



Deputy Leader of Science The Cheadle Academy

RECRUITMENT PACK

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900

office@theheadleacademy.co.uk
www.theheadleacademy.co.uk



The Cheadle Academy. A company limited by guarantee, registered in England and Wales, number 7884080



www.theheadleacademy.co.uk

Deputy Leader of Science

Salary: MPS-UPS (£25,714 - £41,604)

TLR 2.5 (£4486)

Start date: January 2023 or sooner if possible

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational Deputy Leader of Science with the ability to teach across Key Stage 3 and Key Stage 4 and possibly Key Stage 5 for the right candidate. The Governors are looking for an individual who is an outstanding practitioner and who will contribute positively to the wider school community of this inclusive school.

You will have the ambition, passion and personality and proven ability to enable pupils to excel in Science and understand how this can support, influence and engage students in the world around us. Self-motivated and ambitious, you will drive the vision of the academy and offer leadership that demonstrates exceptional inter-personal skills, the ability to inspire others and demonstrate a commitment to every student achieving their potential.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

For further details and an application pack please visit the school website.

Visits to the school are welcome and can be arranged by contacting Mrs T Alkins (Admin Officer) at recruitment@theheadleacademy.co.uk or on 01538 493900

Closing date for applications: Monday 27th June 2022 at 9.00am

Interview Date: Thursday 30th June 2022

PRINCIPAL
Mr N Jamieson
BA Hons, PGCE, NPQH



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STOKE-ON-TRENT
ST10 1LH
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Dear Applicant,

Thank you for taking the time to consider applying for the post of Deputy Leader of Science at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages.

The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 28 teachers and 37 support staff. We have 470 students on role and our own Cheadle Sixth Form College, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which all staff take responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all. The Cheadle Academy has a strong track record of collaborative work with our primary feeder schools, other institutions and groups of school, which will continue to develop in the future.

Our recent Ofsted inspection in May 2019, has rated the academy as Good in every aspect of its work.

- “The headteacher and senior staff are relentless in their determination to make this school a **beacon of excellence** in the local community and provide the very best education for its pupils.”
- “**Pupils are proud of their school** and are courteous and show respect for each other and for visitors”
- “The school is **extremely pupil-centred**. Pupils lie at the heart of everything and they are extremely well cared for and supported.”
- “There is an **exceptional culture of safeguarding** in the school”
- “Leaders have created a **fully inclusive school**, where pupils feel valued, supported and nurtured”
- “The **behaviour of pupils is good**”
- “**Pupils are proud of their school** and speak highly of it, wearing their uniform with pride”.
- “The **school is a calm**, orderly environment. Pupils are polite and courteous.”

- **“Teaching is good”**
- **“Students’ outcomes are good”**

Are you a dynamic and inspirational person? We are looking for a Deputy Leader of Science with the drive and ability to support innovation and progress, who puts the best interests of students at the forefront of their work in Science, supporting student engagement.

The ideal candidate for this position will be self-motivated and ambitious, whilst remaining committed to working collaboratively with colleagues at all levels across the organisation. You will have experience of raising standards, supporting student progress and through your teaching and the vision to inspire others to do the same. We welcome applicants from a the range of different disciplines with the opportunity to teach across all Key Stages.

Every child’s journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would to thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'N Jamieson', written over a light blue rectangular background.

Mr Neil Jamieson
Principal

SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

VISION AND VALUES

*“Leaders are committed to making this school **a beacon of excellence and all share in this vision**. They have the drive, determination and capacity to improve the school further.”*
(Ofsted 2019)

The Cheadle Academy is a school which puts the child at the heart of everything we do. We are a fully inclusive school who through partnership with our teachers, pupils and parents ensure that every child becomes the best they can be. We aim to be an outstanding community based school that nurtures motivated and curious children, promoting success that inspires and empowers a generation of lifelong learners.

APPLICATION PROCESS

Deputy Leader of Science

Key Dates:

School tours available on request, please telephone Mrs T Alkins on 01538 493900 to arrange.

Closing date: Monday 27th June 2022 at 9.00am

Interview Date: Thursday 30th June 2022

Start date: January 2023 or sooner

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Mrs T Alkins to:
recruitment@theheadleacademy.co.uk

or post it to:

**Mrs T Alkins
Admin Officer
The Cheadle Academy
Station Road
Cheadle
Stoke-on-Trent
Staffordshire
ST10 1LH**

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

Job Description

JOB TITLE: Deputy Leader of Science

JOB PURPOSE:

To support in the co-ordination all aspects of the teaching and learning programmes for Science opportunities within the academy.

To support the professional leadership and management of their subject area in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

LINE MANAGEMENT:

Responsible to: Director of Science

DUTIES AND RESPONSIBILITIES:

Strategic Direction

- To support the development and implementation of policies and practices for the subject areas which reflect the academy's commitment to high achievement and which are consistent with national and school strategies and policies.
- To support the development of short, medium and long term plans for the development and resourcing of the subject.
- To support the monitoring progress made in achieving subject plans and targets, and evaluate the effects on learning and teaching.

Teaching and Learning

- To provide guidance on a choice of appropriate learning and teaching methods.
- To support the development and implementation systems for recording individual student's progress.
- To ensure schemes of work are developed appropriately.
- To evaluate the quality of teaching and standards of achievement, setting targets for improvement.

Leading and Managing Staff

- Involvement in recruitment and selection of teaching staff
- To support the development subject teams and individuals to enhance performance
- To support the planning, delegation and evaluation of work carried out by team(s) and individuals
- To create, maintain, and enhance effective relationships

Resource Management

- To secure and allocate resources to support effective learning and teaching within the subject area
- Monitor and control the use of resources

KNOWLEDGE AND SKILLS

Deputy Leader of Science should demonstrate a developing knowledge and understanding of:

- School improvement and effectiveness strategies including the process of school self-review
- Processes and systems for quality assurance within subject area(s)
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.
- The application of information and communications technology (ICT) to learning, teaching and management of the subject area.
- Principles of curriculum planning.
- Financial planning, stock inventory and resource planning.

TEACHERS STANDARDS:

Teachers must make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching

- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of The Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside The Academy, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions

- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Other -

- To undertake any other duty as the Principal may reasonably direct
- To be responsible for promoting and safeguarding the welfare and safety of students at all time
- To carry out all duties in a manner which promotes equality of opportunity, dignity and due respect for all persons and is consistent with The Academy's Equal Opportunities Policy



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