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Castle Newnham Application Pack

Science Teacher - Secondary





CONTENTS

1. Introduction
2. About BEST
3. About Castle Newnham
4. How to Apply
5. Job Description
6. Person Specification

www.bestacademies.org.uk



INTRODUCTION

Welcome to Castle Newnham and the Bedfordshire Schools Trust. Thank you for expressing an interest in our current vacancy.

We have collated this application pack to provide you with all the information you should need to enable you to apply for this role.

However, if you would like any further information or would like to make a visit to our academy, please contact:

Lauren Crowley

School Business & Operations Manager

cnrecruitment@bestacademies.org.uk

Tel: 01234 303403

Castle Newnham

South site – Reception-Year 4: Goldington Road, Bedford MK40 3EP

North site – Year 5-Year 11: Polhill Avenue, Bedford MK41 9DT

www.castlenewnham.school



ABOUT BEST

The Bedfordshire Schools Trust (BEST) is a multi-academy trust providing exceptional education across our community of 11 schools and five nurseries.

Since forming in 2016, we have grown significantly into one of the largest trusts in the county. We now educate 8,000 children across the area, from nursery age to advanced level study, and have over 1,000 members of staff.

It is our aim to grow the BEST in everyone, and everything we do is driven by our values. We will:

- Always put children first
- Collaborate to support and compete to challenge
- Provide community-based provision
- Have the courage to be compassionate

Our aims can only be achieved if we recruit, retain and develop the highest quality workforce – and we want those we employ to be valued in the workplace.

As a single employer, we are able to offer all our staff a fantastic range of benefits, including an excellent working environment, opportunities for career development and training, and discounts and deals that will help save you money.

Full details can be found in our BEST People staff benefits brochure, available for download from our MyNewTerm careers page, or on our website at

www.bestacademies.org.uk/jobs

The formative years of BEST have been a real success story – and we are looking forward to an exciting future, too.



ABOUT CASTLE NEWNHAM

Castle Newnham is an all-through school with approximately 1,400 pupils located in the county town of Bedford.

Its most recent Ofsted inspection saw the school's secondary provision judged as Good (April 2024). Its primary provision is awaiting its first inspection for EYFS-Year 6 (the previous Outstanding grade was given to Castle Lower School in 2013).

At Castle Newnham, ambition and care for all pupils are at the heart of everything we do. Our aim is to serve the needs of our local community for high standards and a coherent and smooth transition throughout each child's 'one journey'.

Knowing pupils throughout their time in education and close working with families is a central component of our vision.

Castle Newnham is well thought of in the community and both school sites are set relatively close to the centre of Bedford in a pleasant suburb. The South site is situated in a listed Victorian building on Goldington Road, while the North site is a short walk away on Polhill Avenue near the University of Bedfordshire, with whom we are a lead school in a very well-reputed teacher training partnership.

We hope this application pack, alongside our school website, will give you a flavour of the wide and growing range of opportunities our pupils enjoy and participate in.

Our senior leaders, teachers and support staff are a committed and dedicated team and our pupils are a source of great pride in their enthusiasm, courtesy and care for others. They demonstrate our traditional values of hard work, good behaviour and kindness on a daily basis.



HOW TO APPLY

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at www.mynewterm.com before the closing date.

Closing date: Monday 16th March 2026, 9.00am

Interview date: w/c Monday 23rd March 2026 (or sooner for suitable candidate)

Start date: September 2026

We encourage you to apply at your earliest convenience. The Trust reserves the right to interview and appoint a suitable candidate before the closing date.

BEST is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

ECTs are welcome to apply and would be well suited to this post. We have excellent links with the University of Bedfordshire and a comprehensive support package.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

Strictly no agencies.

We look forward to receiving your application.



JOB DESCRIPTION

Post	Science Teacher (Secondary)
Responsible to	Head of Science
Grade	ECT / MPS
Key relationships	Senior Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; professional associations and networks
Location	Castle Newnham – North site (Polhill Avenue)
Working pattern	Full-time as described in the School Teachers' Pay and Conditions Document.
Disclosure level	Enhanced.
Job purpose	To teach in your appointed subject area and to ensure that the standards of teaching and learning in the secondary Science department are high by being at the cutting edge of development in your subject, modelling and sharing good practice. To develop the school as a centre for excellence for your chosen subject. To be a form tutor for an identified group of pupils with responsibility for their pastoral care and well-being.

