



# Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU



## Teacher of Science Candidate Pack

# Welcome

from the Headteacher



Dear Prospective Candidate,

Thank you for your interest in the teaching post in Science at Sheldon School. This role presents an exciting opportunity for an ambitious and inspirational teacher to make a meaningful contribution to the direction, outcomes, and aspirations of our students.

Sheldon School is a standalone academy serving approximately 1,550 students, making it one of the largest secondary schools in Wiltshire. We are a co-educational 11–18 school with a thriving sixth form and a strong reputation for positive relationships, comprehensive pastoral support, and a broad, enriching curriculum. Our most recent Ofsted inspection (March 2024) judged the school to be Good in all areas.

The school is set within an attractive parkland campus on the edge of the expanding market town of Chippenham, surrounded by beautiful countryside. There are excellent transport links by road and rail to both Bristol and London. Many staff enjoy living locally, while others commute easily from Swindon, Bath, or Bristol. The school is just five minutes from Junction 17 of the M4. The local area offers a wide range of cultural and leisure opportunities, alongside comparatively affordable housing.

Since taking up the role of Headteacher in 2023, I have been immensely proud of the progress we continue to make at Sheldon. We have established strong foundations for sustained, long-term improvement, particularly in teaching and learning, and in developing a culture rooted in collaboration and high expectations. We are fortunate to have a stable and committed staff body, meaning that permanent, full-time opportunities arise infrequently with only one such vacancy in the past three years.

Sheldon School is an inclusive, forward-thinking, and supportive community. Our students are engaging, friendly, and full of character, and our staff are dedicated professionals who flourish in an environment that values both autonomy and teamwork.

We very much hope you will consider this important role. If you share our values and our commitment to excellence, we would be delighted to receive your application.



**Mr Peter Lynch**  
Headteacher



# Faculty Letter

## Science Faculty

The Science Faculty at Sheldon School is a well-established, friendly and mutually supportive team with a proven track record of excellence in both GCSE and A-level examinations.

The high standards in science have been achieved by a skilled team of teachers, supported by technicians. The science faculty aims to provide an appropriate, stimulating and challenging science education for all, giving pupils the opportunity to fulfil their potential at all stages of their progression through the curriculum. High expectations are placed on pupils, and this is matched by good working relationships, support and encouragement.

We believe that students deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our science curriculum gives students the opportunities to:

- Develop practical skills by working scientifically;
- Resolve misconceptions;
- Use problem solving skills and numeracy within scientific concepts;
- Understand the nature, processes and methods of science;
- Understand the uses and implications of science today and for the future; (careers/ external speakers)
- Accurately read and interpret technical terminology and Articulate scientific concepts clearly and precisely; (literacy)
- See connections between subject areas and become aware of the big ideas underpinning scientific knowledge and understanding and how they impact on the world around them;(science days, links with other depts)
- Develop their enthusiasm of science to progress to higher level qualifications.

### CURRICULUM

**KS3:** All students follow a broad and balanced science course based on the National Curriculum and BEST (STEM) which emphasises skills development and the teaching of science through practical and collaborative learning.

**KS4:** We follow the AQA Trilogy and Separate Science courses for GCSE Science and build on the skills developed at KS3. We also deliver a popular Child development course.

**KS5:** We currently offer A-level courses in Biology, Chemistry, Health and Social Care and Physics. The department is very flexible in the courses offered and we are constantly looking for the most appropriate courses for our students

### FACILITIES

The department is housed primarily in one level area of the school, which includes twelve well equipped and modern laboratories with an additional A level laboratory in the Sixth Form block. The department has invested heavily in ICT and is supported with a vast range of multimedia software for extended learning opportun

### ENRICHMENT

The school is committed to the enrichment of the learning experience of our pupils both within and outside the curriculum. We strongly believe in extracurricular provision and have teams competing in numerous national competitions over the year. We run a very successful Year 7 science fair, have KS3 and 4 science clubs, reptile club and Lego robotics. We also run several trips such as Christmas lectures in Oxford, Science Live and The Wild Place. Ities, four IPAD trolleys and an ICT suite. All 13 laboratories are on the school's network and have a touchscreen TV and a visualiser.

