Our Goal: To ensure that all students learn to their full potential in an informed, caring and supportive environment and that challenging learning experiences develop students as successful confident young adults.
Dear Colleague,

I am delighted you have expressed interest in applying for the post of Head of Health Sciences at Highcliffe School. This new post brings together the three separate subjects in this curriculum area. Please find enclosed a range of information which, I hope, provides an insight to our school and the opportunities which await the successful candidate.

Highcliffe is a remarkable school with a special atmosphere. We are very highly respected in our community, with whole generations of families coming here for over 50 years. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent package of extra-curricular opportunities. Former students go on to work in the Paris fashion houses, in international finance, law, education, politics, engineering, medicine and science, or as great chefs, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. Our students are lovely young people to work with. Our record of success means we are significantly oversubscribed in the main school and have grown rapidly post-16 to a Sixth Form of 330+.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEN, pastoral, clerical, financial, technical and site staff are also extremely good at their jobs and committed to the school’s success, and form a great team. Our response to the current range of government-led changes will help us excel in all areas despite the many challenges they present. We are aiming to improve examination results still further by developing more effective ways of tracking and intervening on student progress; strengthen our links with partner primary schools to build a stronger learning community at transition; and develop a distinctive Highcliffe teaching and learning pedagogy based on creating self-motivated, resilient independent learners experiencing stimulating, differentiated and academically exciting teaching. In addition we intend to deepen our immersion in our local community, and strengthen our international links with schools in Europe and Japan.

A vacancy is available due to the expansion of this highly successful department, as part of our response to national curriculum change. Our Science teachers are an excellent team, extremely well led by Sue Cullen who combines academic excellence with innovation and creative thinking.

Highcliffe is a thriving, happy place to work and learn with plentiful opportunities for professional development and fulfilment. We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and believe in their ability to make a difference to young lives through education. Unfortunately we will not be able to contact with every applicant and take this opportunity to thank you for responding.

I look forward to hearing from you but whatever your decision may I wish you all the best for your professional future.

Regards

Patrick Earnshaw
Headteacher
Science at Highcliffe School

Course Outlines

We deliver a 2 year KS3 course following a combination of in-house schemes and Exploring Science Texts. At KS3 all students study Science. KS4 is delivered over 3 years from Year 9-11. Students who achieve a Level 6 at KS3 can opt to study triple sciences.

At KS5 the Science Team offer several courses including A Level Biology, A Level Health Sciences, A Level Physics. Student retention at KS5 is very good and we are looking to increase the courses available.

Facilities and Resources

- 13 experienced, enthusiastic specialist science teachers and 3 technicians based in 4 refurbished technical areas.
- 11 fully equipped and refurbished laboratories, including – a Health Sciences laboratory, physics/optics/photography laboratory and an ‘all purpose’ laboratory.
- Science, STEM and Environmental clubs are available for enthusiastic students.
- Reference books issued to all students, plus in house reprographics.
- ICT facility available in each laboratory and remote sensing.
- An ICT Laboratory (Sc2) with extra ICT for data logging and processing, digital microscopy, web browsing and interactive learning programs via school server.
- Enrichment activities include use of school grounds, with our new environmental area including school pond and garden, and local recreation areas – Steamer Point, Hengistbury Head Learning Facility, trips to London museums and Intech at Winchester, Fleet Air Arm Museum and various A level outings and experiences including Biology Field work on the Dorset Heritage coast line.

Psychology, Health & Social Care, Child Development

We deliver Psychology in the Sixth Form (KS 5) at Advanced level. It is a very popular and over-subscribed course and we follow the AQA course.

Health and Social Care is delivered as a single award GCSE at (KS 4) and as either a single or double award qualification at advanced level in the Sixth Form.

Child Development is delivered as a GCSE qualification at KS 4 and students are able to progress onto the CACHE suite of qualifications in the Sixth Form. At KS 5 we offer both the Certificate (level 2) and the Diploma (level 3).

Course leaflets enclosed

Facilities and Resources

In addition to the facilities detailed above, these subjects all benefit from specialist accommodation with dedicated resources. Enrichment activities are an integral part of the delivery of each programme. These range from one to one tutorial support to trips and activities as well as extended vocational placements and visiting speakers.

