



**MATTHEW MOSS  
HIGH SCHOOL**  
*Learning for Life*

## Alternative Provision Teacher - STEM

**Closing Date:** Monday 29th April 2024 at 9am

**Interview Date** W/C 29/04/2024



## Welcome to Matthew Moss High School

Thank you for your interest in the post of Alternative Provision Teacher- STEM in our Connections Provision at Matthew Moss High School.

In this pack, you will find information about our school ethos, CPD opportunities and the Connections Faculty.

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2019) and is over-subscribed. There are 1230 learners on roll, including a Hearing Impaired Base and, more recently, a partnership with Redwood School. Redwood School caters for young people aged 11-19 who have additional needs.

Matthew Moss High School is an inclusive school, where all learners have access to the full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (2019) Inspectors noted that: *"relationships between staff and pupils are a real strength"*. The report also highlighted that: *"Staff morale is high"* and that *"One hundred per cent of staff said that professional development is used to encourage, challenge and support improvements"*.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our CHANGE ethos:

**C**omposure

**H**igh Standards

**A**gency

**N**umeracy and Literacy

**G**rowth Mindset

**E**mpathy

In Year 7, learners receive a dedicated CHANGE curriculum, which instils the values and ethos to which school community, both staff and learners, aspire. Moving forward, we are working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy. If you are new to the profession, you will receive excellent support from your Induction and Trainee Mentor through our Early Careers Framework offer.

All staff, new to school, receive excellent induction and access to our wider CPD programme, to allow development as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust. At Matthew Moss High School, every member of our community has the opportunity to flourish.

## **Your Role**

You will work within the Connections team in the role of STEM teacher. In this role you will create and manage a classroom environment that engages and motivates learners in Connections. Within the classroom you will maintain behaviour expectations and promote good progress for all learners. With support from the Connections Lead, you will deliver a bespoke balanced, relevant, and differentiated STEM curriculum that is appropriate for the learners you are supporting with clear objectives and assessment points. You will support the Connections Lead in monitoring pupil progress, reporting, and regular communication with parents/ careers and external agencies. To ensure success as a STEM teacher, candidates should have a strong quantitative background, demonstrate empathy, and have good written and verbal communication skills, and engage students with the subject matter.

Connections seeks to inspire a love of learning in our students through experiential and enquiry based learning. Education isn't just about studying subjects, but should spark curiosity and help learners discover new interests or passions. We would like every Connections learner to leave equipped with the knowledge and skills for STEM pathways and an ability to access the natural world around them in their adult lives.

With a passion for science/STEM and dedication to learner success, you'll transform the Connections classrooms into a dynamic laboratory of exploration, where hypotheses are tested, theories are challenged, and breakthroughs are celebrated. Join us in inspiring the next generation of scientists, engineers, and visionaries as we continue to push the boundaries of knowledge and imagination.

Duties will include, but are not limited to:

- Developing STEM curricula.
- Planning daily lessons.
- Adopting a data-driven attitude towards measuring learner progress.
- Developing STEM learning activities and hands-on material for classes.
- Attending to individual student needs.
- Communicating regularly with parents.
- Providing extra support to students who need it.
- Monitoring student growth to identify strengths and areas for improvement.
- Using learner data to constantly refine your curriculum.
- Providing regular feedback to students.
- It is also required that you have a basic understanding around the rest of the curriculum as a whole to deliver lessons if required.
- Liaise closely with all stakeholders to ensure progress of learners within connections.
- Lead by example inline with the CHANGE values and Trust Charter; Coach, Challenge Innovate.

## **About the Connections Faculty**

### **Connections at Matthew Moss High School**

Learners who access Connections present as vulnerable or are at risk of permanent exclusion. Learners have varied educational experience, needs, and attainment levels.

The classroom environment caters for a small number of learners at any one time; our focus is on Maslow's Hierarchy of Needs as a foundation for all learning. The classroom maintains the same standards and expectations as all other classrooms in school.

Our curriculum offer supports learners to make good progress within their individual context. It is expected that all learners make progress 8 and will be entered for the full range of options.

