



KING EDWARD'S SCHOOL
BIRMINGHAM

Teacher of Biology (Full time)

King Edward's School is seeking to appoint a full-time Teacher of Biology to teach across the full age range from 1st September 2025. It is an opportunity to join a strong, enthusiastic, very supportive and friendly department in an exceptional school. We welcome applications from people of all backgrounds and no experience of working in the independent sector is required. The school teaches Biology Edexcel iGCSE, Biology AQA A-Level and IB Diploma (Year 13). A willingness to participate in the wider life of the School with pastoral care duties and help with co-curricular activities is expected.

Science at King Edward's School

King Edward's has a long tradition of scientific excellence, having educated Nobel laureates such as Maurice Wilkins and Sir John Vane. Science remains at the heart of the academic life of the school today.

As of Sept 2025, Year 13 will be in the final year of completing the IB Diploma programme as the school transitions into A-Levels, with all Year 12 students taking A-Levels. All Sixth Formers will take 4 A-levels, with some electing to take 5. Biology is a very popular subject at the school with approximately 40% of Year 12 boys opting to study it. We will follow the AQA specification in A-level Biology. Biology, Chemistry and Physics are taken by nearly all the pupils at IGCSE.

Many pupils continue to study science subjects at university, with high numbers successfully applying for Engineering and Medicine, as well as Natural Sciences, Biomedical Sciences and other related subjects.

The Biology Department

The Biology Department has the use of six well-equipped laboratories, four of which are exclusively used by the department. Two full-time, well-qualified technicians cater for practical needs. We have a study centre with a pond, which is well resourced with fieldwork equipment and is used by boys throughout the school. A residential field course is held at the end of Year 12.

At all levels our aim is to provide a very practical course, with the boys doing experiments for themselves wherever possible (rather than watching demonstrations), helping them develop into excellent observational and inquisitive biologists. The Year 7 (Shell) boys follow our in-house combined science course, but from Year 8 (Removes) onwards the three sciences are taught separately. Year 8 is our own in-house developed course to enhance their curiosity and stretch their academic abilities. Year 9 onwards they follow the IGCSE Edexcel specification.

At the end of Year 9 boys have the option of continuing with the three separate sciences or two sciences and a further non-science GCSE. All sciences follow the Edexcel IGCSE specifications. We

have excellent academic track records with over 90% of the grades being 9-7. Biology is an immensely popular subject; the school cohort is very scientific with about approximately half of Year 13 students opting to read scientific based studies at University (with about 30 successful entries per year into Medicine and Dentistry). Over the last three years the mean number of boys achieving the top IB grade of Level 7 (equivalent to an A* at A level) is 49% and 91% Level 7 or 6.

Beyond the classroom we try to engage students to develop a love of Biology through clubs for both younger and older year groups and enrichment activities undertaken throughout the year. The pupils also regularly compete in local and national competitions such as Biology Challenge, UoB Big Biology Quiz, MiSAC etc. The more ambitious students also enter the Intermediate Biology Olympiad Biology Olympiad in Year 12 and 13, respectively.

Job Description

The role holder will report to the Head of Biology.

A. Teaching

- Plan and deliver lessons in accordance with the department's scheme of work and which reflect the priorities of the school's Learning and Teaching Policy.
- Liaise with relevant colleagues on the planning of work for collaborative delivery
- Take account of pupils' prior levels of attainment and use them to inform planning and set targets for future improvement
- Set high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with the school's Behaviour Policy
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work
- Help organise and develop biology enrichment activities and opportunities for the students.

B. Assessment, Recording and Reporting

- Assess and return work within a reasonable and agreed time span providing constructive oral and written feedback, and clear targets for future learning as appropriate
- Report on pupil progress in line with school policy and as specified in the published calendar
- Keep parents informed of pupil progress by attendance at Parents' Evenings, and by other means as appropriate
- Maintain appropriate records of assessments in line with department and school policy
- Be familiar with the code of practice for identification, referral, assessment and monitoring of special educational needs

C. Pastoral Care

- Undertake responsibility for a form group as required, including tutor/tutee interviews
- Be the first point of contact for parents of pupils in the form
- Set targets for and monitor the social and academic progress of pupils in the form
- Undertake responsibility for the delivery of the PSHE programme to the form

- Promote good attendance and monitor in accordance with school policy

D. Professional Standards

- Support the aims of the school and adhere to the Staff Code of Conduct
- Support the implementation of all school policies and procedures as laid out in the Staff Handbook
- Treat all members of the school community with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance
- Attend and participate in events such as open days and options evenings. Support those events in which form members are involved e.g. concerts
- Participate in the school's extracurricular programme, which includes activities, clubs and societies, sport, drama and music
- Take responsibility for professional development, participating in staff training and the school's arrangements for appraisal
- Participate in the management of the school by attending departmental and other staff meetings
- Ensure that all deadlines are met as published in the school calendar
- Take responsibility for matters relating to health and safety in line with school policy
- Undertake duties that may be reasonably assigned by the Head of School (directly or indirectly)

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case will be reviewed during the appraisal process.

The candidate will visibly maintain the highest professional standards, have excellent interpersonal communication, presentational and ICT skills and have the ability to work flexibly within the school structure.

Person Specification

The ideal candidate would be expected to show evidence of many of the following skills and qualities. The following information demonstrates qualities that would be considered essential or desirable.

Qualifications and Training	Essential	Desirable
Qualified Teacher Status (UK)		×
Courses of further study relevant to the post		×
An honours degree in Biology or a related subject	×	
Evidence of involvement in personal CPD	×	

Experience	Essential	Desirable
Experience of teaching in a highly academic context		×
Experience of teaching the full 11-18 age range		×
Experience of the A-Level Programme		×
Clear understanding and knowledge of current issues related to the subject	×	

Skills	Essential	Desirable
A clear understanding of how to engage with school data	×	
Ability to think originally and creatively and show initiative	×	
Commitment to high standards of Biology teaching and learning	×	
Ability to teach high quality lessons	×	
The potential to lead and motivate teams		×
Excellent organisation abilities	×	
High levels of ICT competency		×

Personal characteristics	Essential	Desirable
Ability to cope with pressure	×	
Ability to communicate effectively with parents, students and staff in a variety of ways	×	
Understanding and commitment to equality of opportunity for all	×	
Understanding of, and a commitment to the ethos of the school as a community	×	
Tact, discretion and diplomacy	×	
A genuine liking of people and the ability to show warmth, good-humour, empathy and sensitivity	×	

How to apply

To apply for this role, please forward a completed **application form** and **equal opportunities form** (both available for download at <https://kes.org.uk/about-us/work-with-us/>) and a **covering letter** addressed to the Chief Master by email to: kesrecruitment@keschools.org.uk.

The deadline for applications is **8am on Tuesday 25th February**, however applications will be reviewed on receipt and so early applications are encouraged.

Interview will provisionally take place on **Thursday 6th March**, although we reserve the right to bring forward interviews and make an early appointment if suitable applications are received.

If you have any queries about the role or would like to discuss it in more detail, please contact the Head of Biology, Helen Ferguson via email: h.ferguson@keschools.org.uk.

King Edward's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants invited to interview will be required to provide proof of identity, preferably a birth certificate, although where this is not available we will accept other forms of ID. Online searches will also be carried out for all shortlisted candidates, as required by Keeping Children Safe in Education. Successful candidates will be required to undergo an enhanced DBS check and other pre-employment checks. A copy of the School's Recruitment, Selection and Disclosure Policy is available on the website www.kes.org.uk.