

MAESTEG SCHOOL

Ffordd Dysgu
MAESTEG
Bridgend
CF34 0LQ



Ffordd Dysgu
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Headteacher / Pennaeth: H. Jones B.A. (Hons) N.P.Q.H.

November 2021

Dear Applicant

Teacher of Science full time – one year contract with potential to become permanent

Thank you for the interest you have shown in the above post at Maesteg School.

We are seeking to appoint an inspirational teacher of Science to join our strong, successful Science faculty. The successful candidate would be required to teach KS3 and KS4 Science. The willingness to deliver Physics at GCSE and A Level is desirable.

Maesteg School is a thriving 11-18 community comprehensive school, situated within easy access to the M4 motorway, in a brand new 'state of the art' building. We are proud of our status as a Pioneer School both for Curriculum Development and Professional Learning and continue to be committed to producing innovate practitioners who develop 'irresistible learning' opportunities for our pupils.

I look forward to receiving your application by **Monday 22nd November 2021 at 9:00am**. Should you require any further information please do not hesitate to contact the school on the above email address.

Yours sincerely

Helen Jones
Headteacher

*(The school will contact Applicants short-listed for the above post as soon as possible after the closing date. Should you not be contacted, you have been unsuccessful in your application on this occasion. However, your interest in the post and Maesteg School is much appreciated. Thank you.) **Please note:** Due to the current economic climate, the school is unable to offer any re-imbursment for travelling expenses).*

Motivated to Strive / Ysgogi i Ymdrechu





MAESTEG SCHOOL

Required for September 2022 or earlier if availability allows

TEACHER OF SCIENCE

FULL TIME – ONE YEAR CONTRACT WITH POTENTIAL TO BECOME PERMANENT

We are seeking to appoint an inspirational teacher of Science to join our strong, successful Science faculty. The successful candidate would be required to teach KS3 and KS4 Science. The willingness to deliver Physics at GCSE and A Level is desirable.

This is an excellent opportunity to join a successful and innovative 11-18 community comprehensive school in a modern 'State of the Art' building with 9 large science laboratories.

We offer an extensive NQT support programme plus continuing professional development for experienced staff.

Information via:

Email: maestegschool.maesteg@bridgend.gov.uk
*Application pack (including application form) are in Word format and will be forwarded to applicant via email, **please return via email.***

Closing date for applications: Monday 22nd November 2021 - at 9am

Applicants are requested to note that the successful candidate will be required to agree to an enhanced criminal record clearance being undertaken



YSGOL MAESTEG - SCHOOL INFORMATION

The school is situated in the Llynfi Valley, in a very pleasant rural setting, yet conveniently situated for access to the M4, Bridgend, Swansea and Cardiff. The school's catchment area serves the town of Maesteg and surrounding villages in the Llynfi Valley. The school enjoys close links with its main partner primary schools and benefits from a supportive close knit community. We are co-educational, with a pupil age range of 11-18 years. The present roll is 1120 pupils, including approximately 200 in the Sixth Form. The pupil population has a balance of boys and girls and a truly comprehensive intake. A total of 26.5 % of pupils are entitled to free school meals. This is above the national average of 17.4% for secondary school in Wales. Around 55% of the population live in the most deprived areas in Wales. Fundamental to the way we work here is in removing barriers to learning. The school currently has 67 teaching staff and a further 38 support staff that include administrators, technicians and learning support. The school is cohesive, safe and highly inclusive. We always look to recruit staff who have high expectations of all learners with a total commitment to the education and welfare of young people and who are able to provide an outstanding level of personal support. We believe outstanding teachers and outstanding support staff really do make the transformational difference in a child's life.

We currently operate mixed ability grouping in Year 7. The school has a 25 period/hour teaching week and setting throughout the curriculum. The curriculum covers the requirements of the National Curriculum and there is a clear emphasis on teaching and learning in a supportive environment. In Key stage 4, the school offers a good range of general and vocational courses, including successful provision for reducing the number of pupils leaving school with no qualifications and meeting the needs of our more able and talented pupils. The school is a member of the Bridgend Learning Network for 14-19 Pathways.

Maesteg School is committed to the concept of skills development. We have developed a curriculum in Year 7 that is focused on developing skills through cross-curricular challenges and this has gathered a lot of interest. We are committed to the vision of ensuring that this work becomes integral to the work of all faculties and underpins our approach to learning at Maesteg. With a greater understanding of the learning process and what it means to be a powerful learner, we are seeing increased self-efficacy in our pupils which will result in them maximising their potential.

The school is committed to helping everyone who works here to do their best possible work in raising standards. Colleagues are consulted on all major policy decisions and are encouraged to raise openly any matters concerned with the school's effective operations. Pupils also make a positive and significant contribution, which influences all aspects of school life.

