



**TRC**  
THOMAS ROTHERHAM COLLEGE

## Head of Faculty: Science

**Closing Date:** Midday, Thursday 23<sup>rd</sup> March

**Interviews Date:** Thursday 30<sup>th</sup> March

Responsible to:	Principal
Responsible for:	Effective leadership of the Science Faculty.
Salary:	Annual salary is on a 9-point scale starting at £28,000 to £43,685 (dependent on experience) + TLR1B of £10,712.04 per annum + Recruitment and Retention payment of £10,000
Working hours:	32.5HPW

Inspire Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School and Thomas Rotherham College.

Thomas Rotherham College is the largest sixth form college provider in Rotherham, South Yorkshire. We have a tradition of achievement and aim to provide a future of opportunity to all our students. An opportunity has arisen to recruit an enthusiastic and high-quality leader to the post of Head of Faculty for Science

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this - contributing to this culture and developing it further.

As a Trust we are truly community based and committed to developing a set of shared values through every aspect of our work. These values are the development of respect, responsibility, resourcefulness, resilience, reflection, risk taking and relationships.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/trc-vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its workplaces. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process, including references from current and previous employers, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.



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**Inspire Trust is committed to...  
Educational Social Responsibility  
We are committed to a value led  
educational provision.**

Inspire Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**

Underpinning this ethos, Inspire Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, and trustees, these are:

***Respect, Responsibility, Resourcefulness, Resilience,  
Reflection, Risk taking and Relationships***



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## Job Description and Person Specification

### Main Purpose of Job

Science is a large faculty, and this is a key leadership role. Housed in a dedicated suite of laboratories and teaching rooms, the faculty deliver a range of L3 programmes as well as a smaller GCSE provision. Staff numbers are large, and the faculty has a recent record of growing student numbers. Students are able to opt for A levels in Biology, Chemistry and Physics. Science teachers also contribute to the teaching of A Level Environmental Studies. The faculty deliver single, double and triple BTEC Applied Science as well as a level 3 Applied Diploma in Medical Science. The successful applicant should be able to deliver a range of subjects from the above listed and set out in their application which subjects they have experience of teaching and/or are qualified to teach.

Your primary focuses will be to bring about sustained improvements in teaching and learning, to develop and refine the faculty's curriculums (including assessment), and to lead a culture of high expectations, clear accountability and restless commitment to students.

To be successful in this, you will need to be dedicated and clear-headed; you will need to exert your innate curiosity as a scientist and apply rigour to the short-, medium- and longer-term challenges of running so diverse and experienced a team. While we are interested in applications from all those with the confidence and self-belief to undertake this work, we believe you should have significant, post-qualification experience and a proven track record of motivating and leading people to achieve excellence. Candidates must be educated to degree level in a science discipline and hold a PGCE/PGCE Post 16 with QTS. Experience and understanding of the unique challenges of working with and supporting post-16 learners is advantageous in an application for this role.

**This post is eligible for a recruitment and retention enhancement of £10,000, payable in three separate amounts, subject to the successful completion of annual talent management processes. £2000 will be paid at the end of the first year, £3000 at the end of year 2 and £5000 at the end of year 3. Applicants should be aware that these payments are subject to tax.**

The college is completely committed to the professional development of all employees. As a key member of the Heads of Faculty leadership team, you will have scope to broaden your experience, opportunity to work alongside and learn from senior and fellow middle leaders, and the capacity to drive whole-college improvement initiatives, preparing you – in time – for the step into senior leadership.

**Interested candidates are welcome to come and look round the college at 3:30pm on Tuesday 14<sup>th</sup> March.** Please email Gail Jones ([g.jones@inspiretrust.uk](mailto:g.jones@inspiretrust.uk)) to arrange this. This is wholly voluntary. Non-attendance will in no way prejudice your application.

