

**IMBERHORNE SCHOOL**

# Recruitment Pack

## Leading Practitioner - Science



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**Compassion** □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community



WEST SUSSEX COUNTY COUNCIL

# IMBERHORNE SCHOOL

Headteacher: Mr Lee Walker

**Compassion**  
**Achievement**  
**Respect**  
**Endeavour**

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April 2024

Dear Candidate

Thank you for your interest in the role of Leading Practitioner for Science at Imberhorne School. We are seeking to appoint an ambitious, creative and visionary Leading Practitioner to join us in September 2024 (or earlier if possible) and I am delighted that you are considering the role. I hope that the information in this pack will encourage you to apply.

Our vision is for all students to be caring, confident, reflective and resilient individuals with a thirst for learning, knowledge and discovery which lasts throughout their lives. We will enable all young people, regardless of background, to achieve the highest possible standards of academic excellence, personal conduct and responsibility, whilst they enjoy an enriching and fulfilling preparation for life in the modern world.

Our school is founded on the values of compassion, achievement, respect and endeavour. Staff here are completely committed to 'going the extra mile' for our students and for each other. Students are an absolute pleasure to teach and a credit to their families. They make the atmosphere caring and warm. Both parents and students are overwhelmingly positive about the school. We work hard to develop these relationships and we value the way parents engage with us. We are looking for someone who shares the same values and ethos.

Imberhorne School can trace its history back to 1708, when Robert Payne made provision for the foundation of a Free Grammar school in East Grinstead. The school is currently based on two sites just over 1.5 miles apart. Our Lower School is based in the former East Grinstead County Grammar School on Windmill Lane and caters for students in Years 7-9. Students in Key Stage 4 and in our large Sixth Form are educated at the site of the former Imberhorne County Secondary School in Imberhorne Lane.

We are seeking to appoint an ambitious, creative and visionary Leading Practitioner. The role provides an excellent opportunity for an outstanding teacher of Science to drive significant improvement in teaching. We are looking for a strategic thinker, who will embrace the opportunity to work collaboratively to embed sustainable school improvement in Science. You will have the skills needed to support other colleagues to move forward in their craft, and you will find a staff and student body who readily embrace change for the better.

The school is now at an extremely exciting phase of development. We are significantly oversubscribed, we have good examination results and a large and committed staff body. Our Governors are highly skilled, extremely knowledgeable and committed to supporting the senior team to lead further improvement and development in the school.

**Imberhorne Lane**  
**East Grinstead**  
**West Sussex**  
**RH19 1QY**

Tel: 01342 323562

E-Mail: [info@imberhorne.co.uk](mailto:info@imberhorne.co.uk)

[www.imberhorne.co.uk](http://www.imberhorne.co.uk)





We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this, and much else besides, on [our website](#). Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied internal training programme.

In short, we are looking for a highly motivated and talented leader who has a clear vision for the development of Science and can lead and motivate others to achieve this vision. You will play a key role in helping our students develop the sharpest minds and the kindest hearts.

If you think this role is for you, I would be delighted to receive your application.

Yours faithfully

Ms K Marlborough  
Acting Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance, we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



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Dear Colleague

Firstly, may I thank you for taking the time to read our application pack, and I'd like to extend a very warm welcome to the Imberhorne Science department.

I would like to take this opportunity to tell you a little bit more about our subject team. We are a strong and committed department of 18 science teachers who work closely with our 6 technicians, and I am proud to say we range from teachers of several years to over 30 teaching experience. Collaboration and sharing expertise are at the heart of what we do, and this, along with the teachers' high expectations of themselves and their students, have enabled us to be a consistently high performing department within the school. The department currently has Leaders of KS3 and KS4 science, with heads of Biology, Chemistry and Physics who lead the separate A Level subjects and support subject knowledge, pedagogy and resource development across KS3-5, and a leader of our BTEC Applied Science course. Members of staff teach across the age and ability range. As well as our numerous specialist science laboratories, there is also a dedicated BTEC Science ICT suite and class sets of laptops at both sites.

Sharing good practice and collaborative planning and resourcing is supported and encouraged within our department CPD sessions. Our schemes of work are fully planned and resourced, so individual teachers are not left to plan on their own. We welcome ideas for new schemes of work and regularly review and adapt our existing schemes. CPD opportunities are extensive for members of the department, with teachers collaborating both with local school groups and attending various courses throughout the year to enhance their professional development. We have invested in the interactive resource *Educake*, to allow self-marking quizzes to be set for revision and retrieval as well as homework, which supports teachers' wellbeing and workload, issues of which I am continually mindful.

