

Isca Academy

Assistant Headteacher (Science)

At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual.

We INSPIRE our students, celebrate their SUCCESS, care about our COMMUNITY and have AMBITION for every single child.



TABLE OF CONTENTS

• Key Details	1
• How to Apply	2
• About Isca Academy	3
• A Warm Welcome from our CEO	4
• Job Description	5
• Person Specification	6
• #lifeattedwragg	7
• The Ted Wragg Institute	8
• Our Ted Wragg Standard	9
• Our Benefits	10
• Our Trust Journey	11



Key Details

Salary L9 – L13

Location

Isca Academy

Earl Richards Road South,
Exeter EX2 6AP

Hours Mon–Fri, 8.00am – 4.00pm

Interviews

Thursday 22nd May 2025

Closing date 8am Monday 19th May 2025

Required from September 2025

Isca Academy is an aged 11–16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

How to apply

For an informal conversation about the position please contact Harriet Smith at recruitment@iscaexeter.co.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



About Isca Academy



Vicki Joyce
Our Headteacher

Isca has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students.

We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the **Isca** difference.



- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**.

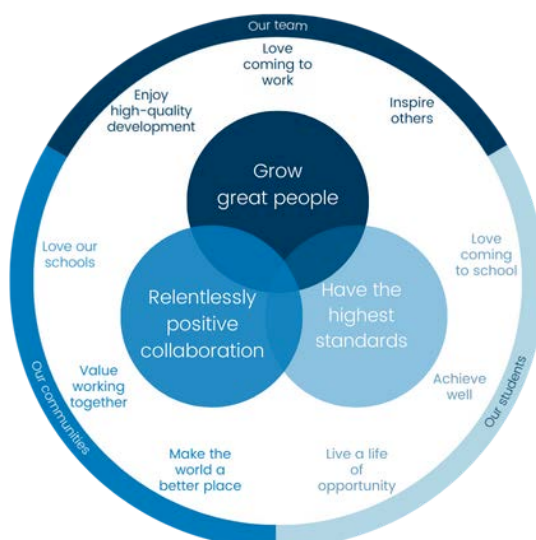
This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



Job Description

Conditions

- As defined in the School Teachers Conditions of Service Document and Academy policy documents.
- The post holder will lead and manage a team of science staff and will be supported by the Deputy Headteacher through line management.

Key Purpose

- To provide professional and effective leadership and management for the Science teachers within the department, in order to secure maximum student achievement and outcomes within the context of the Academy overall aims and priorities.
- To provide strategic leadership of the Academy Priorities as a member of the Academy Leadership Team – See also the leadership expectations.

Objectives

- To promote and provide a clear direction for the Science team, within the context of the Academy vision in order to contribute to whole school improvement.
- To promote high standards in science teaching in order to ensure all students achieve their potential and at least national outcomes in science.
- To promote positive attitudes to learning in science lessons and activities so that students are equipped and able to access all subjects across the Academy.
- To ensure there is a consistency of practice within the Science team with regard to Academy policies and procedures, maintaining high expectations of all students in terms of academic success and behaviour.
- To develop (in partnership with other Trust Schools) an ambitious, challenging and high-quality curriculum, assessment plan and pedagogical approaches so that Science teaching continues to develop and improve, maximising student outcomes year on year.
- To lead on whole school areas of responsibility as designated by the Headteacher.



Main Areas of Responsibility

- Improving the quality of teaching and learning.
- Leading and enhancing the teaching practice of others.
- Leading, developing and enhancing a subject or curriculum area.
- Monitoring the standards of teaching and learning and student outcomes across all Science lessons, and plan for improvement as required.
- Undertake regular self-evaluation of the work of the department and the impact on student outcomes, in line with the Academy self-evaluation policy.
- Setting a clear direction for science within the context of the Academy vision and goals, creating and implementing a subject development plan which involves all subject teachers.
- Supporting and developing the science staff, providing regular constructive feedback in a way which recognises good practice and supports progress against appraisal objectives.
- Acting as a positive role model for the science team so that staff have a clear understanding of good professional conduct.
- Maintaining an ethos of high achievement and positive attitudes towards science amongst staff and students, to maximise achievement.
- Actively engaging the Science team in effective planning, development and delivery of the Science curriculum.
- Organisation and provision of resources and allocation of staff to groups, so that resources are used efficiently and effectively.
- Overseeing and evaluating subject budget allocations to ensure spending is in line with learning priorities and best value principles.
- Effective communication within the Academy and to key stakeholders with regards to science, to ensure confidence in the Academy and the subject area.
- Ensuring high standards of health and safety within the department demonstrating an understanding and a commitment to safeguarding students.
- Promote equality of opportunity and aspiration so that all students achieve their potential.