Deadline for applications: **Midday, Thursday 23<sup>rd</sup> March**

**Interviews will be held on Thursday 30<sup>th</sup> March**





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## Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Curriculum Management and Development	A	L	O
To have a clear vision for the teaching of science and to develop strategic plans for realising this vision	✓	✓	✓
To lead teaching and learning across the faculty, designing comprehensive M&E activities to gauge strengths and areas for individual and collective development.	✓	✓	✓
In conjunction with SLT and relevant Assistant Heads of Faculty and Subject Leads, to agree targets for the recruitment and success of students at course level.	✓	✓	✓
To ensure that all staff involved in the delivery of programmes, both teachers and technicians, are properly integrated into course teams so that their work may be contextualised to the relevant area.	✓	✓	✓
To ensure the faculty area is thoroughly and appropriately planned and organised for both effective and efficient delivery to ensure the success of students, whilst ensuring the curriculum offers value for money and promotes an efficient and workable timetable, staffing model and student groupings.	✓	✓	✓
To ensure that you and staff in your faculty maintain comprehensive and up-to-date course records so that documentation such as schemes of work, assessment schedules, etc. are available in a timely fashion for all areas. To take appropriate action where this is not the case.	✓	✓	✓
To ensure that staff in your faculty know their students. That, through comprehensive, well-constructed assessment processes, they identify strengths and weaknesses and intervene accordingly. To take appropriate action where this is not the case.	✓	✓	✓
To ensure that effective internal validation, verification and/or moderation procedures are implemented throughout the curriculum areas, especially with regard to coursework, formal assignments and formal gradebook assessments / mock exams.	✓	✓	✓
To encourage the learner voice and respond to feedback from learner satisfaction surveys and focus groups. To ensure that the curriculum area contributes to the wider learner experience.	✓	✓	✓
To promote and lead new curriculum developments to meet the needs of all potential learners in accordance with local demand and available funding.	✓	✓	✓



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To engage with employers and academic stakeholders and develop their involvement within the curriculum.	✓	✓	✓
To take the lead on student recruitment initiatives within the curriculum area – including co-ordinating attendance at open and interview events, as well as ensuring that the curriculum areas is appropriately represented through school liaison and partnership events.	✓	✓	✓
<b>Teaching, Learning, Assessment and Student Outcome</b>	<b>A</b>	<b>L</b>	<b>O</b>
To develop a flexible and innovative curriculum that is responsive to feedback from current learners, anticipates changes in demand from future learners and caters for different levels of learners.	✓	✓	✓
To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓
To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
To have a clear understanding of the needs of all students, including those with additional learning needs.	✓	✓	✓
To have a full understanding of how to assess all subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓





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To have clear rules and routines for behaviour and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	✓	✓	✓
To ensure that all course teams in the faculty area are clearly focused upon excellence in classroom practice and deliver outstanding student outcomes, including value added and high grades. To support positive student destinations onto University, apprenticeship or into employment.	✓	✓	✓
To ensure that in-year assessment data is used to target interventions at both course level and class level. Also use this information at student level to ensure the best outcomes for individual students and the courses they are on.	✓	✓	✓
To liaise with members of Student Services regarding issues relating to student performance and attendance;	✓	✓	✓
To ensure that target-setting and value-added information is used effectively in order to bring about improvements in learner performance and to be amongst the 'best in sector' results.	✓	✓	✓
To ensure that all course teams within the curriculum area use innovative and varied styles of teaching and learning in order to enhance the learner experience and help foster and encourage student ownership of their own learning.	✓	✓	
Deliver an appropriate timetable of teaching, discharging the duties of a teacher as outlined in the Teacher Job Description.	✓	✓	✓

2. Leadership and Management	A	L	O
To promote the College's Quality Improvement Plan and to promote the values and behaviours which underpin them.	✓	✓	
To ensure the faculty area is always 'inspection ready'.	✓	✓	✓
To lead on the Talent Development (Appraisal) of staff in the faculty. In conjunction with staff members, develop and monitor actions which will lead to the necessary improvements in teaching and learning/ general provision. Ensure that such processes are aligned to whole-college targets, course-level targets and student outcome targets.	✓	✓	✓
To carry out both walk-through activities and formal lesson observations to provide feedback to staff on the impact that they are having on student progress. These will take place principally within faculties but may also extend across all college areas.		✓	✓



