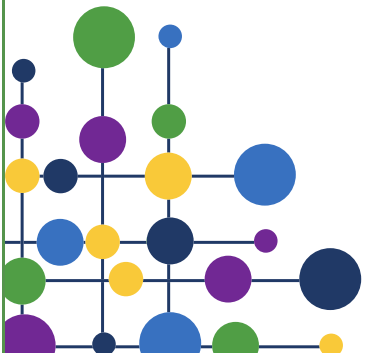


**Royds Hall a SHARE MAT Academy
Assistant Director of Science and
Whole School Lead Practitioner
Application Pack**



Welcome from the CEO

Dear Applicant,



Thank you for taking an interest in the vacancy based at Royds Hall Academy. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

A handwritten signature in black ink that reads "J McNally". The signature is written in a cursive, slightly slanted style.

John McNally CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and pupils achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our pupils/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in pupils/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

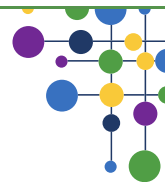
Information about Royds Hall

Being part of SHARE Multi-Academy Trust and Teaching School Hub for Kirklees and Calderdale, provides staff a wealth of support and a wide range of opportunities to collaborate with colleagues across the Trust and also with the wider Calderdale and Kirklees network. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice. Royds Hall is a small secondary school that achieved a Progress 8 score of 0.01 in 2022. We are exceptionally proud of the progress that has been made in school over the last four years, it has most certainly been a wonderful trajectory of improvement. We enjoy strong behaviour for learning and a curriculum that is ambitious for all and well sequenced. Staff wellbeing is central to our vision of 'valuing people, supporting personal best'. Visitors and staff regularly share that the school is warm and supportive with high expectations for all. This team ethos pervades everything we do.

We also offer pupils a wealth of extended learning opportunities from; Royds Hall Scholars, Duke of Edinburgh, Debating society, Steam Lab to knitting for fun. The PE department support our pupils to represent the school in a wide range of sports including Basketball, Netball and Athletics. We take part in the annual Speakers' Trust event and have been successful in reaching the final in recent years. Pupils gain from a wealth of opportunities offered including leadership opportunities in every year group. In 2022, 100% of pupils took part in an extended learning opportunity. A strong belief exists that offering a wide range of extended learning opportunities ignites pupil interests and allows them to uncover skills and abilities that support their sense of achievement and happiness in school and into adulthood. We believe that every child can succeed and it is our privilege to provide them the opportunities to identify their talents and their future dreams and aspirations.

As a teaching professional, the curriculum allows you the flexibility to create an inspiring, exciting learning journey for all pupils enabling them to develop into active citizens of the future, empowered to make their best contribution to society. The Curriculum is developed in a thematic and practical way that engages both our employees and young people. We seek ways to make our curriculum even more interesting every year and you have the ability to do this at Royds Hall. Lessons are fascinating, engaging, exhilarating, and demand that pupils think for themselves whilst ensuring pupils see a purpose to their work.

Royds Hall is a wonderful place to work, where you will have the opportunity to make a difference every single day.



Assistant Director of Science and Whole school Lead Practitioner Role Profile

Role Title	Assistant Director of Science and whole school Lead Practitioner	Reporting to	Director of Science.
Section	Science, Royds Hall		
Contract type	Permanent	Grade / Salary	Lead Practitioner scale – scale range negotiable with the candidate

Part A – JOB DESCRIPTION

Overall purpose of role	As an Assistant Director of Science and whole school Lead Practitioner you will be required to meet the general requirements of this post, as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher or designated line manager. The post will require you to work in partnership with Science staff, TLR holders, senior leadership team and governors to ensure the continuous improvement across the school.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Key Outputs
<ol style="list-style-type: none"> 1. To work with the Director of Science and teachers to promote and facilitate the delivery of excellent teaching and learning in Science and to: <ol style="list-style-type: none"> a) Help lead the Science Faculty in accordance with the school’s aims and ethos b) Ensure that the curriculum plans are ambitious, well sequenced and spiralled to ensure that students are knowing more and remembering more over time. c) Improve students’ levels of progress and attainment in Science across all key stages d) Steer improvements in the quality of teaching and learning in Science across all key stages e) Support high standards of student behaviour for learning and engagement f) Contribute to maintaining a safe environment for students. 2. Share best practice with post holders and teaching staff in the Science department to promote and facilitate the delivery of excellent teaching and learning.

