 2024



## How to apply

If, after reading the enclosed information, you would like to apply for the post of **Faculty Leader: Science and Computer Science**, please complete the application form which can be found at:

<https://foresthill.lewisham.sch.uk/vacancies/>

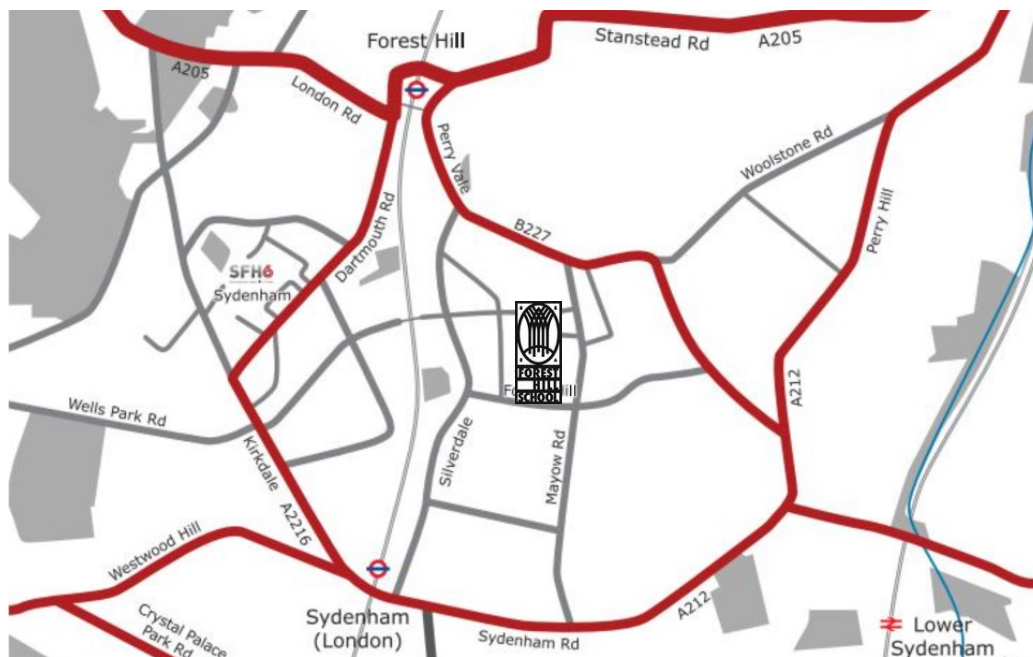
Please make sure you use the correct version – **the Teaching Staff form**. Please note we do not accept CVs.

In an effort to reduce our use of paper and resources generally, we are fully committed to the electronic management of the application process. Your

application form must therefore include appropriate contact details including a valid email address.

Please ensure your completed application form is emailed to [vacancies@foresthillschool.co.uk](mailto:vacancies@foresthillschool.co.uk) by no later than 12 noon on the advertised closing date for the post.

When a post is being advertised, we welcome pre-arranged informal visits to the school to meet with the relevant personnel – please contact us directly by phone (020 8699 9343) or use the vacancies email box for enquiries, which will be forwarded to the appropriate Faculty Leader.



Forest Hill School  
Dacres Road  
London  
SE23 2XN

T. 020 8699 9343

E. [info@foresthillschool.co.uk](mailto:info@foresthillschool.co.uk)

W. [www.foresthill.lewisham.sch.uk](http://www.foresthill.lewisham.sch.uk)

X @Forest\_HillSch  
f @foresthillschoolse23