



Newport Girls'
High School
Academy Trust

Second in Science: Biology Lead

**MPS/UPS + TLR2a (possible R & R) Full time Permanent
1 September 2025**

Welcome to NGHS

Thank you for downloading our Second in Science (Biology Lead) information pack. This post will commence on 1 September 2025 and is available as a result of the planned retirement of a much valued colleague.

This post will involve teaching Biology from Year 7 to GCSE and A-level. Whilst our curriculum includes the teaching of separate, discrete sciences from Year 7 to Year 13, some faculty staff teach more than one discipline in KS3. Further details about the faculty can be found in this pack.

There has been considerable investment in science and STEM facilities at NGHS in the past five years. We have recently opened a new chemistry lab and the faculty has two labs for each science. Each lab has modern IT infrastructure including iTVs or interactive boards and visualisers or webcam technology.

The sciences are very popular at A-level here with a recent increase from two to three classes of biology and chemistry and one class of physics. This now appears to be a permanent arrangement owing to the interest in NGHS Sixth Form.

NGHS is a special place to work and I consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff wellbeing extremely seriously and our Wellbeing Charter

is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were recently inspected by Ofsted in November 2022 and the school was judged outstanding in every category, placing us in the top 3% of schools. Please read the report here; you will see why I am so proud of our staff and students. We were recently ranked as the number one school in Shropshire and number 65 in the UK in the Sunday Times Parent Power Guide 2025. We have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

Our trustee board is incredibly supportive and experienced. Their ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all. The school is financially secure and have been supported by the government to expand the number of places that we can offer. Despite our increase in places available, we continue to be heavily oversubscribed and hold an annual entrance test. The sixth form is also full and we welcome new students from a number of high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. If you'd like to speak to me or our Head of Science prior to applying, please contact jobs@nghs.org.uk or call us on 01952 797550. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.



Mr A Jones
Headteacher

All about NGHS

The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Art & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus for September 2024 is based around metacognition and we look forward to seeing how this will enhance our outstanding teaching and learning further.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are based around our fabulous House system.

Our pastoral team is supported by our Wellbeing Manager and two Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS and staff work together to ensure absences are challenged in line with our attendance policy.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

Spotlight on Science

Science at NGHS

In KS3, all students have three weekly hours of teaching which is delivered as discrete lessons in Biology, Chemistry and Physics with some overlap between teachers. Students join NGHS with a variety of science experiences at KS2 and, as you might expect, there is an emphasis on safe laboratory practice as well as a number of experiments to instil excitement and curiosity in science. All Year 7 students take part in a science curriculum visit in Curriculum Enrichment Week.

KS4 begins in Year 9 with all students taking separate sciences with AQA. Students are taught in mixed-ability classes with the significant majority of students attaining grades 9-7. In 2024 around 25% of students achieved a Grade 9 in each science with 95% of students achieving grades 9-5 in Biology and 71% achieving grades 9-7.

A-level science courses are the most popular at NGHS with three classes of biology/chemistry and one physics being the norm. Biology is the most popular science and many students also study psychology as well as chemistry and maths. In 2024, from a cohort of 39 biologists, 54% achieved A*-A and 80% achieved A*-B. The pass rate was 100%. A significant number of students apply to study science-related disciplines at university.

Details about the curriculum can be found in [Learning Overviews on our website](#).

The Science Faculty looks forward to welcoming a new member of the team in September.



NGHS Science Faculty Staff

Head of Faculty/Physics:	Dr S Catalan
Leader of Biology:	Mrs S Dainty
Leader of Chemistry:	Mr R Wright
Teacher of Physics:	Mrs C Reeves
Teacher of Chemistry:	Mr J Wade
Teacher of Chemistry:	Mr C Tolley
Teacher of Biology:	Mrs R Narasimhan
Teacher of Biology:	Mrs L Nicholls
Teacher of Biology:	Mrs R Oates
Senior Technician:	Mrs L Stan
Technician:	Mrs A Mazur



Our Science laboratories are located in an extended corridor to the south of the main school site. All of the laboratories have been refitted in the last ten years with three recent additions/conversions. Approximately 95% of science teaching occurs in the laboratories with single GCSE/A-level lessons taught in a neighbouring classroom.

Recent grants from The Wolfson Foundation and Garfield Weston Trust have enabled the refurbishment of laboratories and the replacement of laboratory equipment. The Technicians have a prep room in the heart of the science area and are highly regarded members of the faculty staff team.

Science facilities



NGHS in action



Clockwise

The annual staff Christmas Pantomime!

Sixth Form students enjoying a Geography trip to Iceland.

We have very talented sportswomen with regular wins in local and regional finals. Here is our winning badminton squad.

There is a real sense of friendship and camaraderie between students at NGHS.

Our Head Girl Team.

Roddam House enjoying Sports Day 2024.



Job Description - Teacher of Biology / Science

Core Role

- ⇒ To support the Head of Faculty (HOF) in leading and developing a team of staff with due regard to their performance and well-being
- ⇒ To support the HOF in leading and developing a faculty of subjects with due regard to curriculum intent, implementation and impact including assessment and evaluation
- ⇒ To lead agreed aspects of the Faculty's development (in this instance biology + one whole-faculty responsibility)
- ⇒ To promote the development of the school

Appraisal Responsibility For:

Up to two staff within a faculty team or support staff

Responsible To:

Head of Faculty

Leadership & Management

- ⇒ To deputise for the Head of Faculty if absent
- ⇒ To help the HOF to foster a positive culture through engagement, innovation & enthusiasm.
- ⇒ To oversee aspects of teaching and learning across the faculty in line with the School's T&L policy and model best practice.
- ⇒ To support the HOF to implement a range of self-evaluation strategies, in line with school policy, to ensure the consistency of / sharing of best practice and evaluation of progress and student outcomes.
- ⇒ To lead the appraisal of others in line with school policy.
- ⇒ To deputise for the HOF (e.g. chairing meetings, responding to parents) as necessary.
- ⇒ To help to prepare and maintain reasonable documentation ahead of Ofsted inspection in conjunction with the senior leadership team.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.