3. Support the Senior Leadership team by working with the Teaching and Learning lead to share best practice across school to promote and facilitate the delivery of excellent teaching and learning.
4. Ensure a suitable curriculum, in line with national developments, is in place for students of all abilities studying Science.
5. Monitor and plan the curriculum to secure effective sequencing of lessons and the building of knowledge over time.
6. Improve students' levels of progress and attainment.
7. Coach and guide colleagues to improve the quality of teaching and learning.
8. Support high standards of student behaviour for learning and engagement.
9. Contribute to maintaining a safe environment for students.
10. Ensure students work in safe environment, taking responsibility for ensuring the risks are identified and managed well.
11. Monitor and evaluate the quality of teaching and learning the department.
12. Support other teachers to raise standards by sharing good practice and collaborating with colleagues to plan curriculum developments.
13. Agree clear, achievable outcomes with staff and/or students.
14. Help colleagues that you line manage to produce their own personal development plan. Review progress towards objectives consistently within the school's framework for benchmarking.
15. Devise and implement strategies for narrowing the progress gap in Science for different groups of students.
16. Track students' progress, rewarding success and intervening to improve standards.
17. Contribute to the overall direction of the school by attending selected senior leadership team meetings and helping to devise and implement whole-school policies.
18. Support other faculty leaders by sharing good practice and acting as a link to the senior leadership team from time to time.
19. Maintain a visible presence around the school, supporting duty teams and others by insisting upon and helping to maintain high standards of student conduct in lessons and around the school.
20. To respond flexibly to curriculum changes that may be required from time to time, including alterations to line management responsibilities within the scope and scale of this role.
21. To undertake any other duties associated with the role, as may be decided by the senior leadership team/Headteacher.

Dimensions (*Financial/Statistical/Mandates/Constraints/No. of direct reports*)

- Range of Teachers – in the Science Department 8
- Range of Students approximately 850

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: Parents and Families, Examinations Boards.

<i>Expertise in Role Required (At selection - Level 1)</i>	Essential or Desirable
• Qualified Teacher Status	Essential
• Degree or equivalent	Essential
• Evidence of continuing professional development and a willingness to undertake further development as appropriate	Essential
• Able to teach to a high standard	Essential
• Evidence of impact in the classroom	Essential
• Successful experience or the ability to teach subject at GCSE	Essential
• Successful experience or the ability to teach subject at KS3	Desirable
• Experience of implementing departmental school strategies	Essential
• Able to view department goals in a whole school context	Essential
• Able to develop strategies for engaging students, develop the curriculum and secure improvements	Essential
• Able to analyse data with a view to developing strategies to improve performance	Essential
• Able to monitor and evaluate impact of interventions and strategies	Essential
• Detailed knowledge of current developments in subject area for all levels	Essential
• Knowledge of innovative teaching and learning strategies	Desirable
• Highly competent in ICT and the use of computers	Desirable
• Excellent communication skills	Essential
• Excellent behaviour management skills	Essential
• Commitment to the safeguarding of young people	Essential
• Ability to coach others to improve leadership & teaching	Essential
• A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities.	Essential
<i>Other (Physical, mobility, local conditions)</i>	
• Good role model in terms of promoting the trust's aims and values, together with professional standards for teachers and leaders.	Essential

- Is willing to work flexibly within scope of overall hours, e.g. evening meetings.

Essential

Expertise in Role - After initial and advanced development

- Evidence of monitoring and evaluating interventions and strategies
- Evidence of data analysis and strategies used to improve performance
- Evidence of on-going continuing professional development.

Structure

SHAREMAT Director of Science



Royds Hall Director of Science



Assistant Director of Science and whole school Lead Practitioner



Teachers of Science

Signatures



Approved by : CEO

Approved by : Post Holder/or Representative
