

Briefing Pack for Applicants Assistant Subject Leader of Science



STOCKSBRIDGE
HIGH SCHOOL

— This is Just the Start —

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

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Assistant Subject Leader of Science
Location: Stocksbridge High School
Pay scale: Teachers Main/Upper Pay Range (MPR/UPR) plus TLR 2B - £5,648
Contract: Permanent, full time
Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are looking for a dedicated, hardworking and ambitious teacher to add further leadership capacity to the Science department. The successful candidate will work with an experienced subject leader and a supportive department to develop the curriculum, teaching and learning of science. You will have opportunities to create extra-curricular or enrichment activities and to foster a love and passion for science in all our students. This is an ideal opportunity at an exciting time at the school for an outstanding Science teacher to take their first steps into school leadership.

The successful candidate will be expected to teach all sciences across KS3 and KS4. You should be committed to student progress, be passionate about teaching and learning and have the ability to inspire young learners with innovation, challenge and engagement. You will be joining a dedicated, hard-working and enthusiastic Science team who are committed to working together to produce resources, share innovative ideas and approaches to the teaching of science.

The closing date is at 9am on Thursday 09 January 2025 with interviews scheduled to take place shortly afterwards.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Statutory Information - Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Hannah Taylor- Headteachers PA, via email- htaylor@stocksbridge-mlt.co.uk.

The application form and information pack are available on Minerva Learning Trust website [Vacancies - Minerva Learning Trust](#) Please ensure that you do **not** fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered. CV's are not accepted.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and inspiration. This is reflected in our core vision of 'Believe, Achieve, Succeed' and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Ben Gilder
Headteacher

Section 4: About Stocksbridge High School



Our Mission, Vision and Values

...THIS IS JUST THE START...

Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

Our Vision:

Our vision is based upon our core principles of 'Believe, Achieve, Succeed'

Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

Our Values:

Be Positive

We smile, we accept compliments, we are polite, and we are respectful

Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

Our Mission, Vision and Values

Leaders at SHS	All Staff at SHS	Parents at SHS	Pupils at SHS
<ul style="list-style-type: none"> • Lead with a positive approach • Are solutions focussed • Are highly visible • Are highly active and act quickly to resolve issues • Model expectations and never ignore problems • Are reflective, support and develop colleagues within our teams • Have high expectations of all stakeholders • Are accountable and confident to hold others to account • Are kind and mindful of well-being, physical and mental health • Communicate with clarity in a timely manner • Put the school's vision and values front and foremost 	<ul style="list-style-type: none"> • Have high expectations for all stakeholders and build confidence • Are reflective and continually strive for improvement • Look after their own well-being and that of others • Put relationships at the heart of everything they do through kindness • Have a relentless focus on outcomes • Uphold standards positively and support the school's drive towards excellence • Use policies and guidance to provide clarity of purpose • Recognise achievements of all stakeholders and celebrate through a culture of success 	<ul style="list-style-type: none"> • Be part of the decision-making process by involving themselves as part of the school community • Support school decisions by reflecting on the rationale and encourage their children to • Understand that pupil success is at the heart of the school's values • Engage with the school and respond positively • Be kind to staff that are working hard to do the best for their children • Be confident to approach the school about how we can work more closely together 	<ul style="list-style-type: none"> • Have high expectations of themselves and their peers • Be positive in all that they do • Be kind, compassionate and caring to others • Be confident to make choices even when they might be difficult • Be reflective and consider the impact of our actions on others • Understand that staff are here to help them to be the best version of themselves • Be part of the decision-making process by fully engaging in leadership opportunities • Adhere to the school's policies



Our Mission, Vision and Values

Believe:

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Achieve:

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

Succeed:

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

Section 5: Job Description



Minerva Learning Trust Job Description



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

POST TITLE	Assistant Subject Leader of Science
GRADE/SALARY	Teachers Main/Upper Pay Range, plus TLR2B
HOURS/WEEKS	Full-time
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Subject Leader of Science and Senior Leadership Team link
RESPONSIBLE FOR	The duties and responsibilities of a Schoolteacher as defined in the current "Schoolteachers' Pay and Conditions Document".
PURPOSE OF THE JOB	Lead learning within a major part of the Science curriculum
RELEVANT QUALIFICATIONS	Relevant teaching qualifications