Contact Person:
Ms S Cullen – Head of Faculty (Science)
You will look at aspects of family life and the role parents play in the bringing up and caring for children. Through various methods you will learn about the different stages of child development and how encouragement can assist progress. You will also be looking at the role nutrition and health play in overall development.

You will be expected to complete four pieces of coursework for internal assessment:

- **One** Child Study based on observing a child (0 – 5 years), over a period of time, focusing on a set theme determined by the exam board OCR. This is worth 30% of your final grade and will take place in Year 11.
- **Three** short tasks which demonstrate different practical and investigative skills. The tasks are set by the exam board and will be completed in Year 10. These are worth 30% of your final grade.

There will be an opportunity to visit a nursery/playgroup so you can gain practical experience of working with children. You will also be offered the opportunity of caring for the simulated baby over the course of a weekend.

**Assessment**

60% coursework, 40% written examination taken in Year 11.

The external examination is one tier entry. This examination will test your knowledge and understanding of the subject. Your overall result for this subject will be a combination of both your coursework and external assessment.
This is a useful course for students who are interested in following a career in any aspect of the Caring Profession. It could be a career in the National Health Service, Social Work, Physiotherapy, Teaching, Chiropractor, Nursery Nursing, or the Police force.

The award is delivered and assessed in two units.

**Unit 1**

Understanding Personal Development and Relationships, is assessed through one written examination paper and is worth 40% of the total GCSE grade.

**Unit 2**

Health and Social Care and Early Years Provision: This is a coursework based unit which is internally assessed through a Controlled Assessment task and is worth 60% of the total GCSE grade.

Students have the opportunity to:

- Actively engage in the processes of health and social care to develop as effective and independent students.
- Understand aspects of personal development, and the Health, Social Care and Early Years sectors, through investigation and evaluation of a range of services and organisations.
- Develop a critical and analytical approach to problem solving within these sectors.
- Examine issues, which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.
Essential entry requirements: Grade C in Maths and English (These could be taken alongside this course if you have not achieved these grades)
Students must have a good attendance record
Students will be required to undertake a Police Check (statutory requirement).

Preferred entry requirements:
You need to be motivated with a mature approach to looking after children.

Why choose this course?

This course is will provide you with an understanding of how children develop and learn. It will not offer occupational competency but will allow you to combine this course with other A level subjects. This is an ideal course for those who wish to pursue a career relating to children, such as Paediatric Nursing, Primary Teaching or Social Work. This course is ideal for students who wish to be able to apply theoretical knowledge in a practical environment.

What will this course involve?

This course will develop knowledge and skills to work with children and their families in a variety of settings and environments within the sector of Children's Services. Students will have an opportunity to gain experience with babies and children from 0 – 7 years, as you must undertake 50 hours of work placement in any of the different age groups. The content of this course will address the theory of play and development, relevant legislation and policies within the statutory frameworks.
A variety of study methods are used on this course including problem solving, discussion, presentations, practical activities and peer assessment. Your assessments will include extended essays, portfolios, presentations and professional competencies plus completion of specified placement hours.

Course structure and assessment

AS LEVEL National Subsidiary Award in Children’s Play, Learning and Development (EYE)

Units comprise of: Child Development, Play and Learning

Internal assessments: A range of methods are used. External assessment: Child Development is externally assessed, via a written examination paper, which will be marked by Pearson. The paper will be in a case study format, featuring short and extended writing questions.

A2 LEVEL National Subsidiary Award in Children’s Play, Learning and Development (EYE)

Units comprise of: Mandatory - Health and Safety in Early Years Settings, Safeguarding in Early Years, Observation, Assessment and Planning

1 Optional Unit of either: Meeting Children’s Physical Development, Physical Care and Health Needs, Supporting Children’s Speech, Communication and Language, Supporting Children’s Personal, Social and Emotional Development, Supporting Children’s Literacy and Numeracy Development

Internal assessment: A range of methods are used. Professional Evidence Portfolio: This requires students to record evidence within the work placement.

In addition students will be expected to undertake a Recognised First Aid Course
Health and Social Care  OCR AS/A2 Single and Double Award.

Why choose this course?

