



APPOINTMENT INFORMATION PACK



COOMBE
BOYS' SCHOOL

Mainscale Teacher of
Science (part-time)



Welcome To Coombe Boys' School

At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

We believe that it is essential that school is a challenging, inspirational and transformational experience. We also believe that it must provide a moral framework for learners to live their lives by and that students perform to their best abilities when they feel supported, confident and happy.

We are enormously proud of our academic, sporting and cultural successes, however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school. Our successes have been recognised by the Department for Education who are funding a rebuilding programme for the school, which commenced in February 2025. This will provide us with brand new facilities giving staff and pupils a modern and sustainable environment in which to thrive.

Thank you for taking the time to look at the information relating to this post. Please do contact the school if you have any queries or would like a tour of the school.

Kind regards,

David Smith
Headteacher





Our Vision

Coombe Boys' School, is a community of learners that embraces innovation and inclusivity in teaching, leading to academic excellence and a world of opportunity for all. We strive to foster a culture of creativity and critical thinking that empowers our students to become confident lifelong learners and responsible global citizens. Our commitment to providing a diverse and inclusive learning environment ensures that every student is heard, recognised as an individual and feels valued and respected. The focus on academic excellence prepares students for success in an ever changing world. Our goal is to inspire our students to think beyond the classroom and to explore the endless possibilities that lie ahead, so that they may confidently shape their own futures and make a positive impact on the world.

Coombe prepares each student for their World of Opportunity by:

- **Delivering excellence** through innovative teaching that is inspirational and brings an ambitious, broad and inclusive curriculum to life. It engages every learner in their Coombe journey offering a transformational and challenging experience.
- **Driving ambition** by fostering a culture of creativity that develops all members of our community to be confident learners who are happy, resilient, embrace challenge and are excited by their own potential to shape the future.
- **Developing integrity** through a diverse and equitable community where every person is heard, recognised as an individual and feels valued and respected. Our shared purpose promotes exemplary behaviour, outstanding and supportive relationships between all above all, ensuring kindness permeates every day life.



The Science Department

The department consists of an enthusiastic team of eight teachers working in well-resourced laboratories. The department is well equipped in terms of apparatus and textbooks and enjoys the capable help of two technicians. The Science team have been developing innovative teaching and learning strategies incorporating cutting edge technology teaching to help enhance teaching and learning. This includes individual chromebooks for every student. The department and school believe strongly in working collaboratively, sharing ideas and supporting each other to achieve the very best for every member of the Coombe community.

At Key Stage 3 the curriculum is currently delivered in a spiral format which links into KS4. In Years 7 and 8 Science is delivered in specialism with three separate teachers. In Year 9 students embark on the AQA GCSE course and are taught by three specialist science teachers.

At Key Stage 4 most students follow the AQA GCSE Trilogy course and have 10 lessons of Science per timetable cycle. Approximately 60 students follow the Single (Triple) Science route and have 12 lessons per timetable cycle. Subject specialists deliver the Separate Science Award Course.

At Key Stage 5 students are taught the Extended BTEC Level 3 Applied Science course. The course covers many of the same aspects of Science as A Level courses and develops fundamental knowledge and understanding of biology (cell function and human physiology), chemistry (preparation and analysis of useful compounds), and physics (using energy transfers), but emphasises the skills needed to work competently and safely in a modern laboratory. Results in the department for this course are amongst some of the best in the country.

Through our Trust and our close links with our feeder Primary Schools, STEM days and Science taster sessions are run annually for primary aged students. Alongside this, the department works with Kingston University to enrich and 'bring to life' some aspects of the curriculum at KS4.

A range of extra-curricular activities are run that include: revision classes; Science Week activities, KS3 Science Club, Science challenge events and Science trips.



The Role

Job Description: Main Scale Teacher

Department or area: Science

Responsible to:

- Refer to school organisational structure.

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- Refer to school organisational structure.
- Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.

Purpose of the post:

- To facilitate and encourage learning which enables students to achieve high standards.
- To share and support the corporate responsibility for the well-being, education and discipline of all students.