Main Areas of Responsibility

Main Areas of Responsibility

Key Tasks

- Science teaching across all years.
- Ensure the curriculum is well structured, challenging and ambitious, to ensure progression and to maximise the achievement of all students.
- Ensure the quality of teaching across the team meets the needs of all students and encompasses strategies to engage students with a range of learning needs.
- Monitor the quality and impact of teaching and learning within science through regular quality assurance activities. Plan and implement improvements as appropriate.
- Monitor student progress in science against internal, local and national targets, planning support as appropriate for both students and staff.

Key Tasks

- Plan and implement the developments required in science within the context of the overall Academy improvement plan.
- Ensure a programme of educational enhancement is delivered by the department, as appropriate.
- Ensure effective and timely scheduled meetings with the Science staff, both as a group and on a 1:1 basis as required.
- Attend and contribute to Team Leaders' meetings as well as the Academy Leadership Team Strategic Meetings.

Key Tasks

- Order and allocate Science resources and manage the Science budget.
- Oversee the deployment of staff in science and advise on the recruitment of science staff when required.
- Support the professional development of science staff through the Academy Appraisal processes, and other support strategies.
- Ensure efficient management of technical staff support (where required).
- Ensure Academy policies are consistently adhered to by the Science team.
- Other general professional duties under the reasonable direction of the Headteacher as a member of the senior leadership team.

Person Specification

ESSENTIAL	DESIRABLE	How Assessed*		
		AF	R	I
Experience Experience of teaching in a state comprehensive school. Experience in planning and teaching Science Language and Literature 11-16. Experience of contributing to and delivering strategies to raise progress and achievement across Science, including assessment for learning and creative pedagogies. Experience of monitoring and evaluating performance and of using data to inform school improvement and ultimately student outcomes.	Delivering whole school CPD Delivering Subject Specific CPD Exam marking Experience of teaching Science Literature / Language at A Level	X	X	X
Qualifications and training Qualified teacher status. Educated to degree level – in the specialist area of Science.	Further qualifications relevant to the role such as NPQML or NPQSL Masters Level Study	X		X
Skills A gifted teacher with the ability to teach Science Literature and Language in an exciting and engaging manner. Excellent planning skills. Excellent inter-personal skills. Proven ability to sustain positive relationships with staff, students and parents. Thorough grasp of data, including analysing data and using this effectively to improve student outcomes. Excellent ICT skills to support teaching and learning. Excellent organisation, prioritisation and time management skills Meets all relevant national teaching standards. Good understanding of the National Curriculum and GCSE assessment requirements in Science Literature and Science Language. Ability to plan high achieving Schemes of Learning to challenge and inspire young people in Science. Strategic thinking.	A gifted leader. The ability to consider, plan and deliver strategic goals.	X	X	X
Qualities Excellent communicator and team player. Energetic and committed. Ability to work under pressure. High level of integrity. Positive role model. Commitment to education as a tool for improving the life chances of children. Proven commitment to a safe school culture. Commitment to an inclusive and child-centred approach to education.	Keen to develop further by full participation in CPD, often leading CPD for others. Ambition for future leadership development to Deputy Headteacher and beyond.	X	X	X
Must pass <i>all</i> relevant safeguarding of children checks	DBS checks, self-declaration and interview			

*AF= Application Form; R= References; I= Interview

#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwithus

Love coming to work



Experience high quality development



Inspire others



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute** (TWI) delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical,
not time span



Practice-Based

Create new habits



Domain-Specific

Create new habits



External Expertise

Challenge the familiar
& refresh ideas



Professional Buy-In

Purpose & benefits
eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely educates



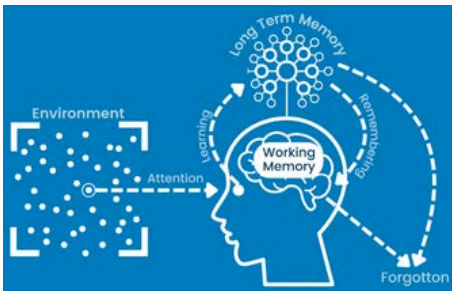
Thrives in a complex system



Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.