## **FACULTY**

Management of the faculty is organised through the Head of Faculty and three other staff with responsibility allowances which include KS3, KS4, Intervention and Enrichment. Other members of the faculty have non-remunerative responsibilities. All members of the faculty contribute fully to developments through all key stages, particularly advising colleagues concerning their specialist areas of science.

The team has a great mix of experienced teachers, all open to new ideas, who are very sociable and supportive of each other. We are keen to appoint a highly motivated, talented teacher to maintain and build upon our current high standards and performance. We are very proud of our results and consider teamwork to be a key feature of our success.



Darren Grainger  
Head of Science Faculty

# Our Vision



To provide high-quality education, enrichment and pastoral care that improves the life chances of all students.

- Sheldon school is a family, where high quality relationships are at the heart of everything we do. We ensure that all students feel safe and cared for.
- We aim to ensure that every student can thrive regardless of social background, academic ability or special educational need.
- We recognise that education is more than what happens in the classroom and are rightly proud of the experiences students will receive through our extra- curricular offer, trips and visits.
- We pride ourselves on having the highest expectations of all students and staff.
- We are passionate about working together with parents and our wider community to ensure success for all our pupils.
- We are kind, brave and try our best at all times.

# Our Values

## BE KIND

We are thoughtful and considerate about how we treat ourselves and others. We always have good manners and we show gratitude towards others.

## BE BRAVE

We are confident and resilient learners who contribute in lessons. We don't make excuses and we accept that we make mistakes, but we learn from them.

## BE THE BEST YOU

We give 100% each and every day to be the best we can be. We believe that success comes through hard work.



# About the Role

## Teacher of Science

Over recent years, Sheldon has invested significantly in teaching and learning, curriculum development, and faculty leadership to ensure every student experiences high-quality provision. Our whole school systems spanning pastoral care, data, SEND, and behaviour, are designed to ensure that our employees can focus on what matters most: excellent teaching, strong outcomes, and a rich educational experience for every learner.

As a teacher at Sheldon, you will be part of a collaborative and forward thinking team, working closely with all colleagues in the school including, teachers, curriculum leaders, Leadership Team and support staff to ensure students are engaged, challenged, and supported. You will play a key role in shaping the culture of your classroom and our wider community.

### What We're Looking For

- A confident classroom teacher who shares our commitment to high expectations, reflective practice, receiving and acting on feedback, and academic excellence.
- A passionate champion of teaching and learning, committed to securing excellent outcomes and fostering a love of your subject for students of all abilities.
- A confident communicator who builds strong relationships with students, colleagues, and families.
- A team player with a sense of fun – ready to get involved in whole school events like Strictly Come Sheldon or Sponge the Teacher!

While experience is valuable, we welcome applications from teachers at all stages of their teaching career. We are looking for the right person and cultural fit, not a specific level of experience.

### What We're Looking For

- Sheldon stands in an attractive parkland site on the edge of the rapidly growing market town of Chippenham, surrounded by beautiful countryside. There are good rail and road links to London. Teachers enjoy living in the town, but others find the journey from Swindon, Bath or Bristol convenient. The school is only five minutes from junction 17 on the M4. The area offers a rich diversity of cultural and leisure facilities with plenty of relatively affordable housing.
- Be part of a school that places teaching, relationships and enrichment at its core.
- Make a meaningful impact on the lives of young people through excellent teaching and wider school involvement.
- Work in a supportive environment where collaboration, care, and professional trust are central to our culture.
- Access high quality CPD and pedagogy shaped around Teach Like a Champion, with well-equipped classrooms all containing visualisers and mini whiteboards as standard in order to promote excellent learning experiences.
- Teach our respectful, friendly, and engaging students who make Sheldon a rewarding place to work.
- Enjoy practical benefits such as dedicated parking and a cycle-to-work scheme.

