



THE CHEADLE ACADEMY



Recruitment Pack Deputy Leader of Science

Dear applicant

Welcome to The Cheadle Academy, a small 11-16 high school in the Staffordshire Moorlands. We are a distinctive school with polite, friendly, and thoughtful students, supported by a dedicated staff team who are prepared to 'walk the extra mile' to ensure every student achieves success. Our approach is highly personalised, focused on developing the knowledge, skills, and understanding of each individual. The ethos of our school places students at the heart of everything we do, and they are at the forefront of every decision we make.

We are incredibly ambitious academically, ensuring our students secure the results they need to pursue further education, employment, or training. Alongside academic success, we are passionate about nurturing a love for art, music, reading, theatre, sport and culture, enriching students' lives long into their future. Every experience counts, and our holistic approach shapes the lives of students, fostering the British values of respect and tolerance, and preparing them for a dynamic and competitive global workplace.

Children need positivity, excellent role models, and a platform from which to shine. We make no apologies for upholding traditional values and high standards. We firmly believe that our students should be well-mannered, smartly dressed, and respectful of one another. These principles, alongside our supportive and close-knit community, help create a safe, caring and happy learning environment where every student can thrive. When our students develop in this way, they gain the ability to positively influence not only their own lives but the lives of others.

We pride ourselves on the relationships between school and home, with an emphasis on students belonging and being proud to represent our school.

At The Cheadle Academy we provide an environment where students are encouraged to be curious learners, value their community, develop a pioneering spirit and work hard to leave a lasting legacy for future generations.

As we embark on the search for a Deputy Leader of Science, we are seeking an individual who shares our passion for creating a workplace that stands out. We want someone who will contribute to the vibrancy and success of The Cheadle Academy.

We are looking for a knowledgeable and skilled specialist who will inspire students to enjoy and thrive in all aspects of Science. 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 and supporting student progress.

Please review the recruitment pack before completing your application form.

If you would like to find out more or see us at work, please contact us to arrange an appointment. We would love to hear from you. I look forward to welcoming you to The Cheadle Academy.

Mrs N Slack



THE CHEADLE ACADEMY





HOUSE COMMUNITY

Cheadle Academy is an integral part of the local community and encourages students to be kind and therefore inclusive of others.

Cheadle Academy pupils are invested in their community and are committed to seeing it thrive by championing our culture and celebrating our legacy.



HOUSE PIONEER

Students at Cheadle Academy are inspired to be pioneers in their chosen fields following in the footsteps of local trailblazers such as Mary Blagg.

They are encouraged to follow their passions no matter what their aspirations are. They are supported to perform to their best, whilst remaining grounded and authentic; therefore true to themselves and their potential future career.





HOUSE LEGACY

Upholding the legacy of the historic market town of Cheadle is an ingrained value of Cheadle Academy students.

Cheadle Academy is proud of the town's history; therefore we inspire our students to create their own legacy by remaining courageous and not afraid of failure.



HOUSE CURIOSITY

Cheadle Academy encourages students and staff to remain curious and therefore always ready to learn.

This inquisitive nature equips Cheadle Academy students to be the best they possibly can be in their future endeavours.



www.theheadleacademy.co.uk

Deputy Leader of Science

Salary: M1 – UPS3 (£31,650 - £49,084)

TLR 2.5 £4,486

(Further opportunities may be available for the right candidate)

Start Date 1st September 2025

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 4. The Governors are looking for an individual who is an outstanding practitioner and who will contribute positively to the wider school community.

You will have the ambition, passion and personality to enable students to excel in Science and understand how this can support, influence and engage students in the world around us. 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. 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 encouraged and can be arranged by contacting Tracey Alkins (Finance Officer) at recruitment@theheadleacademy.co.uk or on 01538 493900.

The Cheadle Academy is dedicated to providing a supportive and inclusive workplace environment. We welcome applications from all qualified candidates.

Closing date for applications: Monday 12th May 2025

Interview Date: TBC

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

"The school is well led and Managed. The new leadership team has a clear vision for the school." (Ofsted 2025)

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, students and parents ensure that every child becomes the best they can be. We aim to be an outstanding community based school that inspires and empowers a generation of lifelong learners.



THE CHEADLE ACADEMY

We are often asked what we value most at The Cheadle Academy.

- ➔ The whole person is what truly matters.
- ➔ We value people who are courageous, therefore not afraid of failure.
- ➔ We value people who are curious, therefore always ready to learn.
- ➔ We value people who are kind, therefore inclusive of others.
- ➔ We value people who are grounded, therefore authentic and true to themselves.
- ➔ When our students develop in this manner, they gain the ability to positively impact not only their own lives but the lives of others.

This is The Cheadle Academy way.

Deputy Leader of Science

Key Dates:

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

Closing date: Monday 12th May 2025 at 9am

Interview Date: TBC

Start date: 1st September 2025

You will 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
Finance 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 the 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