

**Moorlands**  
Learning Trust



**Nidderdale High School**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**Teacher of Science  
(Physics or Biology)**

**0.5 FTE**

**MPS/UPS**

**September 2026**

**REQUIRED FROM SEPTEMBER 2026**  
**TEACHER OF SCIENCE (Physics or Biology)**  
**0.5 FTE ESTABLISHED POST (MPS / UPS)**

Dear Applicant

Thank you for your interest in the post of Teacher of Science. The successful candidate will be an outstanding teacher who can demonstrate the ability to teach Science across the age and ability range up to and including GCSE.

You are applying to the school at a very exciting time in its development. We are developing an innovative curriculum in support of academic achievement and wellbeing. Our reputation in the local community is strong and the school continues to grow in size.

We joined Moorlands Learning Trust in September 2023. This is an exciting opportunity to work closely with partner schools already part of the Moorlands Learning Trust and the Red Kite Alliance, to access further curriculum development, professional development and career progression opportunities.

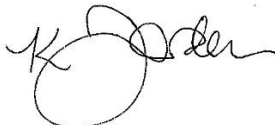
We would welcome an application from an enthusiastic, motivated, dynamic and inspirational Teacher of Science who would be able to bring a vibrant approach to teaching which would draw together active participation, independent learning and enjoyment for all students, ultimately helping them achieve and attain the highest possible levels. The school's motto of "Achievement for all" is very important to us.

Should you wish to apply for this post would you please complete the application form and ensure your Supporting Statement explains:

- How you inspire and engage students to make excellent progress
- Your experience, qualities and skills which make you suitable for the post

Should you require any other information about this post, please feel free to contact the school. We wish you every success in your application.

Yours sincerely



**Kath Jordan**  
Headteacher

### **Area of Learning Information**

<b>Area of Learning:</b>	Science
<b>Subjects:</b>	Biology, Chemistry, Physics
<b>Faculty Leader:</b>	Ms M Carpenter (Teacher of Biology/Chemistry)
<b>Teachers:</b>	Dr M Johnson (Teacher of Chemistry) Mrs Elly Hajjawi (Teacher of Biology/Chemistry) Vacancy (Teacher of Science)  Mrs M Jauncey (Science Technician)

Students at Key Stage 3 study science for 6 or 7 hours across our two-week timetable. From Year 7 they study this as Biology, Chemistry and Physics; by Year 9 they have a different teacher for each discipline.

At Key 4 students work towards either 3 separate GCSEs in Biology, Chemistry and Physics across 11 hours per fortnight or Combined Science GCSE for 9 hours per fortnight. The AQA specifications are followed for both courses.

Students perform well at GCSE, especially those following the Separate Science course, which is popular with students.

There are three well equipped specialist science laboratories shared by two full time and two part time members of staff. The teaching team are well supported in preparing for experiments and other science activities by a very experienced science technician. In addition to specialist science equipment, all laboratories are equipped with an interactive whiteboard and access to student laptops.

Members of the science team are also keen to promote science beyond the classroom. Students benefit from science related university trips and other STEM activities.

## **Job Description - Subject Teacher**

**Overall responsibilities:** To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

### **Summary of core duties:**

#### **Planning**

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching.
- To plan for opportunities to model excellence in your subject through analogies, explanations, and demonstrations.
- To plan tasks that embed and reinforce learning, allowing opportunities to practice until learning is fluent and secure.
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching.
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy, and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the School and Areas of Learning Development Plan and its implementation

#### **Teaching and Learning**

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs.
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning.
- To employ a variety of strategies to motivate, support and engage students.
- To use questioning and dialogue to promote deep thinking amongst learners.
- To set high-quality homework that encourages independent learning and consolidates prior learning.
- To support students with how to learn.
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways.

#### **Assessment for Learning/ Responsive Teaching**

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress.
- To ensure regular, high-quality, and diagnostic assessment to evidence learning
- To give students actionable verbal and written feedback to guide their learning.
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them.
- To help students plan, regulate, and monitor their own learning.
- To use data for future planning, support, and intervention
- To maintain appropriate records to demonstrate student progress.
- To contribute to requests for progress updates and written annual reports and references

## **Classroom Management**

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning.
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs.
- To establish fair, respectful, trusting, supportive and constructive relationships
- To promote a positive climate of student-student relationships based on cooperation, respect, and care so that all can learn effectively.
- To have high expectations for all
- To implement the Behaviour Policy consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies.
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines.
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required.

## **Enrichment**

- To commit to the department/curriculum programme of extra-curricular and enrichment opportunities and visits.
- To contribute to other enrichment opportunities across school within year groups as required

## **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative.
- To reflect on your practice and constantly strive to improve, using research, pedagogy, and your knowledge of the students.
- To commit to the school's CPD programme
- To contribute, as appropriate, to the selection, appointment, and induction of new staff, including ITT students and ECTs

## **Quality Assurance**

- To contribute to the school's self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities

## **Professional Standards**

- To meet the DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values, and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of schoolwork.
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

## **VARIATION IN ROLE**

Due to the structure of Nidderdale High School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

## **Recruitment and Selection Policy Statement**

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Person Specification - Teacher of Science**

<b>Qualification and Training</b>	<b>Essential / Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
<b>Experience</b>	<b>Essential / Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Successful experience of teaching Science	E	Application and selection process
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors, and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
<b>Knowledge, Skills, and Abilities</b>	<b>Essential / Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> A passion for teaching Science across Key Stage 3 and 4	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation, or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care, and conduct	E	

Values	Essential / Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities, and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors, and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness, and support	E	
Personal Qualities	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents, and students, with Governors, partners, and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience, and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context	E	
Circumstances - Personal	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

**Agreed by:**

**Post Holder:**

Print name ..... Signature.....

**Line Manager:**

Print Name ..... Signature .....

**Date:** .....