



'Weaverham High School is a wonderful place to learn' OFSTED 2020

Weaverham High School is a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We celebrate uniqueness and see individuals. We understand that our pupils have hopes and dreams, challenges and barriers and it our privilege to celebrate their worth and their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world.

Our staff work tirelessly to ensure individual barriers are overcome and pupils are challenged and supported in equal measure.

We nurture talent, ability and ambition with energy, creativity, determination, relentless kindness and high expectations.

"Be the best version of you"



Teacher of Science (Biology) Full Time

We wish to appoint a highly motivated and inspirational Science teacher.

Start date: 1st September 2026

Salary: Pay scale (M1-UPS3)

How to apply

For further information email jobs@weaverhamhighschool.com
or see school website www.weaverhamhighschool.com

Please complete the school application found on mynewterm <https://mynewterm.com/school/Weaverham-High-School/149614> as fully as possible and explain any gaps in your employment history. We place the highest priority on keeping our children safe. Applicants will be subject to stringent vetting processes, including online searches for shortlisted candidate. The successful applicant will require an enhanced Disclosure and Barring Service check. Please note it is the practice of the governing body to take up references of all longlisted candidates. If this presents a problem please make this clear in your application.

Closing date 9am 15th May 2026 ***Applications may close before the deadline, so please apply early to avoid disappointment***

Science Department 2025/26

Staffing

The permanent members of the department comprise:

Rachel Spencer	(Head of Science i/c Chemistry)
Christopher Gallivan	(Teacher of Science i/c KS3 and Biology)
Georgina Wood	(Teacher of Science)
Adele Horner	(Teacher of Science and Professional Learning Coordinator)
Joe Allcock	(Teacher of Science)
Rebecca Gate	(Teacher of Science)
Jeffrey Jones	(Teacher of Science i/c Physics)
Paula Boomer	(Teacher of Science)
Emily Woods	(Teacher of Science i/c KS4)
Rachel Pulford	(Teacher of Science)
Karen Hogarth	(Laboratory Technician)
Hazel Geary	(Laboratory Technician)

Facilities:

Science Block

This building comprises 9 laboratories, chemical/book/equipment stores, preparation room and staff room. All laboratories are equipped with fifteen sets of standard apparatus, a PC and an interactive whiteboard. The science department has a wide range of equipment and resources from 30 Chromebooks to a well stocked preparation room.

Curriculum, assessment and examinations

We believe that all pupils, irrespective of ability, are entitled to a broad and balanced science education, which not only meets the requirements of the National Curriculum but also seeks to ensure that each individual achieves their potential and becomes the best version of themselves. We favour a 'hands on' experiential and pupil-centred approach to lessons that seeks to develop practical and investigative skills as well as imparting scientific knowledge and understanding.

Key Stage 3: Years 7-9

Pupils have between 7 and 8 periods of science every two weeks. All pupils follow schemes of learning that have been written by the Science department. The schemes incorporate new approaches to learning and assessing progress and is tailored to build on knowledge and skills to ensure pupils are ready for GCSEs and beyond.

All pupils follow the same basic content, but its delivery is tailored to the needs of the pupils in the class. This strategy not only enables the Science department to be able to continue to provide excellent learning experiences that challenge our most able children, but also permits pupils of more modest ability to achieve success. Specialist support staffing is used in addition to the subject teacher to assist pupils with particular learning difficulties.

The progress of each individual pupil is assessed by end of topic key marked pieces and termly common knowledge tests and by annual examination. A lot more use is made of ongoing assessment within lessons.

Key Stage 4: Years 10 –11

In Key Stage 4 all pupils do science for at least 20% of the curriculum time, 9 periods per cycle. Single science pupils complete an additional 5 periods over 2 weeks.

Apart from those opting for Separate Science who follow AQA GCSE single Sciences, Pupils follow AQA Trilogy. All pupils are taught in ability groups and are taught by subject specialists.

The Post

You will enjoy an excellent level of support from colleagues who have a wide range of knowledge, experience and expertise. You will have opportunities for personal development through an extensive CPD programme both in science and whole school.

I hope you are excited by this post and the potential for development it offers. If you do have any further questions regarding the post, please do not hesitate to contact me either by telephone 01606 855926 or via email jobs@weaverhamhighschool.com

Clare Morgan

Headteacher

Weaverham High School
Teacher of Science

Person Specification

Attribute	Essential	Desirable	How Measured
Qualifications	Degree or equivalent Teaching Qualification.	Science as main element.	Application form.
Teaching Experience	Successful teaching experience in a school	Success at 2 or more schools	Application form, references.
Knowledge and Skills	Fully conversant with Science in National Curriculum and implications for classroom management, planning and practice at KS3. Fully conversant with GCSE requirements and implications for classroom management, planning and practice at KS4.	Knowledge of how Science relates to other areas of the curriculum including literacy, Work Related Learning and PHSE. Knowledge of the KS3 strategy for Science	Application, interview, references.
Knowledge and Skills	An understanding of what constitutes good Science teaching.		Application, interview.
Personal Qualities	Ability to enthuse and inspire young people to produce Science to the highest standards across a broad subject range.		Interview, references.
	Good classroom management skills.	Excellent classroom management skills.	Application, interview.
	Ability to work hard under pressure.		Interview, references.
	Strong and clear oral and written communication skills.		Application, interview.
	A sense of humour!		Interview.
Extra Curricular Activities	Commitment to extra curricular activity.	Evidence of participation in extra-curricular activities.	Application, interview, references.
Personal Development	A commitment to development of personal skill level.	Evidence of ongoing training.	Application, interview, references.
Other Personal Qualities	Understanding of the role of the form tutor.	Experience of being a form tutor. Experience of teaching PSHE	Application, interview, references.