# **APPLICANT’S INFORMATION PACK**

## C O N T E N T S

1. Letter from the Headteacher
2. Application and Selection process and timescales
3. Whalley Range 11-18 High School Profile
4. The Education and Leadership Trust Information
5. The Education and Leadership Trust Professional Offer
6. Faculty Profile
7. Child Protection Policy
8. DBS Information Sheet
9. Application Form
10. Location Map
11. Person specification
12. Job description

.

For more information please visit the School’s Website:

www.wrhs1118.co.uk

### **APPLICATION PROCESS**

1. Please complete the enclosed application form.
2. Please return the application form on or before the closing date of 12 noon on Monday, 19th April 2021. Faxed applications accepted, if necessary. Please bring a hard copy to the interview.

### **INTERVIEW PROCESS**

1. If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
2. You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

### **FORMAT FOR SELECTION**

1. Application Form
2. An interview
3. A lesson observation. Details to be confirmed to shortlisted candidates.
4. Data exercise.

**DATA PROTECTION STATEMENT**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school’s equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 2018.

**WHALLEY RANGE 11-18 HIGH SCHOOL**

**A MEMBER OF THE EDUCATION AND LEADERSHIP TRUST**

**SCHOOL PROFILE**

Whalley Range 11-18 High School is a popular high performing, diverse, multi-cultural inner-city girls’ comprehensive school, with a thriving Sixth Form, close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. The school has 1,580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching.

Whalley Range is part of the Education and Leadership Trust, with Levenshulme High School and The East Manchester Academy. The co-operative values underpin our work across the Trust.

At Whalley Range, our exam results show a rising trend and match or exceed those of girls’ nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school and students make exceptional progress from Key Stage 2 to Key Stage 4, with a progress 8 score of well above national average. The ethos and atmosphere is conducive to learning. ‘A’ Level courses and vocational courses from Levels 1 to 3 are offered in the Sixth Form and are extremely successful.

The school is a vibrant and lively community. We work hard to maintain a high-quality learning environment. The school has ICT rich, state of the art facilities, including a Virtual Learning Environment (VLE) to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

Student Leadership in all aspects of our work has made a significant contribution to our improvements. We have created a school where girls are happy, enjoy their learning and become confident citizens. We challenge and support students to achieve their best in all aspects of their academic work and personal development.

The school places great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff. Please visit our website ([www.wrhs1118.co.uk](http://www.wrhs1118.co.uk)) or follow us on twitter ([www.twitter.com/wrhs1118](http://www.twitter.com/wrhs1118)) to learn more about our mission statement, our Ofsted report and recent events in school.

The school is at the forefront of innovative and challenging educational ideas and methods and is keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post at the school sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**THE EDUCATION AND LEADERSHIP TRUST**

The Education and Leadership Trust is an established multi-academy trust in South Manchester. There are currently 3 schools in the Trust as follows:

**Whalley Range 11-18 High School** is a popular high performing, multi-cultural inner-city girls’ comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

**Levenshulme High School** is a popular, outstanding, 11-16 inner city girls’ comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**The East Manchester Academy** is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

All three schools are vibrant and lively learning communities. We work hard to maintain a high- quality learning environment. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The schools work in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post within the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**Safeguarding Children**

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

**The Education and Leadership Trust Professional Offer**

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies and health and safety.

**Expectations**

* All staff respect and promote the Trust’s co-operative values.
* All staff respect and promote British values.
* All staff are committed to continually improving their teaching or professional skill set.
* All staff engage positively in training and support programmes.
* All staff read and follow the policies and procedures in the Staff Handbook.
* All staff recognise we work together as a team to enrich students’ learning and improve outcomes.

**The Trust Offer**

**NQTs**

* A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines
* A subject mentor and a year mentor to offer direct and practical support
* Participation in the provision offered by the Early Career Framework
* A programme of ongoing training and support throughout the year, led by an experienced member of staff
* Opportunities for observing more experienced colleagues as well as peer observation
* Opportunities to take part in activities with other NQTs from across the Trust and within Manchester
* Access to the whole school training programme and learning opportunities

**RQTs**

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

* Participation in the provision offered by the Early Career Framework
* A planned programme of ongoing training with regular meetings led by an experienced member of staff
* Opportunities for observing more experienced colleagues and peer observation
* A personalised plan linked to appraisal needs
* Access to the whole school training programme and learning opportunities.