Responsibilities



Teaching, learning and assessment:

- Set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work based on a sound knowledge of their prior attainment;
- Work collaboratively as part of a subject or phase team to plan consistent and effective sequences of lessons and associated resources;
- Set and mark work for pupils absent from school for health or disciplinary reasons;
- Set and make clear high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with school strategies;
- Ensure positive relationships with pupils based on warmth and respect;
- Follow the behaviour policy in monitoring, recording and acting to improve any incidents of poor behaviour;
- Deliver teaching which develops the skills and knowledge required in order to succeed in the subject area(s);
- Provide regular guidance to pupils on the work they have done and how to improve it in accordance with school policy on feedback and marking;
- Attend the appropriate parents' evenings to keep parents informed about the progress of their child;
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and Disabilities (SEND) as well as school practice in this area and contribute to / make use of appropriate documentation;
- Support all pupils to achieve regardless of their SEND or stage of learning English or home disadvantage;
- Work in collaboration with support staff attached to any teaching group;
- Set clear targets for pupils' learning building on and ensuring mastery of knowledge and skills;
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources;
- Set and monitor pupils' homework providing constructive oral and written feedback;



- Secure progress towards challenging pupil targets. Praise effort and improvement and acknowledge achievement using guidance from the school;
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their understanding to real-life examples.

Care and guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of pupils as is required by the school, including tutor, pupil, interviews and coaching and mentoring;
- Be the first point of contact for parents of this group;
- Monitor the social, personal, academic and vocational progress of individuals in their designated group;
- Be prepared to undertake responsibility as required for the delivery of the PSHE programme;
- Promote good attendance and monitor in accordance with the school's attendance policy;
- Understand the need to liaise with partner professionals responsible for pupils' welfare, care and guidance.

Professional standards

- Support the ethos, vision, principles and values of the school;
- Treat colleagues, pupils and all members of the community, with respect and consideration;
- Treat all pupils fairly, consistently and without prejudice;
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance;
- Support the aims of the school through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities);
- Support the ethos of the school by upholding the behaviour policy, uniform rules, etc;



- Take responsibility for own professional development and participate in arrangements as adopted by the school for the assessment of own performance and that of colleagues;
- Reflect on own practice as well as the practices of the school with the aim of achieving excellence in every area of our work;
- Read and adhere to the various policies of the school and implement school improvement plans;
- Participate in the development and management of the school by attending various team and staff meetings;
- Ensure that all deadlines are met as published in the school calendar;
- Be proactive and take responsibility for matters relating to health and safety;
- Promote lifelong learning and promote enrichment and extension activities within the school;
- Participate actively in the review and setting of appraisal objectives agreed annually;
- Support and contribute, as required, to the school's programme for Initial Teacher Training and to the programme of teaching and learning briefings.

Knowledge and understanding

- Have a secure knowledge and understanding of a specialised subject(s) or phase, including subject knowledge and sound knowledge of GCSE courses and assessment arrangements;
- Cope securely with subject-related questions which pupils or parents raise and know about pupils' common misconceptions and mistakes as related to the specialised subject.
- Understand progression in the specialised subject(s) or phase;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Demonstrate a clear and well thought-out understanding of current educational issues, theory and practice;



Safeguarding children

Castle Newnham is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

General

The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Terms and Conditions.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description and person specification may be renegotiated if changing circumstances arise.

Please note, while every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the line manager/Head teacher to undertake work of a similar level that is not specified in this job description.



PERSON SPECIFICATION

Job Title: Science Teacher (Secondary)

Attributes	Essential	Desirable
Education and Qualifications	Degree in the subject(s) taught QTS	Evidence of Professional Development Additional qualifications such as first aid or Duke of Edinburgh
Experience	Successful teaching in a school setting either on teaching practice or as part of current/previous employment	Experience of working with children across the whole secondary age and attainment range. Experience of teaching to GCSE level.
Teaching and Learning	<p>Knowledge of effective teaching and learning strategies</p> <p>Good understanding of how children learn</p> <p>High expectations of pupil outcomes and behaviour</p> <p>Ability to adapt teaching to meet pupils' needs</p> <p>Ability to build effective working relationships with pupils</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Ability to effectively deploy support staff</p> <p>Knowledge of effective assessment strategies</p> <p>Knowledge of CLEAPSS and how to minimise risks in science practicals</p>	<p>Understanding of the need for personalisation in the curriculum</p> <p>Ability to teach outside of the particular subject area as required</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Commitment to innovation and change based upon sound evidence</p> <p>Commitment to sharing good practice at a department and school level</p>
Philosophy	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>High expectations for children's attainment and progress</p>	<p>Enthusiasm for school improvement</p> <p>Totally inclusive philosophy</p>



Other factors, skills and knowledge	<p>Ability to work under pressure and prioritise effectively</p> <p>Good communication skills</p> <p>Resilient, reliable, well-motivated, hard working</p> <p>Ability to listen and act upon advice</p> <p>A positive, enthusiastic approach</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p>	<p>Recent mentoring experience</p>
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We are committed to the safeguarding and promotion of children's welfare and offers of employment are subject to DBS clearance

