

The Science Faculty

The Science Faculty is a thriving and successful department that consistently achieves outstanding results across all Key Stages. In 2025, we had an impressive GCSE Science pass rate of 92.4% for the combined science course, with 38.0% of students achieving grades 9-7. Our GCSE biologists achieved an impressive 95.8% in grades 9-7, chemists 97.9%, and physicists 95.7%. Additionally, all triple science students earned a 100% pass rate with grades 9-6. Approximately 23% of our Year 11 students are enrolled in the triple science course, comprising two classes.

Faculty Staffing

The Science Faculty is supported by a dedicated team of 10 full-time and 3 part-time specialist science teachers, including 5 biologists, 4 chemists, and 4 physicists. Our team is further complemented by 4 technicians who assist in various capacities. We foster a collaborative environment, sharing resources and supporting each other, and take pride in our CPD programme which enhances our teaching and learning.

Faculty Accommodation

Our Science Faculty has nine recently refurbished laboratories, each equipped with whiteboards and projectors. We also have a computer room to enhance learning experiences. All labs are well-stocked with both general and specialist equipment, and we provide two science offices where staff can work independently as well as a central meeting area for collaboration.

Science Teaching

In Key Stage 3, students engage in a comprehensive in-house program of study that is fully resourced and supported by structured schemes of work. Year 7 students are taught in mixed ability groups, while Year 8 students are organized into ability groups. Typically, a single teacher leads these groups, while each topic highlights themes from Biology, Chemistry, and Physics. Regular assessments are conducted throughout the year, and students may move between sets at the end of the academic year. We begin preparing students for GCSEs at the start of Year 9, where they are taught separate sciences by three subject specialists.

For GCSEs, we follow the OCR Gateway Science course, which is tailored to align with individual student strengths. Around 23% of our Year 11 cohort follows the triple science route, while others complete the Combined Science course. All three sciences are taught by subject specialists in our GCSE programs. All science subjects have high enrolment rates at A level. We offer three A level courses—Biology, Chemistry, and Physics—following OCR specifications. Currently, over 80 students are studying A level Biology and Chemistry, with more than 35 enrolled in Physics.

Extra-Curricular Activities

The Science Faculty offers a vibrant science club for Year 7 and Year 8 students and organises House events that involve a variety of activities. We also enter KS5 students in Olympiad competitions for Biology, Chemistry, and Physics, where we have achieved notable success, regularly winning Gold, Silver, and Bronze medals. KS4 students actively participate in Biology, Chemistry, and Physics Challenge competitions.

We provide several off-site activities for our students, including:

- KS5 Biologists can participate in field courses and zoo trips.
- Year 7 visits to the Winchester Science Museum.
- Year 10 trips to Oxford University and its museums.
- Year 10 GCSE live lectures.
- Space career workshops.

Additionally, we organize various enrichment activities, such as inviting scientists from the 'Speakers for Schools' scheme and arranging visits to local universities, along with participation in Stemnet activities. To support our students in their UCAS applications in the science field, we offer an early entry structured program. Our science prefects play a vital role within the department by running assemblies and providing science support drop-in sessions.

THE HOLT SCHOOL

JOB DESCRIPTION



| | | | |
|--------------------------|--------------------|-------------------------|----------------|
| Job Title: | Teacher of Science | Name: | |
| Reports to: | Head of Department | Issued/Reviewed: | September 2026 |
| Pay Scale: | | FTE | 1.0 |
| Employment Status | Permanent | | |
| Allowance: | | | |

To be line managed by:

1. **Teaching and Learning:** (43/50 teaching periods)

- To promote confidence and resilience through stoicism, humility and gratitude at all times.
- To be responsible for planning lessons using the principles of The Holt Pedagogy (Quality First Teaching) and delivery and assessment of differentiated, challenging lessons
- To follow The Holt procedures
- To prepare students for external/internal exams and qualifications; ensuring exam board requirements are met
- To be involved in the setting/marking of home learning , assignments and/or NEAs in line with department/faculty policy using Teams and Sims.
- To provide accurate, developmental feedback to students and ensure there is an opportunity for feedback and improvement time (FIT)
- Communicate effectively with parents through reports, reviews; parents consultation evenings, with pastoral team including tutors/ and with HoD/HoF
- To take all reasonable steps to ensure the safety of students and report any concerns / disclosures at the first opportunity
- To foster positive relationships with students in your classes
- To monitor attendance.
- To support HoYs and the SENCO by completing requests for information and commentary for students who are "on report", for 'round robins' or for SEN annual reviews or exam concessions assessments.
- To recognise hard work, effort and positive learning behaviour using the school policies.
- To use the school's B4L policy to maintain the highest standards of behaviour at all times

2. **Additional Responsibilities - Optional**

3. **Pastoral Support**

- To be a form tutor and foster a positive relationship with students
- To communicate with the Head of Year and Student Support
- To take the register and refer any students for whom you have concerns over attendance and punctuality.
- To ensure Daily Briefing is available to students and pass on all information/letters as required
- To ensure that the registration activities follow the timetable set by the Head of Year including TftW.
- To provide written reports on personal, social and academic progress as requested
- To monitor academic performance using the information provided from termly reviews with special attention to those with EAL, SEN, MA and disadvantaged/vulnerable students.
- To encourage students' involvement in extracurricular activities and support House activities as appropriate

4. Professional Development

- To actively engage in the Performance Management process
- To participate in CPD activities in school
- To pursue own interests and development by keeping up to date with subject knowledge and teaching methods.

5. Life of School

- To support the ethos of the school through the Mission Statement
- To comply with the School's Health and Safety Policy
- To carry out duties as published
- To attend meetings within the directed time.

This job description is not intended to be a comprehensive definition of the post and will additionally include any task which the Co-Headteachers may reasonably require the post holder to complete as part of the role. It will be reviewed annually and may be subject to modification or amendment after consultation

Signed: Date:
Post Holder

Signed: Date:
Co-Headteacher

| Person Specification: Classroom Teacher | Essential | Desirable |
|--|------------------|------------------|
| Education and Experience | | |
| Good honours degree | ✓ | |
| Qualified Teacher Status | ✓ | |
| Experience of teaching 6 th Form | ✓ | |
| Record of continuing professional development | | ✓ |

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| Knowledge | | |
| Good subject knowledge and passion for subject | ✓ | |
| Knowledge of National Curriculum and initiatives | | ✓ |
| Good knowledge of pedagogy | ✓ | |
| Knowledge of effective assessment strategies | ✓ | |
| Knowledge of how to use data for target setting | | ✓ |

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| Skills | | |
| Good classroom practitioner using effective behaviour management | ✓ | |
| Ability to inspire and motivate students | ✓ | |
| Creativity, energy and enthusiasm | ✓ | |
| Flexible and adaptable | ✓ | |
| Excellent relationships with students and colleagues | ✓ | |
| Good communication; orally and written | ✓ | |
| Good IT skills | | ✓ |

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| Committed to: | | |
| Promoting and safeguarding the welfare of students | ✓ | |
| Inclusion and a positive “can do” approach | ✓ | |
| Flexible working practice, willing to go the “extra mile” | | ✓ |
| Raising the profile of your subject within the school and community | ✓ | |
| CPSD (continuing professional self-development) | | ✓ |