**If you're excited by the opportunity to join us as a teacher at Sheldon and want to make a genuine difference to our community, we would love to hear from you.**

# Job Description

## Teacher of Science

**Job Title:** Teacher of Science – full time, permanent

**Salary:** MPS/UPS

**Responsible to:** Head of Science Faculty for teaching and learning  
Head of Year for role as a form tutor

*Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure. In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.*

### Key Responsibilities

- To teach allocated groups according to the faculty/subject scheme of work and in accordance with the general methodology of the faculty/ subject area and school.
- To plan and prepare lessons to meet the needs of all learners referring to the SEND register, medical needs reports and information for disadvantaged pupils.
- To be responsible for the academic performance and behaviour of groups taught, in accordance with the stated aims of the school and faculty/ subject area.
- To undertake the duties of a form tutor (or attached staff member to a year group) as allocated by the Headteacher.
- To keep accurate records of the work covered by all teaching groups including records of homework and coursework set as part of the scheme of work.
- To keep accurate records of students' progress and prepare such assessments and reports as are required by the faculty/subject area, school or National Curriculum.
- To maintain accurate records of students' attendance at lessons and highlight any unusual absence.
- To complete the organisational tasks related to normal teaching duties.
- To liaise with, and set appropriate tasks for, Teaching Assistants allocated to groups or individuals taught.
- To undertake responsibilities appropriate to a main scale teacher within the faculty/ subject area as indicated in this job description.
- To contribute to the schemes of work and the improvement plan for the faculty/subject area.
- To carry out tasks allocated in accordance with the faculty/subject area improvement plan and meet the targets set within the faculty/subject area plan.
- To communicate and consult with parents in accordance with school policy and practice including attendance at parents' evenings and school events.
- To participate in the meetings programme of the school.
- To cover for absent colleagues when called upon, in accordance with school policy and practice within the national guidelines for workforce reform.



## Other

- To be proactive in safeguarding all pupils in line with school policies and procedures
- In addition to the specific duties listed above, ensure that the professional standards for teachers with QTS are met
- To take part in the school's staff continual professional development programme and appraisal process
- To support the aims and ethos of the school
- To comply with the school's health and safety policy
- To support the Head of Faculty/Head of Year, undertaking any other reasonable request not specified in this job description but that is commensurate with the role.

*While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.*

# Person Specification

## Teacher of Science

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>• A graduate or equivalent in a related subject</li><li>• A DfE recognised teaching qualification</li></ul>	
Knowledge, Skills and Abilities	<ul style="list-style-type: none"><li>• A thorough knowledge of the National Curriculum in your subject</li><li>• An understanding of the needs of students across the ability range</li><li>• A teacher who can inspire and enthuse students and who uses a range of teaching and learning strategies for effective delivery</li><li>• An understanding of the criteria employed in determining student progress in the subject</li><li>• An awareness of ways to raise student attainment in the subject</li><li>• The ability to use ICT to enhance learning and aid teaching</li><li>• Excellent communication skills: written and oral</li></ul>	
Experience	<ul style="list-style-type: none"><li>• Ability to successfully teach the subject up to KS4</li><li>• Experience of assessment of student progress</li></ul>	<ul style="list-style-type: none"><li>• Willingness to lead/contribute to extracurricular opportunities</li><li>• Experience of working collaboratively with other school staff to enhance learning</li></ul>
Personal Attributes	<ul style="list-style-type: none"><li>• Experience of assessment of student progress</li><li>• A passion for the subject and the ability to inspire others to share it</li><li>• A genuine desire to provide the best education for students</li><li>• A commitment to comprehensive and inclusive education</li><li>• A commitment to the highest standards of child protection</li><li>• A commitment to the aims and ethos of the School</li><li>• A commitment to excellent pastoral care</li><li>• A good manager of time who is well organised</li><li>• An ability to work collaboratively as part of a team</li><li>• Professional and personal integrity</li><li>• A recognition of the importance of personal responsibility for health and safety</li><li>• A commitment to continuous professional learning</li></ul>	

# How to Apply

Applications should be submitted directly via MyNewTerm, you can access our careers page using the following link.

<https://mynewterm.com/school/Sheldon-School/136632>

**Please note:** CVs will not be accepted. You must complete the application in full giving details of all employment, training, and gaps in employment since leaving school. Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications is it not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

## Safeguarding Statement

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation, or religion.

Please note: Any position that involves working with children requires declaration of ALL convictions/cautions regardless of whether these are deemed as spent and a DBS check will be carried out before any employment commences.

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

References will be obtained before interview at shortlisting stage and may be used in the interview process. If previous employment has included working with children, then at least one referee must be from this employment regardless of whether this is the current or most recent employment. Any gaps in employment must be detailed and an explanation provided in the relevant section.

