



ST PATRICK'S
— Roman Catholic High School —



THE ST PATRICK'S CENTRE
— of Educational Excellence —

Amazing things happen here

Job Application Pack

Teacher of Science



Helping every child to be the very best version of themselves

Headteacher: Mrs A Byrne



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WELCOME

FROM THE HEADTEACHER

Thank you for taking the time to consider applying for the post of Teacher of Science.

At St Patrick's, it is our mission to ensure that children experience a truly great Catholic education that enables them to flourish academically and shine personally, preparing them for a happy and successful adult life. We are committed to helping every child become the very best version of themselves.

Our school motto is, 'amazing things happen here' and you only have to spend five minutes in our school to realise that this is absolutely true. We have a strong and dedicated team of professionals who challenge and support students to achieve amazing things and they work hard to create an environment, built on mutual respect, whereby students rise to the challenges set for them. Our strength comes from our drive for excellence in all that we do and our consistent and persistent approach.

We are committed to providing an inclusive workplace where staff feel valued and trusted and where collaborative working is at the heart of everything we do. We also recognise the importance of supporting our staff to continuously develop in order for them to achieve their own professional career goals.

If you meet the role criteria and are an excellent practitioner and believe that a great education can transform a child's life and future, we would love to hear from you!

Mrs Alison Byrne
Headteacher



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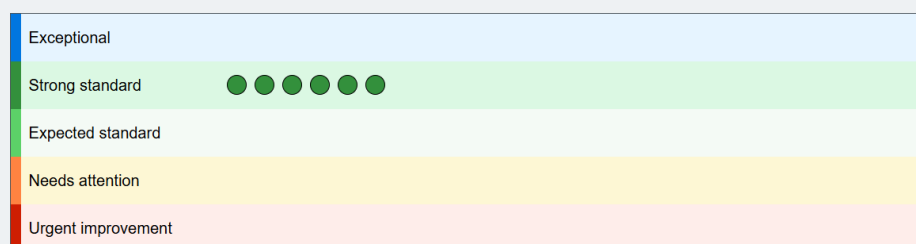
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Why St Patrick's?

St Patrick's has a consistently strong record for academic achievement, resulting in above average pupil attainment and progress compared to LA, Regional and National benchmarks.

In November of 2025, we were visited by OFSTED and gained a well-deserved, Strong Standard in all areas.

Inspection report: 25 November 2025



Below are two small extracts from our recent OFSTED report that touches upon what it is like to be a pupil at St Patricks and also the teaching and learning experience.

“Pupils belong to a calm, ambitious community where they are treated with dignity and respect. They greet adults warmly, hold doors open for visitors and their peers and talk about being 'proud to come here'. Older pupils see it as their responsibility to look after younger ones and to 'be a positive example'. Around the site, including in less-supervised areas, behaviour is settled and self-managed. Pupils say they feel safe in school, know exactly who they would talk to if they were worried and are clear about how staff deal with any unkindness or bullying.”

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“Teaching is typically highly effective. Teachers use secure subject knowledge, explicit vocabulary teaching and well-chosen examples to help pupils to connect ideas and deepen their understanding. In English, pupils explore universal themes such as jealousy, ambition and pride through the study of Shakespeare and relate these themes to contemporary issues. In mathematics and science, teachers use skilful questioning and regular checks on learning to secure pupils' accuracy and to address misconceptions quickly.”

St Patrick's is a forward thinking school and have been chosen to be at the forefront of a number of DFE improvement programmes, with the purpose of improving the life chances of young people by ensuring they benefit from a high quality education. This work has involved St Patrick's supporting other schools with their processes, curriculum, teaching and learning. An example of such work is when St Patrick's was chosen as a Lead School for the Behaviour Hubs Programme. This involved supporting and mentoring twelve Secondary schools over a two year period to review and develop their behaviour processes resulting in improving the culture and climate within those schools. Therefore, benefitting the thousands of children who currently attend and who will attend these schools in the future.

Overall, we believe St Patrick's is an excellent choice for parents and carers to send their children for a high quality Catholic education and also for the staff who work here. Our staff retention is excellent and there is good reason why a significant proportion of our staff have worked here for over 10 years.

Science Department

The Science department leadership consists of a Head and 2nd of department. Two members of the Science department are members of the senior leadership team. This year we have 54 pupils in Year 11 studying the three Separate Sciences with the remaining pupils studying Combined Science worth two GCSEs. The 2025-26 outcomes of the Science department are predicted to be very strong. In 2024-25, 66% of all pupils gained a grade 5 or above and in the separate sciences performance at grade 7+ was double national averages.

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Our People Values

Our core people values are at the heart of every decision that we make as an employer. Our aims are:

- To fulfil our Catholic mission, to ensure our children and staff **live life to the full**
- To **attract, recruit, develop and retain** high performing staff, to ensure that we allow pupils to become the best version of themselves.
- To provide a workplace where staff feel **valued and trusted**.
- To develop and support the growth of **leadership and management**.
- To promote a culture focused on **diversity, inclusivity and wellbeing** by creating a healthy work environment to enable staff to perform at their best.
- To provide **strong and consistent HR services** for all staff, across all school areas.
- To serve the wider education system and **provide opportunities** for our staff to lead across other schools

Our Benefits

We have a range of employee benefits available to all our staff. We are always looking at ways in which we can improve our offering to ensure the benefits are valued by our staff.