This course will provide an opportunity to experience and develop an interest in the many different aspects of the Health, Social Care and Early Years settings. Learning the importance of understanding, communication skills and being empathetic when dealing with service users. Work experience in care settings will be beneficial and give greater understanding of selected units studied, and will be an asset when applying for jobs or a place at university. This course will help prepare students for routes onto the many health related degrees, social work, teaching, nursing, domiciliary care and the vast range of careers available in the NHS. Many former students now have successful careers in teaching, nursing, theatre technicians, paramedics and in pharmacy departments, as well as all aspects of social work and child centred positions.

What will this course involve?

This course will develop knowledge and skills to help understand the issues affecting the health and social care sector, sustain an interest in these areas and help develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation, organisation and problem-solving in a work related context.

There is an expectation that students build on their work outside of lessons consolidating work and meeting home study deadlines.

Course structure and assessment

**AS LEVEL**

The AS level will focus on the needs of clients and the techniques and professional services aimed at meeting those needs.

**Single Award:**
- 2 portfolio units:
  1) Communication in Care Settings.
  2) Promoting Good Health.
  1 examination: - Promoting Quality Care.

**Double Award:**
- 1 portfolio:
  - Caring for people with Additional Needs.
- 2 examinations:
  1) Caring for the Elderly
  2) Health and Safety in Care Settings.

**Each unit is assessed out of 100 points.**

The A2 course will further develop the AS content addressing the factors affecting, and the issues involved in, service delivery.

**Single Award:**
- 2 portfolio units:
  1) Care Practice and Provision
  2) Mental Health Issues.
  1 examination: - Anatomy and Physiology.

**Double Award:**
- 1 portfolio unit: - Research Methods in Health and Social Care.
- 2 examinations:
  1) Social Trends.
  2) Understanding Human
What is Psychology?

Psychology isn’t just about rats running through a maze, although this can be fun! It’s about asking fundamental questions about behaviour. Some are interesting to study in their own right, such as why we are attracted to some people and not others, or why someone would have a fear of long words. Other questions are more serious. These include the effects of sleep deprivation in combat, the causes of coronary heart disease, how to treat abnormality, the usefulness of offender profiling and the effects of trauma.

Psychology is the scientific study of behaviour. Findings of research has been applied in many areas. These include: ergonomics, clinical, education, marketing, communication, child development, criminal behaviour, eye witness testimony, training, architecture, film-making, and protection of endangered species. The list is endless!

Psychology combines well with all subjects. The most common combinations are with Sociology, Sports Science, Biology, Law, Philosophy and Ethics, Film Studies, Media Studies and English and Mathematics. Students have also studied Psychology with Photography, Performance Studies and Music Technology.

What will this course involve?

During the course you will have the opportunity to carry out psychological research to test hypotheses about human behaviour. This can be carried out individually or as part of a small group. You will learn how to critically evaluate psychological theories and research through class discussions and independent study. Lessons are lively and involve class discussions related to your own, and other people’s behaviour.

Course structure and assessment

AS Level Psychology

Paper 1: (1 hour 30 mins) Social Influence, Memory, Attachment
Areas studied include: obedience, factors affecting eyewitness testimony, child development and the effects of privation.

Paper 2: (1 hour 30 minutes exam) Approaches in Psychology, Psychopathology and Research methods
Areas studied include: Abnormal behaviours and treatments, Different methods used to study

A Level Psychology

Paper 1: (2 hour exam) Social Influence, Memory, Attachment and Psychopathology
Areas studied include: obedience, factors affecting eyewitness testimony, child development and the effects of privation, abnormal behaviours and treatments.

Paper 2: (2 hour exam) Approaches in Psychology, Biopsychology, Research methods
Areas studied include: ways of studying the brain, Different methods used to study behaviour e.g. experimental, case studies, observational techniques

Paper 3: (2 hour exam) Issues and debates in Psychology. Students will be taught one topic from each of the following options.
Option 1: Relationships, Gender, Cognition and development. Option 2: Schizophrenia, Eating behaviour, Stress.
Option 3: Aggression, Forensic Psychology, Addiction
Academic Year 2015/16
Post Profile
Head of Health Sciences

TLR Grade: 2.2
Line Manager: Head of Faculty (Science)

Goal: To ensure that all students learn to their full potential in stimulating, caring and supportive environment and that challenging learning experiences develop students as successful, confident young adults.