Key Stage 3 has mixed ability teaching in Years 7 and 8 with broad setting starting in year 9. The National Curriculum requirements are met through a term-by-term resourced plan of lessons which we have developed and adapted over many years. Our exam board for the current GCSE specification is AQA. KS4 students follow either the foundation or higher tier pathway. Triple (separate) science is an option for more-able students which involves a commitment to an additional twilight, finishing by 5pm, each week through Year 10 and Year 11. At Key Stage 5 students follow a two-year A Level course, with Biology and Physics using the AQA specification and Chemistry following Edexcel.

In Key Stage 4 progress and attainment is consistently very strong. The Science progress scores are usually amongst the strongest in the school averaging between 0.3 and 0.4 in the last three examined years. In this same period the proportion of students gaining grade 4 or above was, on average, between 75% and 80%, with 2023 results beating our record at 82%.

Progress and attainment in the Sixth Form is outstanding. In 2023 results were as follows; %A\*-B – Biology 56%, Chemistry 67%, Physics – 33%. The sciences are a very successful choice in the Sixth Form, with students going on to study sciences and related subjects at a full range of universities and other Higher Education institutions. One priority for future development is to increase the number of Sixth Form students opting for Science A-levels back to pre-pandemic levels.

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Overall, I consider the Science department to be a friendly and very supportive team with a wealth of knowledge and skills. I feel very privileged to lead this department at Imberhorne School.



I hope to meet you at interview and look forward to sharing more about our department then.

Yours faithfully

Sarah Watson  
Leader of Learning, Science



# Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. I am proud of the outstanding achievements of students across the school and am equally proud of what hard-working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community. We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence whilst also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning, seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

## Academic Achievement

In 2023 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **33.4% of grades were at A/A\***
- **57% of grades were at A\*-B**
- **81.5% of grades were at A\*-C**

We are very proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases. We currently have a three-year average ALPs score of '3', meaning that progress is equal to that in the top 25% of all schools and colleges.

We have a large Sixth Form which is predominantly focussed on A level programmes of study, our academic curriculum is supported by a range of applied and vocational qualifications. We run 35 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must meet the needs of all our learners.

Performance in summer 2023 was as follows:

- **77% of all grades were grade 4 or higher (4+)**
- **58% of all grades were 5+**
- **23% of grades were 7+**
- **11% of all grades were grade 8 or 9 (or vocational equivalent), reflecting the strong academic profile of the Year group**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study, we encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences. We are proud of our successes but aspire to do even better for our students setting ourselves challenging targets to achieve.

## Professional Development

We believe that a commitment to professional development is central to our identity as teachers. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. Engaging in paired planning and peer observation encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide core and optional CPD, opportunities for departmental planning and development as well as more bespoke programmes to meet individual needs. Cross-Federation CPD groups are facilitated by fellow teachers.



## Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of personal care we provide for all our students. Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students. A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school. Numerous events and activities occur throughout the year providing students with wonderful opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level. The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the

