



Teacher of KS4 and 5 Physics/Science

Full-Time, Permanent (MPS-UPS)

Chester International School opened in September 2017 as are a pioneering, state funded 14-19 school, housed in a state-of-the-art facility in the heart of Chester. We are creating the school of the future with a blended use of technology, progressive pedagogies, individualised approach to learning and authentic global connections embedded into our curriculum. We received our first Ofsted inspection in February 2022 and received a 'good' judgement.

As an International Baccalaureate World School with 260 learners on roll we offer GCSE's and the IB Middle Years Programme in Years 10 and 11, and the Diploma Programme and Career Programme in the Sixth Form.

We are looking to appoint an enthusiastic and passionate teacher of KS4 and 5 Physics. We are looking for a candidate who would also be able to teach Combined Sciences at KS4 and ideally one other subject such as Math or Geography. The successful applicant would join a committed, collaborative and friendly team from September 2023. We welcome applications from NQTs.

So, if you want to inspire young people to fulfil their potential and love your subject, we are the place for you. We have a great support system in place for staff, with strong Professional Development which is personalised to you.

Please visit our website www.chesterinternational.co.uk for more information about us and what we do.

How to apply : Please complete one of our application forms, together with a letter of application (no more than 2 sides of A4). Please send to Andrea Nancollas by email: recruitment@qphs.co.uk

Closing date: Completed applications should be returned before 9am on Monday 20th March. Interviews will be held on Friday 24th March 2023.



CHESTER INTERNATIONAL SCHOOL

TEACHER JOB DESCRIPTION

Job Purpose: To uphold and contribute to the realisation of the Trust values

- To facilitate a unique and fully engaging learning experience which uses a variety of research based methods and provides students with the opportunity to achieve their individual potential.
- To participate in collaborative planning and reflection regularly and systematically in the development of a broad and balanced curriculum.
- To work hard in upholding the mission and vision of the school.
- To promote international-mindedness and live the learner profile attributes
- To engage in open communication with all stakeholders based on understanding and respect.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for enrichment and personal development.

Preparation and Planning:

- Submits a year plan/assessment calendar/ SOW and unit planners in accordance with the CIS staff learning journey canvas page. These are reviewed twice yearly.
- MYP - Prepares a unit planner that builds on students' previous learning experiences; Includes the prescribed key concepts and related concepts in each subject group. Allows for meaningful inquiry and student action in response to students' own needs and the needs of others; promotes students' awareness of individual, local, national and world issues, and; Provides opportunities for reflection on human commonality, diversity and multiple Perspectives. Promotes development of ATL skills, international mindedness and meets objectives/assessment aims of the local/GCSE syllabus.
- DP – Prepares unit planners that builds on students' previous learning experiences; Includes lines of inquiry and the development of learner profile traits, ATL skills, international mindedness, CAS, EE, ToK and meets the objectives/assessment aims of the DP syllabus.
- CP – Prepares unit planners that builds on students' previous learning experiences; Includes lines of inquiry and the development of learner profile traits, ATL skills, international mindedness, Service Learning, RP, Language and meets the objectives/assessment aims of the CP curriculum components.

Teaching:

- Delivers consistent, high quality teaching/learning sessions.
- Places appropriate emphasis on concept-driven and inquiry-based learning.
- Promotes the understanding and practice of academic honesty.
- Support students to become actively responsible for their own learning.
- Addresses human commonality, diversity and multiple perspectives in units/SOW.
- Addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. Demonstrates that all teachers are responsible for language development of students.
- Uses a variety of strategies and incorporates a range of resources with a clear focus on skill development. Shows innovation in the use of information technologies to further develop skills.
- Differentiates teaching to meet students' learning needs and styles.
- Welcomes, and positively engages in feedback, observation and opportunity to develop.
- Develops student attitudes and skills that allow for meaningful student action/CAS/Service learning in response to students' own needs and the needs of others.
- Engages students in reflecting on how, what and why they are learning.
- Fosters a stimulating learning environment based on understanding and respect.
- Encourages students to demonstrate their learning in a variety of ways.
- Develops the IB learner profile attributes.
- Sets independent study opportunity and supports self-scheduled sessions.
- Plan and deliver schemes of work and lessons that meet the requirements of the curriculum
- Be a role model for students, inspiring them to be actively interested in the subject.
- Set expectations for students in relation to standards of achievement and the quality of learning & teaching.
- Prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To encourage good practice with regard to punctuality, behaviour, standards of work and homework all in line with our restorative behaviour policy
- Using a variety of way to keep updated in professional knowledge and expertise as appropriate. To keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area.
- Ensuring a high quality learning environment within the classroom and online.