This post profile may be amended at any appropriate time, following consultation between the Headteacher and Head of Faculty and will be reviewed annually. Priorities for this year will be negotiated and highlighted.

Core purpose and scope of post:
- Assist the Head of Faculty (Science) to provide a high quality education experience for all students in Science, working under their supervision and guidance.
- Lead and manage Health Sciences within Science and deputise for the Head of Faculty as required.
- In addition to the post profile for a qualified teacher, as a Head of Health Sciences the person appointed will undertake the following duties and responsibilities:

Securing Excellence in Standards of Achievement
- Secure excellent educational outcomes for students of all abilities in Year 7 to 13, including excellent GCSE and A Level outcomes, through the highly effective leadership and management of a team of teaching and/or support staff
- Under the guidance and direction of the HOF, use school tracking data to evaluate the attainment and progress of students (including classes, key groups e.g. Pupil Premium or G&T, and whole cohorts) and plan effective interventions to further improve attainment and progress; ensuring Health Sciences tracking data is accurate, moderated and timely, and ensuring that interventions have a positive impact on students’ learning and achievement
- Under the guidance and direction of the HOF, use national and school data to evaluate the attainment and progress of students (including classes, key groups e.g. Pupil Premium or G&T, and whole cohorts) and develop effective medium and long-term improvement plans for Health Sciences as a result. Provide Examination Analysis documents to SLT and Governors as required annually
- Ensure the effective operation of quality control systems in Health Sciences, e.g. work sampling, lesson observation, Learning Walks, moderation, student voice exercises, tracking data recording and analysis
- Ensure learning and teaching in Health Sciences is of the highest standard, through the highly effective leadership and management of staff

Securing Excellence in Learning and Teaching:
- Under the guidance of the HOF establish common standards of teaching practice within the curriculum area and develop the effectiveness of teaching and learning pedagogy; for example in relation to assessment and feedback, questioning techniques, higher order thinking skills, differentiation strategies, independence in learning, literacy and numeracy
- Ensure there is a high profile culture of excellence in learning and teaching in Health Sciences, based around the development and sharing of best practice within the team, within the school and with/from other schools. Ensure team meetings, planning time and CPD focus on learning and teaching and improve the standard of learning and teaching
- Assist the HOF ensure the quality of learning and teaching is regularly and effectively evaluated, under their direction and guidance, utilising lesson observation, learning walks, work sampling,
student voice and performance management; ensure that best practice is shared, while less effective practice is challenged and support and guidance provided to staff to bring about improvement

- Ensure that teachers are clear about Health Sciences teaching objectives, understand the sequence of teaching and learning in Health Sciences and are able to engage students in this process.
- Work with the SENCO and HOF to ensure that EHPs are used by staff to inform teaching and that work is matched to student need.
- Ensure that schemes of work comply with syllabus requirements, provide the necessary learning experiences to achieve excellent outcomes for students (in particular are differentiated to ensure students of different abilities can all achieve excellent progress rates); and are adhered to by teachers
- Support the HOF maintain and develop clear policies and practices for assessing, recording and reporting on student attainment and progress in line with school policy.
- Work with the HOF to ensure the Behaviour for Learning and Rewards policies are implemented consistently and appropriately by all staff in the curriculum area, so that effective learning can take place,
- Work with the HOF to ensure that class registers are taken accurately and promptly at all times, in order to help the school achieve high rates of attendance for all students.
- Ensure that appropriate cover arrangements are in place to maintain high standards when staff are absent, and gain and act on feedback about the quality of cover lessons with the HOF

**Leading and Managing a Team of High-Performing Professionals:**

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs, including training, peer coaching or individual support plans where required.
- To be responsible for the efficient and effective deployment of Health Sciences support staff incl. TAs.
- To undertake Performance Management and to act as reviewer for a group of staff within Health Sciences
- To ensure effective line management within Health Sciences and line manage specific staff.
- To participate in the recruitment process for teaching and non-teaching posts where appropriate and when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork to motivate staff to ensure effective working relations, including the maintenance and development of a positive working ethos.
- To participate in the school’s ITT programme, ensure trainee staff, newly qualified staff, staff new to the school and non-specialist staff receive appropriate support for the curriculum area.
- To actively promote and support the well-being of all Health Sciences staff, including the management of staff absence