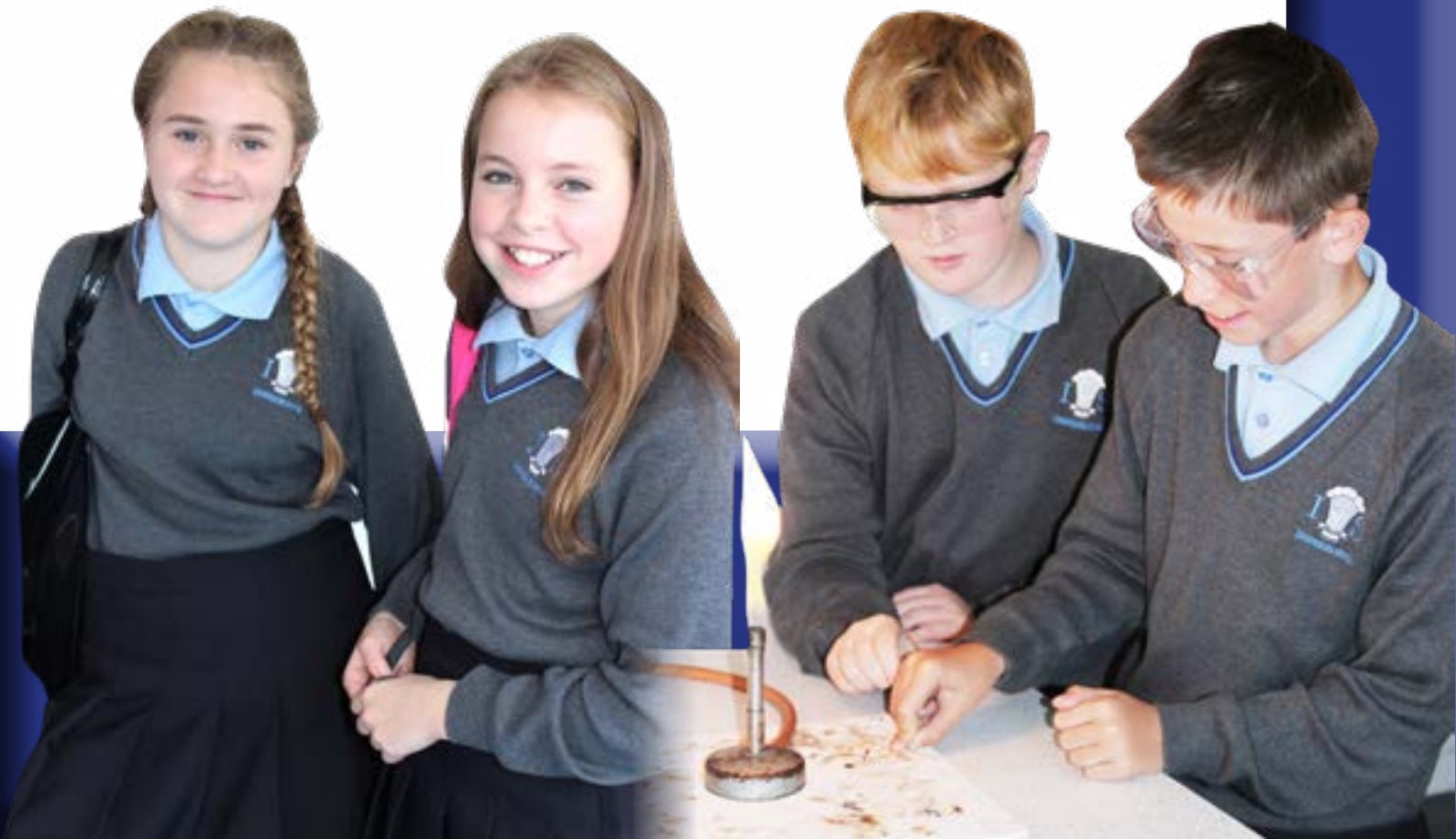
scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

## Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us.

We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. We established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne.

We encourage staff to join local subject networks. We are part of a teaching school alliance and participate in many of their network meetings. In addition to this we work closely with three other local maintained secondary schools, in a soft Federation, sharing opportunities for CPD and working as critical friends for each other.





|                             |   |
|-----------------------------|---|
| <b>Job Description</b>      | <b>Leading Practitioner for Science</b> |
| <b>Responsible to</b>       | <b>Leader of Learning - Science</b>     |
| <b>Leading and Managing</b> | <b>Subject team</b>                     |
| <b>Salary</b>               | <b>LP 7-10</b>                          |

### **Job Purpose:**

The key purpose of this role is to inspire and develop departmental colleagues and improve the quality of teaching for all students in Science, enabling students to explore the subject more deeply and value their learning in Science whilst making excellent personal progress.

The Leading Practitioner will:

- Consistently demonstrate and promote outstanding pedagogy across the department,
- Identify and share best practice whilst ensuring consistency in the classroom.
- Lead on improving the quality of teaching and pedagogical skill across the department.
- Ensure the provision of and engagement with appropriate CPD across the department and within the Mid-Sussex Federation.

### **Key Areas of responsibility:**

- Monitoring and quality assurance of the standard and consistency of pedagogy across each key stage.
- Raising the standard and consistency of pedagogy in Science. This should have a termly focus (in line with whole school priorities as well as being specific to the teaching of Science).
- Observing, identifying, supporting, and providing collaborative skill development to colleagues who are identified as needing support in an area of their teaching.
- Supporting, developing and mentoring less experienced staff such as PGCE students, ECTs, and non-specialists.
- Planning and delivering some aspects of the departmental CPD programme, in discussion with the Leader of Learning and other TLR holders in the department.
- The LP will also be expected to make a contribution to whole school CPD as appropriate, and in discussion with the Deputy Headteacher (Quality of Education).
- Setting, in collaboration with the Leader for Learning, a clear vision for learning, fostering a reflective climate for change and experimentation. For example what, ideally, will lessons and learning look like for students and teachers?
- Making a contribution to the production, monitoring and evaluation of the subject action plan, timescales and success criteria in line with departmental objectives.