**All teaching staff**

* A range of bespoke training delivered across the Trust to meet individual need
* A personalised plan linked to appraisal needs which may include coaching on identified areas of practice
* Opportunities for observing others
* Job shadowing to support career aspirations
* TeachMeets– the opportunity to share and learn with colleagues from across the Trust and city
* Special interest working groups – the opportunity to share and develop practice in a particular strand
* Voluntary CPD sessions which occur through the year
* Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague
* Using data - this may be through faculty or team meetings as well as additional opportunities for drop-in training
* Using the VLE– access to training resources on our virtual learning platform
* External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, and other providers. The offer will depend on role, the school need and staffing needs.

For all staff who consistently teach lessons that meet our standard and those in TLR roles a range of courses developing specialisms and leadership and management skills are made available. These may be run in one school or run with a combined group of staff from across the Trust, led in house or by external providers. We support staff to undertake NPs and other professional qualifications on a case by case basis.

**Support staff**

There is a wide range of support staff roles in our schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. Line managers identify training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

**WHALLEY RANGE 11-18 GIRLS’ HIGH SCHOOL**

**SCIENCE & DISCOVERY FACULTY PROFILE**

There are nineteen teachers of science in school, all of whom are subject specialists. The Faculty Team is structured so that there is a Head of Faculty, an Assistant Head of Faculty (Key Stage 4 coordinator) and Learning Coordinators for different Key Stage 3 and 5. The Faculty is also supported by four technicians.

The Science Faculty has 11 well equipped laboratories suited together with a science workroom and 3 prep rooms. ICT is used widely in the Faculty to enhance teaching and learning and each science laboratory has a visualiser and an interactive whiteboard. In addition we have access to iPads for use within classrooms. This facilitates the use of ICT for data logging, research using the internet and the presentation of coursework and portfolio work. The VLE is well established in the school and used by students as a resource for learning and homework. We are looking to extend this into developing creative and interactive lessons and we expect the post holder to be excited about the potential of ICT to enhance learning and achievement. Students make outstanding progress,

At Key Stage 3 students are divided into two parallel bands studying our own adapted Key stage 3 curriculum with a focus on developing working scientifically skills. In year 10 and 11 they are grouped into a higher band and lower band. Students follow the Key Stage 4 curriculum in year 10 and follow a variety of courses which include; AQA Separate Sciences in Biology, Chemistry and Physics and AQA Combined trilogy Science.

In the Sixth Form students can choose to take A’ levels in Biology, Chemistry, Physics or Level 3 Applied General in Applied Science. Science subjects are very popular at Key stage 5 and successful students often move on to Higher Education to study science related courses.

The Science and Discovery faculty is committed to working together as a team to produce resources shared through the VLE and to share good practice across the Faculty. This means our students receive the best possible opportunities to achieve academic success.

**CHILD PROTECTION POLICY**

**AIMS:**

* To establish a safe environment in which children can learn and develop.
* To ensure we practice safer recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
* To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
* To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
* To support students who have been abused in accordance with his/her agreed child protection plan.

**WE WILL:**

* Follow guidance on procedures and practice set out by Manchester City Council and the DfE and respond to relevant legislation.
* Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
* Ensure children know that there are adults in the school whom they can approach if they are worried.
* Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
* Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
* Ensure we have a nominated governor responsible for child protection.
* Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
* Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support will be given a copy of this document.
* Undertake Child Protection training as part of the induction process for all new staff appointed to the school.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
* Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately.
* Ensure all records are kept securely; separate from the main student file, and in locked locations.
* Follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safer recruitment practices are always followed.

**DISCLOSURE**

|  |
| --- |
| **Post: Head of Science** |

|  |  |
| --- | --- |
| **Level of Disclosure Required** | **Enhanced** |

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust’s full Policy on Employment of Ex-Offenders is included in the Trust’s Recruitment Policy. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust’s use of Disclosures in Recruitment, is available from the HR Office upon request



