



Additional Information: Teacher of Chemistry or Physics Required for September 2022

A dynamic, inspiring, creative and well-qualified graduate is required to join our dedicated Science department from September 2022 to teach Chemistry or Physics up to and including A-Level. We have one position available and can be flexible as we have staff within the school who can teach across departments. The appointed candidate will be expected to make an energetic contribution to the intellectual and imaginative life of the department. This post would suit an established teacher, an EQT or a recent graduate looking to move into teaching. We are also experienced in providing opportunities for graduates to gain their QTS and have an outstanding track record in this regard of training excellent practitioners.

Every new member of staff is assigned a mentor and the full statutory ECT induction programme is available for teachers new to the profession. Blundell's School is a regional training centre for ECTs in the independent sector.

Blundell's School

Blundell's is committed to academic excellence enabling pupils to realise their full potential. It has been consistently praised for adding considerable value to its broad intake of pupils. In recent years, academic results have seen steady improvement and there is a strong commitment to continuing and indeed accelerating this pleasing development. For more information about the school, visit the website: www.blundells.org

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. The post-holder's responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact will be to adhere to and ensure compliance with Blundell's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in Blundell's, they must report any concerns to the Designated Safeguarding Lead.

History

Blundell's has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys' school in his home town to 'maintain sound learning and true religion'. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell's executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

The 21st Century School

Blundell's is an independent co-educational day and boarding school for ages 11 to 18. There are around 600 pupils on the roll the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive 'can-do' attitude. The main finding of the 2019 Independent Schools Inspectorate report was that the quality of our pupils' academic and other achievements is "excellent" and the quality of our pupils' personal development is also "excellent". It also noted that "Pupils throughout the school demonstrate strong development of self-confidence and self-awareness, at levels appropriate to or, for many, beyond their age. Pupils showed their justifiable pride in their own and in others' achievements, without appearing in the least arrogant or excessively competitive."

The School's Aims and Values

Blundell's aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School's founder Peter Blundell and expressed in the School's long-held belief: 'There are two gifts we can give our children, the first is roots and the second is wings'

Roots

- To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
- To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell's community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
- To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

Wings

- To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
- To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

The Science Department

Science is taught as separate subjects from Year 7 upwards, and each science has its own Head of Department and dedicated full time technician. Each department follows schemes of work that provide exciting, stimulating courses which make a significant contribution to cross curricula themes. Numbers are thriving in all key stages and the department is proud of its continued popularity and academic success. The department is proactive, constantly looking for novel ways to enhance delivery of the curriculum. The pupils are frequently encouraged to carry out investigations and practical work that develop their scientific methodology.

A wide range of opportunities exist to stretch our students including competitions, for which we have enjoyed considerable success at an International Level, as well as trips to the USA, the National Space Centre and CERN.

The department is very well resourced for practical work and IT with fast wireless-network and projection facilities in all laboratories; this provides many opportunities for the utilisation of IT in teaching and learning, as well as record keeping. Pupils also have extensive access to IT terminals or laptops to facilitate data-logging experiments or research and project work. The teachers and technicians are always on the lookout for new and exciting means to expand our substantial inventory of equipment for demos and practical investigation.

A high priority is given to enabling students to gain good results in public examinations. Many of our A-level students go on to natural sciences, medicine, engineering, astronomy and other science related degrees at University. We are proud of our success with pupils often gaining science based entrance to Oxbridge. In recent years we have had much success in Science Olympiads, including pupil representation in the International Chemistry Olympiad and UK Astrophysics Olympiad teams.

The successful candidate will be able to teach up to A-Level in Chemistry or Physics. They will be keen to be involved in all aspects of the Department and will be excited to contribute to its continuing development.

TEACHING POLICY

Aims:

To foster in pupils an enthusiasm for study, application of intellectual, physical or creative effort and the ability to think and learn for themselves;

To enable pupils to acquire new knowledge understanding and skills in the subjects taught;

To support and encourage pupil reflection about their academic progress and enable them to demonstrate achievement.

The successful candidate will:

- Show a clear command of the subject areas which they teach;
- Organise teaching programmes which meet curricular demands and pupils' needs;
- Plan lessons carefully, making their aims and objectives clear to pupils;
- Have high expectations of all pupils, challenging their knowledge and understandings and encouraging and enabling them to meet their full potential;
- Stimulate and maintain pupils' interest by a range of methods and their own enthusiasm;
- Use data on pupils' baseline to inform their teaching;
- Use personalised teaching strategies where appropriate to meet the needs of pupils of different abilities, including the most able, pupils for whom English is not their first language or those who have learning difficulties. Central lists of pupils and their particular learning requirements should be referred to;
- Set appropriate homework and assess and feedback to pupils on their work regularly and effectively, according to agreed standards and policies (see Marking and Assessment Policy)
- Manage pupils well, to maintain good order and discipline within the classroom;
- Develop good relationships with pupils through a balance of firmness and friendliness;
- Insist on punctuality in attending lessons and set a good example themselves;
- Provide a teaching environment which is bright, orderly and interesting. Classroom decoration should be updated frequently and there should be regular displays of pupils' work;
- Provide fair, full and accurate feedback to pupils, parents, tutors and Houseparents via the reporting systems, as well as more regular communication where appropriate for individuals;
- Contribute to the regular progress meetings which are an important forum for sharing feedback on pupils' progress and agreeing strategies to enhance their performance;
- Be ready to ask for advice and to share difficulties in teaching with other colleagues;
- Take opportunities to observe other colleagues and share good practice in teaching.