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies

MAIN DUTIES

- The effective and appropriate delivery of high-quality teaching and learning to students at Stocksbridge High School.
- The effective leadership of teaching and learning across the Science Department.
- The effective evaluation, review and planning required to develop and improve teaching and learning and standards within science. This may be in liaison with other school leaders as appropriate.
- To support the SL with monitoring of student performance within Science including key groups e.g. pupil premium, SEND, vulnerable groups, more able students.
- Contribute and lead on effective curriculum intent, implementation and impact for Science
- To support the SL with development of targeted intervention strategies to support student attainment and achievement of all groups of learners.
- To deputise for the Subject Leader as appropriate.
- To support the SL with development and implementation of effective assessment procedures across science
- To adhere to and implement the policies, standards and ethos of Stocksbridge High School, as agreed by Minerva Learning Trust, the Stocksbridge High Governing Body and the Senior Leadership Team.

Leadership

- Support the Subject Leader to monitor, manage and develop, in an effective and participative manner, the quality of teaching, learning and the curriculum within the Science department, in order to maximise quality of delivery and therefore achievement for students of all abilities.
- Monitor, support, coordinate and evaluate the effective deployment of subject resources, including staffing, and evaluate the need for and introduction of new resources.
- Seek, compile, evaluate and disseminate information appropriate to the maintain and further develop the effective delivery of teaching and learning within Science
- Manage and develop administrative systems appropriate to the Science Department.
- Support the Subject Leader to manage the Science department in terms of:
 - effective design of the curriculum to meet government requirements
 - the delivery of quality teaching and learning
 - strategies for monitoring, appropriate differentiation, continuity, progression, assessment, recording, reporting
 - encouragement and support for positive behaviour.
- Develop, coordinate, monitor and evaluate strategic planning within Science to improve standards within the subject.
- Manage the tracking of student progress, including data analysis as required, and devise and implement appropriate intervention plans where appropriate.
- Ensure all staff within the Science team are aware of and meet internal tracking deadlines by submission of all relevant data.
- Ensure the accuracy of estimated grades and assessment data through rigorous QA of tracking entries.
- Contribute to and lead meetings to monitor impact of improvements strategies as appropriate
- Design, implement and evaluate communication systems for the Science team including subject meetings and communications with parents / carers.
- Nurture positive relationships with all members of the team and work with other leaders to ensure a positive, collective departmental ethos.

Teaching and learning

- Be accountable for sustained improvement of teaching and learning within Science.
- Be responsible for subject assessment and tracking and the coordination of target setting for groups and individual students.
- Coordinate and support the development, implementation and evaluation of intervention strategies within Science in order to maximise student attainment and achievement.

Curriculum

- Lead and support on the development of the intent, implementation and impact of the Science curriculum
- Ensure the intent of the Science curriculum is clear, shared and understood by all.
- Monitor programmes of learning in terms of short, medium- and long-term planning, specifically focusing on appropriate differentiation for students of all abilities.
- Hold meetings and lead other activities as appropriate to develop the overall department effectiveness.
- Collaborate with other Middle Leaders in the school and across the Trust to develop provision and share effective practice.
- Contribute to and support the implementation of the Middle Leader Development Plan for Science.

Quality Assurance

- Lead the professional development review cycle for identified members of the Science team and ensure that Ambitions are appropriate and aligned to the Trust policy
- Hold colleagues to high account, in line with the professional expectations of the school and Trust.

Staff Development

- Establish and lead departmental (and whole school) training and development as appropriate.
- Participate in and engage with whole school and trust CPD as required.
- Contribute to staff coaching and CPD as appropriate.
- Develop the Science team and other colleagues by acting as a positive role model for middle leadership and classroom practice.
- Support development and training needs for members of the Science team as required.

Special Educational Needs and Disability

- Know the range of student abilities and specific needs within Science across all Key Stages and ensure that all students make progress in their learning.
- Ensure colleagues are aware of the individual learning needs of the students in each teaching group, through systems such as MINT.
- Ensure that learning resources are appropriate and enable students of all abilities to access learning at the highest possible level.
- Use and promote a range of appropriate learning strategies / activities to meet the needs of all students.
- Work with the SEND team to meet the needs of individual students within science lessons.