Learners receive an individualised approach through different nurture sessions, vocational experiences and skills based AP included in learners' bespoke timetables.

The Connections Faculty is situated in a quiet area of school with a dedicated classroom and outdoor space for learning. Connections is led by an experienced Head of Faculty and supported by teaching assistants. This is the second year of Connections and is already proving to have positive outcomes for learners.

**The aim of the Connections Faculty is to:**

- deliver accessible, bespoke curriculums that facilitate progress;
- build self esteem and well being;
- improve standards of behaviour, self regulation and composure;
- create opportunities for success both in school and at external providers;
- reintegrate vulnerable or at risk learners into the MMHS community by creating a sense of belonging;
- create successful participants of the local community through personal development, vocational experience, and skills based alternative provision.

Our work in Connections has been highly successful and has started to support our learners and parents in achieving positive outcomes.

Parents feedback about the provision shows:

- 100% of parents felt that their learners were better supported in Connections and therefore were happier in school, and felt more like they belonged at Matthew Moss High School.

Learners feedback about the provision shows:

- 100% of learners felt they are better supported in their learning in Connections, that they have demonstrated an improvement in their attendance, attainment, and progress with appropriate post 16 aspirations.

Outcomes for the cohort: the impact measures of the first year of Connections cohort showed;

- Significant gains in attendance
- Significant gains in attainment
- Decrease in behavioural incidents
- Decrease in suspensions

The Connections provision at MMHS is an innovative and exciting project. If you feel you have the skills, experience and passion for making a difference to the lives of young people, this is an exciting opportunity.

If you have any further questions, or would like to visit school, please contact our Human Resources Team at: [hr@mmhs.co.uk](mailto:hr@mmhs.co.uk).

I look forward to meeting you,



Ms C Leach-Rogers  
Headteacher



**Watergrove  
Trust**  
Providing more

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Chief Executive: Mr M Moorhouse

<b>Organisation:</b>	Watergrove Trust
<b>Section:</b>	Teaching
<b>Location:</b>	Matthew Moss High School
<b>Job Title:</b>	Alternative Provision Teacher-STEM
<b>Hours:</b>	In line with STCP
<b>Grade:</b>	MPS/UPS
<b>Grade Range:</b>	MPS1 - UPS3
<b>Accountable to:</b>	Headteacher, Head of Faculty
<b>Accountable for:</b>	N/A
<b>Special Conditions of Service:</b>	<ul style="list-style-type: none"><li>All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment. From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required or to perform routine system upgrades and general maintenance.</li></ul>

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately balanced, relevant and differentiated STEM curriculum for learners and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of learners as an Alternative Provision Teacher within Connections.

Facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential.

Contribute to raising standards of learners attainment.

Support the school's responsibility to provide & monitor opportunities for personal & academic growth.

### **Safeguarding**

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

### **Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and learners in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

### **Relationships (not exhaustive)**

Headteacher

Senior Leadership Team

Colleagues

Teaching Staff

Associate Staff

Learners

Parents

Visitors

Contractors

Governors /Trustees

## Organisational Chart

Headteacher
Deputy Headteacher
Head of Faculty
Teacher

## Values and Behaviours

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

## Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust’s commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

## Principal Duties - Teaching

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver a bespoke balanced, relevant and differentiated STEM curriculum for learners and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of learners as a teacher of Connections.

Facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential.

Contribute to raising standards of learners attainment.

Support the school's responsibility to provide & monitor opportunities for personal & academic growth.

### **STRATEGIC AND OPERATIONAL PLANNING**

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and faculty.

Contribute to the curriculum area and faculty's improving performance and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole school's planning activities.

### **CURRICULUM PROVISION & DEVELOPMENT**

Assist the Head of Faculty to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Participate in the organisation of extra and co-curricular activities

Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of learners, examining and awarding bodies and the school's mission and strategic objectives.

### **STAFFING**

Take part in the school's staff development programme by participating in arrangements for further training and professional development.