- Supporting the planning and running of teaching team meetings, in particular the elements of the meeting focussed on developing teaching and learning, students' progress and attainment.
- Keeping up to date with, and responding to, national pedagogical advances and initiatives, critically evaluating them and identifying the key implications for subject development before communicating them clearly with colleagues

### **Leading, Managing and Developing Staff**

- To act as a mentor or critical friend for new, less experienced or weaker teachers, and implement a subject specific induction programme.
- To establish a culture of teamwork through departmental systems and structures, creating formal and informal opportunities for dialogue and knowing staff strengths and interests.
- To encourage participation in both subject and cross-curricular CPD.
- To act as a reviewer for identified staff members seeking additional support.
- To contribute to the appraisal of staff by suggesting routes for development, and facilitating CPD pathways for teachers to improve in these identified areas.

### **Teaching and Learning**

- To provide opportunities for collaboration and joint planning to establish high expectations, common standards of classroom practice and develop the effectiveness of teaching and learning styles.
- To have an overview of the curriculum and learning in all key stages, to ensure effective transition and progression for students as they move from one key stage to the next.
- To ensure assessment methods aid student progress, both in lessons and when working independently.

### **Professional Development**

- To support the Leader of Learning in the collaborative planning, development and delivery of responsive yet strategic departmental CPD.
- To have a keen interest in own development, seeking courses and CPD opportunities which develop the individual as a teacher and leader.
- To support and engage in whole-school CPD pathways.
- To continue forging strong links with the Federation schools and other relevant external bodies.

NOTE – The list of duties and responsibilities outlined above is not exhaustive, and the Headteacher may amend these duties in consultation with the postholder.

### Person Specification – Leading Practitioner Science

|  | Essential | Desirable | Evidence from Application/ Interview |
|--|-----------|-----------|--------------------------------------|
| <b>Qualifications and Professional Development</b>   |           |           |                                      |
| Qualified teacher status   | x         |           | A                                    |
| Educated to degree level or equivalent in Science or closely related subject   | x         |           | A                                    |
| Demonstrable evidence of recent and ongoing professional and leadership development  | x         |           | A                                    |
| <b>Experience and knowledge</b>  |           |           |                                      |
| Recent successful leadership in an appropriate role in Science   |           | x         | A/I                                  |
| Track record of achieving successful outcomes for students in Science  | x         |           | A/I                                  |
| Track record of implementing effective behaviour management strategies and policies to establish and maintain high standards                           | x         |           | A/I                                  |
| Experience of implementing safeguarding policy and procedure in school to promote the welfare of children  | x         |           | A/I                                  |
| Experience of leading curriculum development in Science  |           | x         | A/I                                  |
| Experience of leading and line managing teaching staff at secondary level, with evidence of improvement in standards.                                  |           | x         | I                                    |
| Track record of inspiring, challenging, motivating and empowering teams and individuals to be ambitious and strive for success.                        |           | x         | A/I                                  |
| Evidence of cultivating and sustaining a positive and supportive school culture  | x         |           | A/I                                  |
| Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development | x         |           | A/I                                  |
| Understanding of relevant data and its evaluation  | x         |           | I                                    |
| <b>Personal qualities</b>  |           |           |                                      |
| A skilled communicator, able to engage and enthuse others  | x         |           | I                                    |
| Meticulous attention to detail   | x         |           | A/I                                  |
| Able to work autonomously and in collaboration with others to achieve success  | x         |           | A/I                                  |
| A strategic thinker  | x         |           | I                                    |
| Understands and appreciates the values and ethos of Imberhorne School  | x         |           | A/I                                  |
| Inspires trust and fosters the respect of the school community   | x         |           | I                                    |
| Has resilience, enthusiasm and ability to work under pressure  | x         |           | A/I                                  |
| High standards and expectations of self and others   | x         |           | A/I                                  |
| Committed to promoting equality of opportunity   | x         |           | I                                    |

## 7. Annex A: Lists of acceptable documents for manual right to work checks

Where a right to work check has been conducted using the online service, the information is provided in real-time directly from Home Office systems and there is no requirement to check any of the documents listed below.

### List A – acceptable documents to establish a continuous statutory excuse

1. A passport (current or expired) showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2. A passport or passport card (current or expired) showing that the holder is a national of the Republic of Ireland.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom indefinitely.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
6. A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7. A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
8. A birth or adoption certificate issued in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

9. A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
10. A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

**List B Group 1 – documents where a time-limited statutory excuse lasts until the expiry date of leave**

1. A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom for a time limited period and to do the type of work in question.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted limited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008, on or before 30 June 2021.
6. A frontier worker permit issued under regulation 8 of the Citizens' Rights (Frontier Workers) (EU Exit) Regulations 2020.
7. A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

**List B Group 2 – documents where a time-limited statutory excuse lasts for six months**

1. A document issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules (known as the EU Settlement Scheme) on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.

2. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
3. An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
4. A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.