**Providing Strategic Direction and Development of Health Sciences:**

- To support the aims and objectives of the School and its ethos.
- Develop vision and provide direction for the development of the Health Sciences, in relation to the School aims and the curriculum area’s own objectives.
- Develop, promote and ensure implementation of all school policies for Health Sciences
- Produce short, medium and long term plans, with the Science Plan, to develop Health Sciences in relation to:
  1. The aims of the school, and its policies and practices.
  2. Targets for realistic but challenging improvements.
  3. Staff professional development requirements.
  4. Resources.
- Monitor the progress made towards achieving Health Sciences’ plans and targets, and use this information to plan future developments.
- Ensure that provision and developments are in line with statutory requirements.
Ensuring the Efficient and Effective Deployment of Resources:

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Health Sciences budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Encourage high quality display in classrooms and offer advice where necessary.
- Ensure a stimulating but safe working environment in which risks are regularly assessed and limited.

Other Professional Requirements:

- Establish and maintain effective working relationships with professional colleagues and parents.
- Contribute to the schools liaison and publicity activities (H2U, Media).
- Lead the development of effective links with partner schools.
- Plan for and attend School Open Evenings ensuring these aspects are effectively represented.
- Actively promote the development of links with external agencies.
- Be courteous to colleagues and students and provide a welcoming environment to visitors.
- Undertake any other duty as specified by STPCD (not mentioned elsewhere).
- Participate as required in meeting with professional colleagues and parents in respect of duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Any other reasonable duty, as required, from time to time, by the Headteacher as delegated through his representative.
- Contribute, as appropriate, to the School’s Training Programme (e.g. SCITT, ITT, GTP etc.).

SPECIFIC PROFESSIONAL STANDARDS: TTA/TDA: SUBJECT LEADER PROFESSIONAL, TEACHER STANDARDS

Entitlements/Expectations

- As set out in the schools 1265 Time Budget.
- 10% PPA
- 42 teaching periods
- Leadership and management time: 2 hours per cycle.
- Gained time: Work programme: Subject to direction and delegations of the Headteacher and Head of Faculty.
- Additional ‘non-contact’ (over 10%) will be assigned to priorities as outlined in the School Progress Plan.
- Rarely cover.

Schools are required to ensure that teachers may be required to cover only rarely from September 2009 (paragraph 52 STPC Document 2009). This is consistent with current practice and therefore should not be interpreted as ‘if ever’ or ‘never’. This is in line with the management paragraphs (61-66 inclusive) within the STPC Document.

NAME: ………………………………………………………………. Signed: ………………………………………………………………
Head of Health Sciences (2.2 TLR)

NAME: ………………………………………………………………. Signed: ………………………………………………………………
Headteacher

Date: ………………………….
Application by:

Completing the application form
Submitting a personal letter or statement relevant to the post
Please note that CVs only will not be accepted.

Notes for Guidance for Applicants
The following guidance is intended to help you to complete your application form in the best way.

Application Form
The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. If you are currently employed within a school environment please supply your first reference as the Headteacher/Principal (this is a requirement of our Safeguarding Policy). We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Patrick Earnshaw, Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD, or you can email to aparsons@highcliffeschool.com The closing date 12 Noon Thursday 26th February 2015 - please note that late applications cannot be considered. Applications will not normally be acknowledged. Please label the outside of the envelope or entitle the email Confidential/application.
**Equal Opportunities**

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training, to progress within and beyond the organisation.

**DiHOFosure of Criminal Convictions**

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete a DiHOFosure Form. The result of the police check will be sent to you and a copy to the Dorset LA personnel section.

The school will need to see and note some original documentation as part of the police check procedure. In order to speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the documents which establish your identity and date of birth, in addition to certificates of qualifications gained, and in order to meet the requirements of the Asylum and Immigration Act, a formal document showing your National Insurance Number.

**Documents to be provided:**
- Passport and Driving Licence (with green paper counterpart)
- Birth/Marriage Certificate
- Payslip, P45 or P60
- Bank/Credit Card/Utility Bill, showing your current home address (dated within 3 months)

**Medical Fitness**

In accordance with the Education (Teachers) Regulations 1993, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer.

**No Smoking Statement**

The school operates a No Smoking Policy