

NETHERWOOD ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

ASSISTANT CURRICULUM LEADER OF SCIENCE

CANDIDATE PACK

Open Letter from our Principal

Dear Candidate

I would like to take this opportunity to welcome you to Netherwood Academy. I took the helm here at the beginning of September 2020 after almost 10 years Headship experience in two schools elsewhere in Yorkshire, and I am committed, alongside my staff team, to doing everything in my power to ensure Netherwood is the school of choice for all secondary-age students in the wider community.

We have ambitious plans to take the school further on its journey to “inspiring beyond measure”, backed by Astrea, a forward-looking and values-driven trust which operates a large number of primary and secondary schools throughout South Yorkshire and Cambridgeshire.

My personal ambitions for Netherwood are very straightforward –to provide an excellent all-round education for every student, whatever their background, and inspire them to be ambitious for themselves, both academically and socially, so that they go out into the wider world as responsible citizens, fully-equipped for what life has to offer. This will include a commitment from us, as staff, to broadening students’ general cultural awareness, and we aim to do this through high expectations and an unapologetic focus on students doing the right thing day-in, day-out. We believe this will make all of our classrooms and corridors disruption-free, enabling teachers to teach high-quality lessons and students to learn and thrive every day.

Our facilities are modern and extensive, and we have worked hard to ensure curriculum areas and extra-curricular activities are well-resourced and accessible to everyone. We have dedicated, state-of-the-art spaces for indoor and outdoor Physical Education, as well as the Visual and Performing Arts, including Music, Drama and Dance.

More and more families from the local area are choosing Netherwood for their children than ever before, and staff at the school have the confidence to send their own children here, in greater numbers than we have ever seen –this is testament to the rapid improvements we have made over the past two years, and which we continue to make.

When Ofsted next visit us, we are adamant that we will be judged to be a Good school, for the first time in the school’s history; the work we have already undertaken means we are well on the way to achieving this ambition.

Our academy is a bright and vibrant community, where children sit at the very heart of everything we do. I very much hope it is a community you would like to be part of.

Best wishes

I look forward to welcoming you to our Academy.

Please visit our website for further details on our vibrant and diverse [school](#)

Mr J Mitchell

Principal

Job Description

JOB TITLE:

Assistant Curriculum Leader of Science

REPORTING TO:

Curriculum Leader

SALARY RANGE:

Main and Upper Pay Range

Currently £30,291 to £47,452 per annum

Plus TLR 2D (£5,364)

CONTRACT TYPE:

Permanent

WORKING PATTERN:

Full Time



Role Description

Purpose

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 of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

Main Duties and Responsibilities

Lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum

- To provide strategic leadership for the development and management of the Science Curriculum Area throughout the academy.
- To identify areas for development and improvement linked to the academy improvement plan and national and local initiatives.
- To develop and monitor schemes of work for the Science Curriculum Area across the whole academy and ensure successful implementation which meets curriculum requirements.
- To have an overview of, and contribute to the planning and delivery of continuous professional development and training related to the Science Curriculum Area.
- To develop strategies for the use of the Science Curriculum Area to promote new teaching methods and improve learning throughout the academy and monitor effectiveness in raising standards of teaching and learning.
- To monitor and evaluate pupil progress across the academy in the Science Curriculum Area.
- To use ICT effectively in delivery of teaching and learning.

Impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils in the Science Curriculum Area.
- To identify clear, appropriate targets for attainment and / or achievement across the area of the Science Curriculum Area.
- To monitor and evaluate pupil progress and achievement against targets.

- To lead evaluation strategies to contribute to overall academy self-evaluation.
- To contribute to the academy procedures for lesson observation.
- To implement academy quality procedures and to ensure adherence across the academy.

Leading, developing and enhancing the teaching practice of other staff

- To ensure the establishment of common standards of practice across the Science Curriculum Area and develop the effectiveness of teaching and learning styles.
- To plan and implement strategies to improve teaching where needs are identified.
- To provide induction, support and monitoring for new staff.
- To act as a role model of good practice for other teachers, modelling effective strategies with them.
- To act as a performance management team leader for identified teachers.
- To ensure all staff in the academy are familiar with the aims and objectives of the Science Curriculum Area.

Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Qualifications and Experience

- Qualified teacher status in Science
- Good relevant degree
- Teaching throughout the age (11-16) and ability range

Skills, knowledge and abilities and professional attributes

- Good organisational skills
- Good communication skills
- Good teaching skills and range of strategies
- Knowledge of National Curriculum
- Knowledge of GCSE syllabuses
- Ability to integrate ICT effectively
- Understanding of Special Educational Needs

Other professional attributes

- High expectations of all pupils
- High professional standards
- Ability to lead, manage and work as part of a team
- Understanding of the need for a scaffolded curriculum

General Information and Working Arrangements

- The above duties are not exhaustive and the postholder 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.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

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

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