**Application for Employment**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Vacancy details** | | | | |
| Post: | **Head of Science** | | Where did you see this post advertised? | |
| Closing date: | **12 Noon on Monday, 19th April 2021** | |
| **Personal Details**  Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number. | | | | |
| Title: Mr/Mrs/Miss/Ms:  Forename(s): | | Surname:  Former Names:  (if applicable) | | |
|  | | | | |
| Present address: | | | | |
| Postcode: | |  | | |
| Telephone No. (Home): | | Telephone No. (Work): | | |
| Mobile No: | | Email: | | |
| NI Number: | | Preferred form of contact: | | |
|  | | | | |
| **References** | | | | |
| Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher**. References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview.   |  |  | | --- | --- | | Name | Name | | Position | Position | | Organisation | Organisation | | Address | Address | | Postcode | Postcode | | Telephone | Telephone | | Email address | Emails address | | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | | | | | |
| Are you currently (or have previously been) employed by the Education & Leadership Trust?  Yes  No | | | | |
| Are you a qualified teacher Yes  No  *If Yes please supply the following information:*  DfE No  QTS Registered Yes  No | | | | |
| **Employment** | | | | |
| Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home.CVs will only be accepted with a fully completed application form. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  |  | | --- | --- | --- | | **CURRENT EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | | | | |
| *Please continue on a separate sheet if necessary*  If there are any gaps in your education or employment, please explain them here, specifying the dates/period covered. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  | | --- | --- | | **Date** | **Reason** | |  |  | |  |  | |  |  |   **Qualifications** | | | |
| Please give details of your academic and/or vocational qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach education providers to verify qualifications stated.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date** | **Level** | **Qualification** | **Grade** | **Where obtained** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   *Please continue on a separate sheet if necessary* | | | |
| **Training** | | | |
| Include any short courses that you have undertaken in the past 5 years.   |  |  |  | | --- | --- | --- | | **Date** | **Level** | **Qualifications** | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   *Please continue on a separate sheet if necessary* | | | |
|  | | | |
|  | | | |

**Access to work**

If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.

|  |
| --- |
| Are you related to any member of the Education & Leadership Trust, Governor or Director/Trustees? Yes  No  If ‘yes’, please give name(s) and relationship:  *NB the canvassing of any Members or Officers/Employees of the Trust in connection with this appointment will disqualify your application for this post.* |

|  |
| --- |
| **Information in support of your application** |
| Please provide any additional information that will enable the recruitment panel to decide whether you could be a successful member of our organisation in this role. They will be looking not only at the competencies and expectations of the role, but also to what extent you would be the right fit for our organisation and its values and the team you would be joining. |
|  |

**Please continue on a separate sheet if necessary. Limit to 2 pages of A4 in font Ariel 11**

|  |  |
| --- | --- |
| **Data Protection** | |
| I consent to the information contained in this form, and any information received by or on behalf of Education and Leadership Trust relating to my application, being processed by them in administering the recruitment process and fulfilling their safeguarding obligation towards students. I understand that to knowingly give false information, or to omit any relevant information, could result in the withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.  **Yes  No**  I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by The Independent Safeguarding Authority, the Secretary of State or a regulatory body.  **Yes  No** | |
| **Disclosure and Barring/Rehabilitation of Offenders Act** |
| Education and Leadership Trust is legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts. The DBS check will reveal both spent and unspent convictions, cautions, and bind-overs as well as pending prosecutions, which are not “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.  As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.  Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to summary dismissal if it is subsequently discovered that you have had any criminal convictions and a referral to the Police may be made. Guidance on the filtering of “protected” convictions and cautions can be accessed on the Disclosure and Barring Service website.  The information will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups. We ask for this information in order to facilitate an honest and open dialogue with prospective employees and we encourage all prospective employees to provide contextual information regarding any convictions disclosed. Having a criminal record will not automatically bar you from employment with us.  **Do you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?**  Yes  No    If you have answered yes to the question above, please provide the following details:   |  |  |  |  | | --- | --- | --- | --- | | **Date of each conviction / pending hearing / reprimand / warning** | ***The offence*** | ***The sentence*** | ***The Police Force/Court involved*** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   **Do you have a DBS certificate?** Yes/No **Date of check:**  If you have lived or worked outside of the UK in the last 5 years, the Trust may require additional information, if you answer ‘yes’ to the question below, we may contact you for additional information in due course.  **Have you lived or worked outside of the UK in the last 5 years?** Yes/No  I declare that the information given above complete and accurate.  **Signed:** **Date:**  (Typing your name on the signature line will be regarded as signing this form)  **Print Name:** |



***DIRECTIONS TO THE SCHOOL***

***BY ROAD***

***FROM THE NORTH***

Aim for the M60 then leave the motorway at Jct.5, following the signs for Manchester City Centre (A5103 – known as ‘Princess Road’).

\*Stay in the centre lane until you have crossed ‘Barlow Moor Road’ when you should take the left hand lane. When you reach the traffic lights at ‘Mauldeth Road’ go straight on and then take the next left turn onto ‘Wilbraham Road’. Our school is immediately on your left and the entrance is on the left leading to the car park.