In terms of curriculum, the school is organised into Faculties, with Directors of Learning responsible for their leadership and management. The pupil guidance system is managed by Progress Leaders. Most teaching staff are also Form Tutors. The work of the school is monitored and evaluated by the Governors, the Headteacher, Senior Managers, Directors of Learning and Progress Leaders



The review process is used to inform development planning and to maintain the school's progress. Staff provide a range of enrichment programmes and pupils participate in a wide range of community activities.

The school has a clear focus on the development of Literacy, Numeracy and ICT and has committed a substantial part of its budget to all these areas. It is expected that staff will be ICT literate and innovative with ICT in their lessons.

We want all our pupils to have the opportunity to maximise their potential. Each pupil is of equal value and has equal access to the curriculum and all 'benefits, facilities or services' offered by the school. At Maesteg School we pride ourselves on knowing and supporting every pupil. We attach great importance to educating about equal opportunities. The school curriculum covers issues of equality and challenges prejudice and stereotyping in schools and in the wider community. We foster a culture where diversity is valued and equality of opportunity is a reality.

Maesteg celebrates its 'Welshness' and identity in many ways. We are proud of our language and heritage and this commitment is to be seen in much of our work. Pupils are exposed to the Welsh language and many events are held to celebrate our history and tradition. All subjects are taught through the medium of English, apart from the subject of Welsh. All subjects use basic greetings and instructions in Welsh to develop pupils' competency. All pupils study Welsh in KS3 and KS4 unless an exemption has been implemented. English is the day to day language of communication in the school. However, staff and pupils are encouraged to use Welsh as much as possible.

Partnership is a common thread running through the school, based on mutual respect and the sharing of good practice. We are very fortunate to serve a close knit community. The school prides itself in achieving a number of externally accredited quality marks including 'Investors in Families', 'ICT Mark', 'Careers Wales Mark', 'Active Marc Cymru' and International School. The school has a strong commitment to being community focused.

This is a great opportunity to be part of a school with a moral purpose of raising self-esteem. There is a real sense of excitement and confidence in what we can achieve together.

The school has recently been awarded 'Teaching Hub' status within the Central South Consortium as part of the drive to develop school to school support. Our aim is to develop the teaching hub into a teaching school.

As part of our professional development leadership programme, there are opportunities for aspiring middle leaders to join the Extended Leadership Team (ESLT) for a year (no remuneration). All senior staff are coaches for ESLT.

'Motivated to Strive'

H Jones
Headteacher

Science Faculty

We are an improving, innovative and supportive department of 7 full-time and 2 part-time teachers including a Director of Learning, Deputy Director of Learning and Assistant Director of Learning. The Department is expertly supported by a team of 2 lab technicians, servicing 9 laboratories. We have access to a large number of computer suites across the school and, as well as being very fortunate to have our own trolley of Chrome books within the department, every classroom is equipped with a desktop PC and projector.

At Key Stage Three we remain at the forefront of whole school and national developments, adopting an Integrated Curriculum in year 7 across the school. The development of skills such as literacy, numeracy, problem solving and the ability to become resilient, independent learners are at the heart of everything we do. Students develop key skills in all the subject areas, leading to a greater coherence and transfer of these skills across the curriculum. As a forward-thinking school, exciting times lie ahead, with the further development of a ‘Challenge’ curriculum, in-line with the recommendations laid out in Professor Donaldson’s ‘Successful Futures’ review.



Students are predominantly taught by one teacher in year 7 and 8 and are taught in subjects from year 9. We have developed stimulating schemes of work which build upon KS2 and teach the Science skills and concepts required for Key Stage Three and beyond. We have excellent end of Key Stage Three results, with 94% of pupils achieving level 5 or above last year.

At Key Stage Four we offer a wide variety of courses to suit all learners in Science. We currently offer a range of the WJEC Suite of courses including the three

Separate Sciences and Single Award Applied Science. On average, at least 40 students choose to study Triple Science at GCSE.

We are a highly successful department at A Level, having very good numbers in all three subject areas, and have recently introduced Medical Science as a Level 3 Qualification. Each subject follows the WJEC specification. At A level we generally achieve excellent results and many of our students go on to take Science related courses at university.



“Hard work will always beat talent, when talent refuses to work hard”



JOB DESCRIPTION - MAIN SCALE TEACHER

Job Description Main Scale Teacher

Teaching

1. Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
3. Participate in arrangements for preparing pupils for external examinations. Whole school organisation, strategy and development
4. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
5. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
6. Under the requirement of 'Rarely Cover Arrangements', supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

7. Promote the safety and well-being of pupils.
8. Maintain good order and discipline among pupils.

Management of staff and resources

9. Direct and supervise support staff assigned to them and, where appropriate, other teachers.
10. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
11. Deploy resources delegated to them.

Professional development

12. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
13. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

14. Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

15. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Working Time/Days/Hours

16. A teacher employed full-time must be available for work for 195 days, of which:

(a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and

(b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the head teacher.

17. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

In addition to the hours a teacher is required to be available for work, as the case may be, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.