Assessment, Feedback and Tracking:

- Ensures marking is based on IB/GCSE/BTEC/Cambridge criteria, and is transparent, detailed, informative, and constructively critical so that the students may be able to reflect on and learn from their performance.
- Uses a range of strategies and tools to assess student learning
- Meets the 2 summative performances indicator target per term (1 inquiry based, 1 Exam style) as per the guidelines in the staff handbook.

- Provides the 3 point approach full feedback per summative performance indicator to each students.
- Collate, format and communicate summative assessment results to SLT at each of the 4/5 data collection points of the year.
- Provide reflection opportunities for students, making use of benchmark and aspiration target grades.
- Facilitating progress reflection evenings each year.
- Write a mid-year and end of year report based on the summative feedback for each students.
- Collaborate with staff to provide UCAS references.
- Follow the canvas gradebook format instructions as per the staff handbook.
- To lead, monitor, standardize and evaluate the internal/external assessment and feedback to exam boards and students in line with whole school and department policy
- To undertake all assessments of students as requested by external examination bodies, curriculum areas and school procedures.
- To complete attendance records as requested by SLT.
- To follow support procedures for underperforming students as laid out in the staff handbook.

Staff Development

- To fully engage with the performance management cycle as per the staff handbook and staff assignments set on the CIS staff learning journey on Canvas. This includes: Canvas scans, lesson stories, lesson studies, observation, team teaching/observations, departmental reviews, raising achievement plans, SOW review and appraisals.
- Attend weekly professional development sessions as per the calendar laid out on the CIS staff learning journey on Canvas. Run PD sessions based on own skill areas and fully engage with others delivering sessions.
- Collaborates with colleagues in subject groups AND cross curricular to create interdisciplinary units of inquiry and to strengthen core traits and skills throughout the curriculum both horizontally and vertically.
- Participate in arrangements for further training and professional development.

General duties and responsibilities

- Acts as Personal Project/Extended Essay/Reflective project supervisor
- Provides opportunities for wellness and creativity by running an elective in each category each term.
- Participates and facilitates school events (open events/revision days etc).
- Provides supervision of students and invigilation for exams/mock exams if needed.
- Attends school meetings/briefing, as required, and contributes constructively to them.
- Meets all deadlines set by school management such as data collection points and assignments set on the CIS staff learning journey on canvas.
- Checks school emails and communications regularly, responding to them as quickly as possible.
- Helps promote the progress and welfare of individual students and is fully familiar with all school compliance policies and procedures.

- Contributes to the maintenance of high staff morale and to team building
- Actively participates in the wider life of the school

This 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. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants for all posts will be subject to vetting checks. The successful candidate will be subject to stringent checks and induction processes including 'prohibition from teaching' and 'CRPS' checks. An online search will also be carried out as part of due diligence on all short-listed candidates. The ability to converse at ease with others in accurate spoken English is essential for the post. We encourage applications from a diverse range of applicants.

PERSON SPECIFICATION: Teacher of Physics

	Essential	Desirable
Relevant Experience		
Experience of teaching Physics to KS4 and Physics to KS5	X	
A good working knowledge of effective teaching and learning approaches	X	
Up-to-date knowledge and understanding of approaches to assessment	X	
An excellent classroom practitioner	X	
Evidence of successful work with students across the ability range		X
Experience of the International Baccalaureate: Diploma Programme and the Middle Years Programme.		X
Education/Training		
Good honours degree in Science or related field for the post	X	
Qualified Teacher	X	
An up-to-date knowledge of the new GCSE & the International Baccalaureate		X
Specialist Knowledge and Skills		
Excellent organisational and communication skills	X	
Resilience and adaptability	X	
Excellent time management skills	X	
Use of ICT to enhance teaching and learning	X	
Interpersonal Skills		
Ability to inspire and build positive relationships with students and other members of the team	X	
High personal standards and expectations of others	X	
A solution-oriented focus to all aspects of school life	X	
A willingness to contribute to learning beyond the classroom		X
An innovative and creative approach to teaching and learning		X