Continue your own professional development in the relevant areas including subject knowledge and teaching methods.

Engage actively in the appraisal review process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the school.

### **QUALITY ASSURANCE**

Help to implement school quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Review from time to time methods of teaching and programmes of work.

Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **MANAGEMENT INFORMATION**

Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

Complete the relevant documentation to assist in the tracking of learners.

Track student progress and use information to inform teaching and learning.

Participate in the school's rewards programme.

### **COMMUNICATIONS & LIAISON**

Communicate effectively with the parents of learners as appropriate.

Where appropriate, communicate and cooperate with persons or bodies of external agencies.

Follow agreed policies for communications in the school.

Take part in liaison activities such as parent's evenings, review days and liaison events with partner schools.

Contribute to the development of effective subject links with external agencies.

### **MANAGEMENT OF RESOURCES**

Contribute to the process of the ordering and allocation of equipment and materials.

Assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.

Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and learners.

## **PASTORAL**

Promote the general progress and well-being of individual learners and of the Connections cohort as a whole.

Liaise with Pastoral Leaders to ensure the implementation of the school's pastoral system.

Register learners, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Evaluate and monitor the progress of learners and keep up-to-date student records as may be required.

Contribute to the preparation of action plans, progress files and other reports.

Alert the appropriate staff to challenges experienced by learners and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of learners and with persons or bodies outside the school concerned with the welfare of individual learners, after consultation with the appropriate staff.

Apply the behaviour management systems so that effective learning can take place.

## **SCHOOL ETHOS**

Play a full part in the life of the school community, supporting our distinctive mission and ethos and encouraging staff and learners to follow this example.

Support the school in meeting its legal requirements for worship.

Promote actively the school's corporate policies.

Comply with the school's health and safety policy and undertake risk assessments as appropriate

## **Secondary Duties**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, learners, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.

2. Work collaboratively across departments with colleagues and learners to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.

3. To participate in programmes of training as a trainee and when required as a trainer

facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.

4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.

6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.

7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, learners and families. Be a positive, collaborative team member.

8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.

c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.

11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and learners to follow this example.

12. Support the Academy and the Trust in meeting our legal requirements for worship.

13. Actively promote the Academy and Watergrove Trust corporate policies.

Job Description Prepared by: Charlotte Longthorne Date: 16/04/2024

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

**Watergrove Trust  
Person Specification**

<b>Organisation :</b>	Watergrove Trust	<b>Post:</b>	Alternative Provision Teacher- STEM
<b>Section :</b>	Matthew Moss High School	<b>Grade:</b>	MPS/UPS

**Note to Applicants:**

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

**Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
<b>Qualifications</b>		
Qualified Teacher Status	E	AF, A
Appropriate Honours degree	E	AF, A
<b>Skills and Experience</b>		
Excellent knowledge of subject	E	AF, I
Ability to teach subject up to GCSE	E	AF, I
Excellent knowledge of intervention strategies designed to raise attainment levels	E	AF, I

Excellent knowledge of strategies designed to increase learners' motivation to learn	E	AF, I
Excellent communication and interpersonal skills	E	AF, I
Working with Alternative Provision providers	D	AF, I
<b>Knowledge and Ability</b>		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to use ICT both as a classroom resource and as a management tool	E	AF, I
Understanding the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to establish effective classroom management and discipline	E	AF, I
Identifiable record of raising standards of student attainment in your subject	E	AF, I
Ability to plan lessons in line with relevant schemes of work and exam syllabuses	E	AF, I
Experience of successful curriculum design and innovation leading to raised standards of achievement	D	AF, I
Ability to teach additional National Curriculum subjects	E	AF, I
Commitment to team work and the sharing of good practice	E	AF, I
Enthusiasm and enjoyment of teaching	E	AF, I
Appropriate appearance and presence	E	AF, I
Willing to take part in and lead extra-curricular activities	E	AF, I
Ability to communicate effectively with staff and learners	E	AF, I
<b>Special Working Conditions</b>		
Enhanced DBS clearance	E	A