Professional Values and Practice:

- Teachers at Coombe demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- Demonstrate and promote the positive values and attitudes they expect from their pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this.
- Contribute to, and share responsibility in, the corporate life of the school; understand the contribution that support staff and other professionals make to teaching and learning.
- Able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence.
- Are motivated and able to take increasing responsibility for their own professional development.
- Aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Main Responsibilities:

Results, Achievements, Standards

- Maintain an up to date knowledge of the professional duties of teachers and the statutory framework in which they work.
- Set challenging and relevant teaching and learning objectives based on knowledge of pupils, their achievements and expected standards, using local and national comparative data.
- Set clear targets for improvement of pupils' achievements, monitor pupils' progress toward those targets.
- Meet the requirements of examination regulations and other forms of assessment as determined by school policy.
- Carry out assessment programmes (reports, tracking grades) as agreed by school.
- Contribute to the corporate life of the school through effective participation in appropriate processes and management systems.

Teaching and Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Teach well-organised lessons, informed by a sound and secure base of subject knowledge.
- Use objectives to plan lessons and sequence of lessons
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Identify pupils with SEN and implement IEPs.
- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve own planning and teaching.
- Mark and monitor pupils' class and homework providing constructive, oral and written feedback to support pupils as they learn.
- Assess pupils' progress accurately using appropriate criteria and provide constructive, formative and summative feedback.
- Record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time.
- Use this information to help pupils review their own progress and to inform planning.
- Use records as a basis for reporting on pupils' attainment and progress orally and in writing for a range of audiences.
- Identify and implement a range of suitable opportunities for pupils to develop their literacy, numeracy and ICT skills.



Student Development and Well Being

- Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Deal with inappropriate behaviour in the context of the school's behaviour policy.
- Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.

Relationships with Parents, Schools and Community

- Plan opportunities for pupils to learn in out of school contexts.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.
- Contribute to the extra-curricula programme according to the needs of the school and personal interests

Learning and Growth

- Demonstrate a commitment to reflect on and improve own practice and take progressively increasing responsibility for identifying and meeting own CPD needs.

School Development Plan Focus:

- Support any school initiatives arising from school development plan.

Appraisal:

- Participate in any arrangements within an agreed national framework for the appraisal of performance.

Key Internal Relationships:

- Head of Department, support staff.

Key External Relationships:

- Parents and local community.



Resource Responsibilities:

- Select and prepare resources and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural background, with the help of support staff where appropriate.

Budget Responsibilities:

- N/A

Health & Safety:

- Maintaining good order and discipline among pupils and safeguarding their health and safety both when authorised to be on school premises and when they are engaged in authorised school activities elsewhere. Have due regard to health & safety in school & Implement school policies relating to health and safety.

Terms of Employment

Time
The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy. Coombe Boys' School has a local agreement regarding cover.

Undertaking other duties as may reasonably be expected
NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work
The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: _____

Date: ____ / ____ / ____





The Person

Job Description: Main Scale Teacher

The following comprises the qualifications, personal qualities, skills and experience required to fulfil the duties as outlined in the job description.

Qualifications and Experience

- Qualified Teacher Status (PGCE or equivalent qualification)
- A good degree in a relevant subject area.
- Have a sound subject knowledge including up to date understanding of changes at KS3, KS4 and KS5.
- Able to identify strengths and weaknesses in both staff and pupils and act appropriately.
- Have contributed to the organisation and delivery of syllabuses as effective schemes of work.
- Have contributed to good examination results in your classes.
- Up to date with latest policies and strategies and initiatives.

Personal Qualities and Skills

- Places the learner at the centre of everything they do.
- A strong classroom practitioner with the ability to develop these skills in others.
- To be able to work effectively as a member of a team.
- A calm and approachable disposition when dealing with students and staff.
- Well organised and efficient; keeping to deadlines and encouraging others to do so.
- Willingness to learn to effectively use Google classroom and related systems.
- High personal standards and the ability to motivate others to sustain those standards.
- A vision of the developments you would like to see in your subject in the future.
- Able to provide a stimulating learning environment.
- An understanding of the role that the department should play in the aims and ethos of the whole school.



Our Future

We have embarked on a multi-million pound rebuild project which will dramatically change the school and give us the most up to date facilities in the local area. The whole process is expected to take 3.5 years, and the end result will be a modern, welcoming, sustainable school which will transform the learning environment for students and staff.

Building work is currently focused on the new Sports and Performing Arts block, and when that is complete, work will begin on the main teaching building. The new buildings will give us improved department organisation and increased usable outdoor space.

Take a look at our new build [Fly Through](#) to see more.