Resources

- Support the Subject Leader to monitor and manage the effective deployment of all resources within Science, including departmental capitation.

- Be accountable for ensuring that all school and trust policies are met by members of the Science team.

Communication

- Attend Middle Leader meetings as outlined on school calendar by agreement with the subject leader
- Support contributions to school communications with parents, including school newsletter / social media.

Admin

- Establish and ensure consistent use of subject wide systems for smooth running of the Science department.
- Be accountable for examination entries and ensure that all staff within science meeting examination office deadlines as required.
- Be accountable for internal tracking deadlines and ensure that all staff within science meeting deadlines as required.
- Support staff attendance at parental consultation evenings and other events involving parents such as recruitment evenings.

Responsibilities to be shared between Subject Leader and Assistant Subject Leader

- Leadership of quality assurance processes within the department
- Monitoring, review and implementation of the reward system within science.
- Monitoring, review and implementation of the homework policy within Science Provision of clear support mechanisms for members of the Science team, including an induction programme for staff new to the department team.
- Monitoring and evaluation of staff development within the subject.
- Monitoring and support for staff who are causing concern – QA / outcomes / attendance / complaints etc.
- Participation in meetings within the agreed 1265-time budget at a level commensurate with the post.
- Any other reasonable duties as directed by Head teacher at a level commensurate with the post.
- Lead on literacy development across the whole school.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.



OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

 Minerva Learning Trust Person Specification		 STOCKSBRIDGE HIGH SCHOOL <small>— This is Just the Start —</small>	
Post title: Assistant Subject Leader of Science			
Minimum Essential Requirements		Method of Assessment	
QUALIFICATIONS AND TRAINING			
Qualified Teacher Status		AF/I	
A further qualification, degree, diploma, certificate in relevant subject		AF/I	
Ability to teach Science at Key Stages 3 and 4		AF/I	
KNOWLEDGE AND EXPERIENCE			
Experience of delivering good classroom management in secondary education.		AF/I	
A knowledge of the assessment arrangements.		AF/I	
Evidence of sustained successful teaching in science across the full range of abilities		AF/I	
Experience of teaching across all key stages		AF/I	
Evidence of sustained impact on pupil's achievement, both through your own teaching and through support for and working with others		AF/I	
Successful experience of strategically and supportively leading a team		AF/I	
Knowledge and experience of how to use data in order to target and intervene with pupils to raise attainment		AF/I	
Experience of raising standards through effective planning and delivery of CPD		AF/I	
Understanding of and the ability to apply a range of appropriate assessment techniques.		AF/I/A	
PROFESSIONAL DEVELOPMENT			
To take part in the school's staff development programme by participating in arrangements for further training and professional development.		AF/I	
To engage actively in the Performance Management Review process		AF/I	
To support the professional development of colleagues in the department		AF/I	
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.		AF/I	
SKILLS			
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.		AF/I	
Knowledge and awareness of good practice in identifying individual needs and providing support to students and colleagues		AF/I	
Excellent communication skills		AF/I	
Excellent written, verbal and IT Skills		AF/I/AA	

Excellent time management, including ability to prioritise, delegate, and problem solve	AF/I
Understanding of and commitment to diversity and equality of opportunity in all working practices	AF/I
Ability to use ICT as an integral part of teaching and learning programmes.	AF/I
QUALITIES AND ATTRIBUTES	
Flexible approach to work	AF/I
A positive team approach to work	AF/I
Excellent interpersonal skills and ability to build and maintain highly effective relationships with colleagues	AF/I
Strong ongoing commitment to developing your own knowledge skills and understanding as an educator	
Sets high standards and expectations of self, colleagues and students	AF/I
Is committed to ensuring that students of all ages and abilities achieve their potential and are successful and happy	AF/I
Is a role model of best practice to young people and the school community.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, and voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to an interview process during which time they will have the opportunity to meet staff and students and see the school at work.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mlt.co.uk by the closing date.