Teaching & Learning

- ⇒ To support the HOF in monitoring standards of professional practice within the faculty.
- ⇒ To manage and facilitate student learning through effective teaching in accordance with the faculty's schemes of work and policies.
- ⇒ To work with the HOF to apply the school's T&L focus within the faculty.
- ⇒ To support the HOF in setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff to feel safe and secure.
- ⇒ To enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff.

Monitoring, Assessing & Reporting

- ⇒ To support the HOF with all aspects of subject/faculty review such as work scrutiny, curriculum evaluation and assessment.
- ⇒ To take a keen interest in tracking student progress to inform future teaching and curricular development.
- ⇒ To help to evaluate performance data and share this with staff across the faculty.

Curriculum Intent & Subject Knowledge

- ⇒ To oversee and lead the development of an aspect of the faculty's curriculum intent and implementation with the aim of ensuring high standards of student progress and attainment.
- ⇒ To have a thorough knowledge and understanding of KS3 Programmes of Study for your area of responsibility and the specifications and grades for all GCSE/A-level courses.
- ⇒ To understand how appropriate transition can occur between KS2 and KS3 in your faculty area.

Professional Standards

- ⇒ To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.
- ⇒ To meet all aspects of the job description for teachers at the school.
- ⇒ To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable within national limits.
- ⇒ To co-operate with the employer in all matters concerning Health and Safety.
- ⇒ To be familiar with the Staff Planner content and support all the School's policies.
- ⇒ To establish effective working relationships with colleagues irrespective of their/your role.
- ⇒ To be involved in extra-curricular activities such as contributing to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and Keeping Children Safe in Education.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- ⇒ To be aware of the role of the Governing Body of and to support it in executing its duties.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To undertake the role of Form Tutor and/or lead subject intervention sessions in registration.
- ⇒ Any other reasonable task as directed by the Headteacher.

Person Specification - Teacher of Biology / Science



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Biology or related subject iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post vi. Middle Leader qualification
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school and previous posts (where appropriate) ii. Teaching Biology at GCSE and A-level iii. Experience of teaching another science to at least KS3 level iv. Recent CPD or relevant training v. Involvement in extra-curricular activities in science and/or wider school life 	<ul style="list-style-type: none"> vi. Teaching in a high achieving school vii. Teaching in a good/outstanding school viii. Teaching a second science to GCSE or beyond ix. Exam marking experience for Biology x. Interest in leading trips/visits to places of scientific interest and/or revision days
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current GCSE and A-level Biology specifications, outcome trends, past papers and examiner reports ii. Knowledge of best practice in assessment iii. Best practice in H&S (e.g. CLEAPS) iv. Ability to stretch and challenge able girls 	<ul style="list-style-type: none"> v. Knowledge of AQA GCSE & A-level Biology specification vi. Knowledge of Rosenshine's Principles of Instruction vii. Interest and willingness to promote greater STEM opportunities to girls
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and house/year team but also a Team Leader iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iv. Willingness to support students as form tutor v. High standards in dress, attendance and punctuality vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour! 	<ul style="list-style-type: none"> viii. Knowledge of issues facing girls in a single-sex, high achieving environment

Staff Well-being Charter

The Trustees, Headteacher and SLT take the well-being of all staff very seriously. The Charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

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|  A Staff Well-being Committee which meets termly |  Complimentary tea, coffee, sugar and milk in the staffroom |  Staff Menopause Ambassador with appropriate support for all |
|  A buddy for new staff who join NGHS for their first year |  Counselling service free to all staff both in-house and externally |  Golden Space in the Car Park; awarded weekly on rotation! |
|  An annual flu jab for all staff available upon request each winter |  Greater PPA time than national and no mainstream cover |  Measured approach to lesson observation, drop-ins and good practice weeks |
|  Calendared wellbeing weeks with no evening meetings/events |  Childcare vouchers scheme for those who have children in regular day care |  Annually reviewed Workload Policy; designed by staff for staff to support reducing workload |
|  Deadlines well publicised and annual calendar consultation |  Staff social evening each term - let your hair down and relax |  Communications policy which protects time outside of school day |
|  No student or class data collected for data's sake |  A flexible and generous approach to family appointments, children's events, nativities, sports days etc. |  SLT Open Door Policy at all times including urgent email for non-school days |
|  Dedicated marking afternoon for all staff during internal exam week |  Complimentary Christmas Dinner for all staff each year |  Cake, laughter & friendship in the staffroom |
|  Dedicated classroom wherever possible for all teaching staff |  Thank You Friday reward scheme for staff to share appreciation of colleagues |  A firm commitment to the current DFE Staff Wellbeing Charter |



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad.

Informal discussions about the post can be arranged. Please email jobs@nghs.org.uk to arrange.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 31 March 2025 at 9am**. Interviews will take place shortly after this deadline. Referees must include your current or most recent Headteacher. Referees will usually be contacted at the point of shortlisting. Letters of application should be addressed to our Headteacher Mr A Jones.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.



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