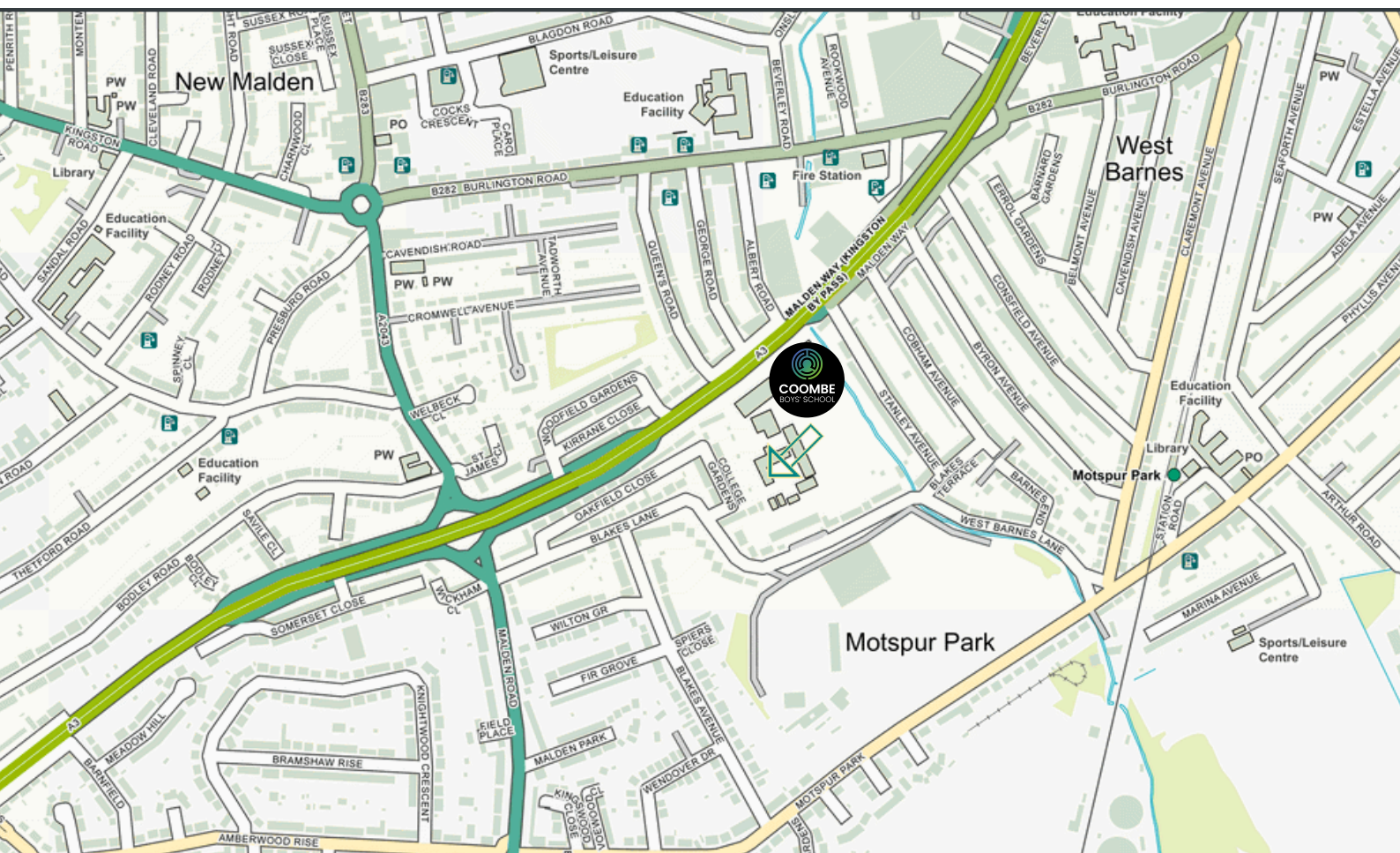


Our Location

We are fortunate to be located in an area with excellent transport links, whether you are travelling by public transport or by car.

If driving, Coombe Boys' School can be found just off the A3 at the New Malden roundabout. We have staff parking on site.

When travelling by public transport we are located on a number of bus routes, and our closest train station is Motspur Park which gives direct access to Wimbledon (6 minutes) and Waterloo (25 minutes).



Closest Train Station: Motspur Park (12 minute walk), New Malden (22 minute walk)

Bus Routes Close By: 213 (Sutton to Kingston), K1 (New Malden to Kingston via Tolworth & Surbiton), K5 (Kingston to Morden), 131 (Kingston to Tooting), SL7 (Croydon to Heathrow, and more).

Coombe Boys' School, College Gardens, New Malden, KT3 6NU



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www.coombeboysschool.org



COOMBE
SIXTH FORM



Coombe
Academy Trust