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Ensure that any resultant objectives are clearly focussed on raising standards and are consistent with the college and faculty Quality Improvement Plan.			
In liaison with Human Resources and SLT, ensure that appropriate steps are put in place to provide mentoring and staff development support to all probationary staff and any member of staff whose performance is identified as giving cause for concern.	✓	✓	
To undertake the day-to-day leadership and line management of staff within the faculty.	✓	✓	✓
To work with the faculty team to ensure that there is an up-to-date faculty QIP.	✓	✓	✓
To supervise the production of staff and room timetables for the curriculum area.	✓	✓	
To liaise with SLT, the Assistant Head of Faculty and Teachers to ensure that appropriate steps are taken to cover every class where a teacher is absent.	✓	✓	✓
To implement College policy, particularly in relation to equality and diversity, Prevent, health and safety and safeguarding.		✓	✓
To co-ordinate budgets, as appropriate, ensuring the efficient and effective purchase and use of all allocated resources.	✓	✓	✓
To undertake teaching duties (excluding time given for remission) in line with the teacher job description.			✓

3. Finance (Resources)	A	L	O
Ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all students. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value.		✓	✓





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#### 4. Generic Duties and Responsibilities

Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).

Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.

All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

Establish constructive relationships and communicate with others (inside and external to the Trust).

Organise and support Academy and Trust events as requested.

Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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## Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training / Experience	Essential	MoA
PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification	✓	AF, CQ
Degree level qualification in a Science discipline	✓	AF, CQ
Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and students you will support.	✓	AF, CQ, I
Understanding of current developments in the areas you will oversee.	✓	AF, I
Evidence of continuing professional development.	✓	AF, I
Strong IT and Systems Skills. An ability to manage and interpret admissions data, complex timetabling issues and student data.	✓	AF, CQ, I
Ability to teach Science with some post-16 experience	✓	AF, I, R
Evidence of successful working with the 16-19 age group.	✓	AF, I
Evidence of success in leading improvement in student outcomes.	✓	AF, I
Record of successful dealings with staff, parents and students	✓	AF, I
Understand what constitutes excellence in educational provision and the characteristics of effective courses, departments, faculties and colleges.	✓	AF, I
2. Skills and Aptitudes	Essential	MoA
Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
Positive attitude to working with students, staff and parents.	✓	AF/I



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Approachable, enthusiastic and well organised.	✓	AF/I/R
Conscientious, honest and reliable.	✓	AF/I/R
A commitment to the MAT and MAT improvement.	✓	AF/I/R
Management skills, including the application of employment law, equal opportunities legislation, personnel issues, and budget management	✓	AF/I
Decision making skills – the ability to determine strategic actions based on the evaluation of appropriate evidence.	✓	AF/I/R
Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓	AF/I/R
Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond College	✓	AF/I/R
Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement.	✓	AF/I/R
<b>3. Mandatory Requirements</b>	<b>Essential</b>	<b>MoA</b>
A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
<b>4. Physical Requirements</b>	<b>Essential</b>	<b>MoA</b>
Health and physical capacity for the role.	✓	I, R
A good attendance record in current employment, (not including absences resulting from disability)	✓	I, R



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## 5. Effective Behaviours

**Seeing the Big Picture:** Develop and maintain an understanding of economic, social, political, environmental and technological developments to ensure activity is relevant. Ensure plans and activities in your area of work reflect wider strategic priorities and communicate effectively with senior leaders to influence future strategies. Bring together views, perspectives and diverse needs of stakeholders to gain a broader understanding of the issues surrounding policies and activities..