CPD

We have a strong focus on CPD for our employees, ensuring that learning and development opportunities are offered throughout the academic year. This includes exciting career opportunities to work across other schools.

Pension

An employee earning more than £10,000 and who is more than 22 years of age will automatically be enrolled into one of our workplace pension schemes with excellent employer contributions.

Family Leave

Enhanced family leave is available to support our staff with family commitments and emergencies.

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Flexible working

Where possible, we support staff with the ability to work flexibly and recognise the need to work/life balance.

Subsidised Gym Membership

Via our payroll provider, Salford City Council, we are able to offer discount on Salford Council run leisure facilities.

Wellbeing strategy

We are focused on bringing staff wellbeing to the forefront of our people agenda. With an annual wellbeing calendar place, we run events throughout the year to celebrate staff and our school.

We also have an independent Employee Assistance Programme and Occupational health provider in place to support staff with any wellbeing needs.

We are always looking for ways to improve our offering and staff feedback is at the heart of this.

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Job Title: Teacher of Science
Contract Details: Permanent, Full time
Salary/Grade: Main/Upper Scale
Start date: September 2026

Job Summary

The Governors of St Patrick's RC High School are looking to appoint an excellent Teacher of Science who is committed to ensuring pupil enjoyment and progress within our successful Science department. The position offers the opportunity for an experienced or newly qualified teacher to join an established and hardworking team.

The successful candidate will:

- Have a love of their subject
- Have a sound and detailed knowledge of Science
- Have high regard for their learning environment and resources
- Aspire to be a talented, dynamic and an ambitious teacher, who will ensure outstanding progress for all students
- Have the ability to inspire, engage and enthuse students
- Be skilled at fostering independent and collaborative student-led learning

To arrange an informal visit, please contact **Ellie Dolan (HR & Finance Assistant)** by email at dolan.e@stpatricksrhigh.co.uk.

Closing Date: 19th June 2026

Interview Date: 22nd June 2026

All applications must be submitted via the Greater Jobs website or via the TES online job board.

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.

The successful applicant will be required to complete an enhanced DBS check.

We welcome applications from both experienced Science teachers and Early Career Teachers (ECTs)/newly qualified teachers. The preferred start date is September 2026; however, for the right candidate, a January 2027 start will also be considered.

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Job description

The job description below gives an insight into the responsibilities of the Science Teacher and while this is not an exhaustive list, it should allow candidates to have an understanding of what this role entails, and for what the successful candidate will be held accountable for. The person specification provides an indication of the skills and experience that we are seeking.

Purpose of the role

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable. The job description should be read alongside the range of professional duties in the current Teachers' Pay and Conditions document.

The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.

Duties and Responsibilities:

1. Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.

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- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To participate in continuous professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

2. Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.

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- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

3. Teaching and Class Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.

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- To adapt teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of all genders and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.

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- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

General Information and Working Arrangements

- The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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Person Specification

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	Experience/Qualifications/Training etc.	
1.1	Qualified Teacher Status	Application form/Interview
1.2	To hold an Honours Degree or equivalent in a relevant science subject area	Application form/Interview
1.3	Ability to teach Science effectively	Application form/Interview
1.4	Proven record of raising achievement for students through quality first teaching and / or intervention. (For newly qualified teachers this requirement will depend on school placement experience)	Application form/Interview
1.5	Experience of participation in whole school policies	Application form/Interview
1.6	Proven skills and a positive impact of working with a wide range of students at KS3 and KS4 (For newly qualified teachers this requirement will depend on school placement experience)	Application form/Interview
1.7	The ability to promote the social, moral, spiritual and cultural development of students through teaching	Application form/Interview

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2. Skills, Competency and Knowledge		
2.1	Knowledge and understanding of the Science curriculum and GCSE specifications	Application Form/Interview
2.2	Understanding of monitoring, review and evaluation to inform strategic planning and development	Application Form/Interview
2.3	Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards	Application Form/Interview
2.4	Awareness and understanding of narrowing the 'achievement gap'	Application Form/Interview
2.5	Excellent interpersonal and communication skills	Application Form/Interview
2.6	Good level of personal organisation skills	Application Form/Interview
2.7	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Application Form/Interview
2.8	Developing Self and Others - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others' learning and share learning with others	Application Form/Interview

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2.9	Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Interview
2.10	Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Interview

3. Personal Qualities		
3.1	Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from	Application form/Interview
3.2	Energy, enthusiasm and dedication for work with young people	Application form/Interview
3.3	Creative and innovative in their approach to raising standards	Application form /Interview
3.4	Flexibility and an ability to respond creatively to changing circumstances	Application form/Interview
3.5	Can demonstrate humility and uses this to reflect and improve their own and others performance	Application form / Interview
3.5	Works effectively as part of a team and is positive even in the face of adversity	Interview
3.6	Ability to relate well with colleagues and students	Interview and interaction with others whilst visiting school
3.7	Constant and consistent expectations of high standards	Interview
3.8	Commitment to involving parents/carers as partners in the education process	Interview
3.9	Appropriate professional dress and appearance	Interview
3.10	Commitment to extra-curricular activities	Application Form/Interview

Note to Applicants: **Please try to show in your application form how best you meet these requirements**

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