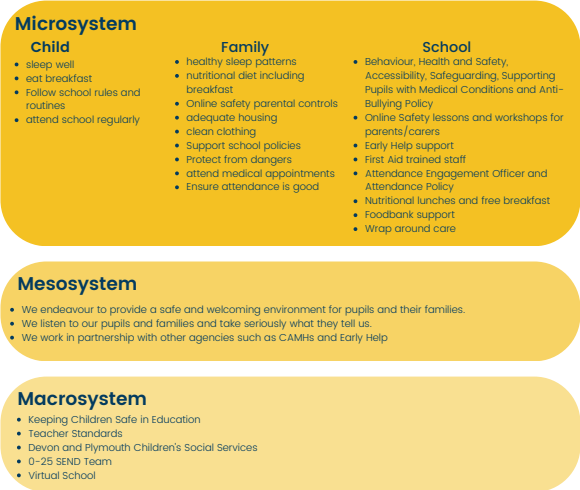


Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.



Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

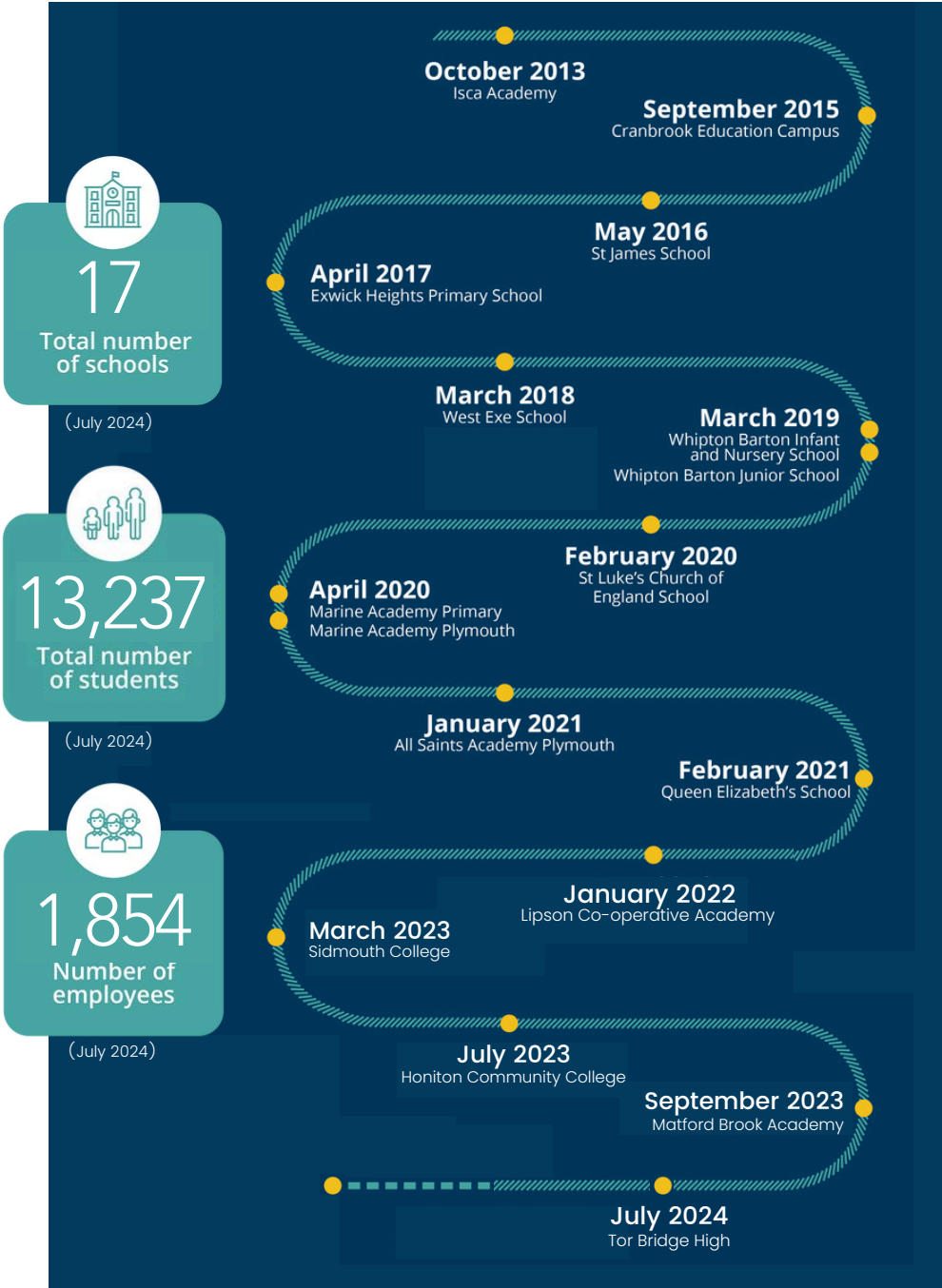
When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for your interest in working with us!