**Changing and Improving:** Encourage, recognise and share innovative ideas from a diverse range of colleagues and stakeholders. Give people space to take initiative and praise them for their creativity. Create an environment where people feel safe to challenge and know their voice will be heard. Make changes which add value and clearly articulate how changes will benefit the Trust. Consider the full impact of implementing changes on culture, structure, morale and the impacts on the diverse range of end users, including accessibility needs. Identify early signs that things are going wrong and respond promptly. Provide constructive challenge to senior management on change proposals.

**Making Effective Decisions:** Clarify your own understanding and stakeholder needs and expectations, before making decisions. Ensure decision making happens at the right level, not allowing unnecessary bureaucracy to hinder delivery. Encourage both innovative suggestions and challenge from others, to inform decision making. Analyse and accurately interpret data from various sources to support decisions. Find the best option by identifying positives, negatives, risks and implications. Present reasonable conclusions from a wide range of complex and sometimes incomplete evidence. Make decisions confidently even when details are unclear or if they prove to be unpopular.

**Leadership:** Promote diversity, inclusion and equality of opportunity, respecting difference and external experience. Welcome and respond to views and challenges from others, despite any conflicting pressures to ignore or give in to them. Stand by, promote or defend own and team's actions and decisions where needed. Seek out shared interests beyond own area of responsibility, understanding the extent of the impact actions have on the Trust. Inspire and motivate teams to be fully engaged in their work and dedicated to their role.

**Communication and Influencing:** Communicate with others in a clear, honest and enthusiastic way in order to build trust. Explain complex issues in a way that is easy to understand. Take into account people's individual needs. Deliver difficult messages with clarity and sensitivity, being persuasive when required. Consider the impact of the language used. Remain open-minded and impartial in discussions, whilst respecting the diverse interests and opinions of others. Introduce different methods for communication, including making the most of digital resources whilst getting value for money. Monitor the effectiveness of own and team communications and take action to improve where necessary.

**Working together:** Actively build and maintain a network of colleagues and contacts to achieve progress on shared objectives. Challenge assumptions while being willing to compromise if beneficial to progress. Build strong interpersonal relationships and show genuine care for colleagues. Ensure consideration and support for the wellbeing of yourself and individuals throughout the team. Understand the varying needs of the team to ensure they are supported and their experiences are utilised. Create an inclusive working environment where all opinions and challenges are taken into account and bullying, harassment and discrimination are unacceptable. Remain available and approachable to all colleagues and be receptive to new ideas.

**Developing self and others:** Prioritise and role-model continuous self-learning and development. Identify areas individuals and teams need to develop in order to achieve future objectives. Support colleagues to take responsibility for their own learning and development. Ensure that development opportunities are available for all individuals regardless of



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their background or desire to achieve promotion. Ensure individuals take full advantage of learning and development opportunities available to them, including workplace-based learning. Encourage discussions within and between teams to learn from each other's experiences and change organisational plans and processes accordingly

**Managing a Quality Service :** Successfully deliver high quality education that meets the pupils/student's needs. Make clear, practical and manageable plans for service delivery. Ensure adherence to legal and regulatory requirements in service delivery. Proactively manage risks and identify solutions. Establish how the business area compares to industry best practice. Create regular opportunities for colleagues and stakeholders to help improve the quality of service.

**Delivering at Pace :** Ensure everyone clearly understands and owns their roles, responsibilities and business priorities. Give honest, motivating and enthusiastic messages about priorities, objectives and expectations to get the best out of people. Comply with legal and regulatory requirements in service delivery. Set out clear processes and standards for managing performance at all levels. Ensure delivery of timely quality outcomes, through providing the right resources to do the job, reviewing and adjusting performance expectations and rewarding success. Maintain own levels of performance in challenging circumstances and encourage others to do the same.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. Our recent Staff Wellbeing survey shows that we are in the top 10% of educational providers in the country in respect of how our staff view their wellbeing experience at work (all ratings are out of 5). We will continue to work with our staff body to improve and ensure that we remain a really good place to work, in line with this ethos the Trust became an Accredited Living Wage employer as of September 2022.