**FROM THE SOUTH/WEST**

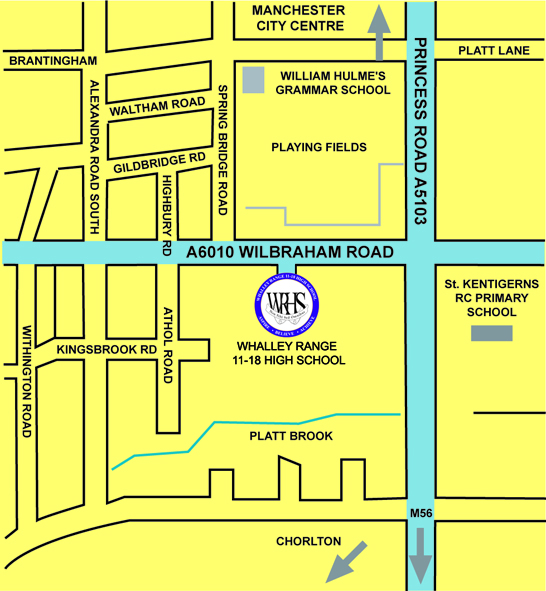
Aim for the M56 Northbound and look for Jct.3 where the road becomes the A5103 ‘Princess Road’

Now follow the ‘From the North’ directions after the\*

**FROM THE EAST**

Aim for the M60 then leave the motorway At Jct.5, following the signs for Manchester City Centre, (A5103 – known as ‘Princess Road’).

Now follow the ‘From the North’ directions after the \*



**PERSON SPECIFICATION**

**POST: Head of Science & Discovery Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| **QUALITIES AND ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCED BY** |
|  |  |  |  |
| **TEACHING** |  |  |  |
| Qualified Teacher Status at Secondary Level | ✓ |  | Application |
| Honours degree or equivalent | ✓ |  | Application |
| Consistently good and outstanding teaching | ✓ |  | Application/Interview |
|  |  |  |  |
| **KNOWLEDGE/UNDERSTANDING** |  |  |  |
| Knowledge and understanding of the current OFSTED model of T and L judgements | ✓ |  | Interview |
| An appreciation of current research on Teaching and Learning | ✓ |  | Application/Interview |
| Secure knowledge and understanding of all National Curriculum requirements, the Behaviour, Attendance and Safeguarding strategies | ✓ |  | Application/Interview |
| Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other Faculty subjects and the whole school curriculum | ✓ |  | Application/Interview |
| Knowledge and understanding of how a VLE/remote learning can be used to impact on learning outcomes | ✓ |  | Application/Interview |
|  |  |  |  |
| **MANAGEMENT** |  |  |  |
| Evidence of good student management and behaviour | ✓ |  | Interview |
| A commitment to raising standards and evidence where this has been achieved | ✓ |  | Application/Interview |
| Evidence of good people management skills | ✓ |  | Application/Interview |
| Excellent organisational and planning skills | ✓ |  | Interview |
| Ability to analyse data for form and teaching groups | ✓ |  | Application/Interview |
|  |  |  |  |
| **GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS** |  |  |  |
| An effective team player, but can think and work independently | ✓ |  | Interview |
| Able to motivate students and staff | ✓ |  | Interview |
| Commitment to undertake personal and professional development | ✓ |  | Interview |
| Strong interpersonal skills, with good sense of humour | ✓ |  | Interview |
| Enthusiastic, ambitious and resilient | ✓ |  | Interview |
| An effective decision maker | ✓ |  | Interview |
| A good health and attendance record | ✓ |  | Application |
| Willingness to support colleagues | ✓ |  | Interview |
| Able to work under pressure and meet deadlines | ✓ |  | Interview |
| Commitment to school’s co-operative values | ✓ |  | Interview |
| Behave in a way which will not bring the school into disrepute | ✓ |  | Interview |
| Commitment to staying fully informed of IT developments and their potential for raising standards | ✓ |  | Interview |
| Commitment to the school’s aims and strategies for improving standards | ✓ |  | Interview |

**JOB DESCRIPTION**

**Role: Head of Science & Discovery Faculty**

**Accountable to: SLT Line Manager**

**Grade: Teachers’ Main Pay Scale**

**TLR 1D**

|  |  |  |
| --- | --- | --- |
| **PURPOSE** | **To provide professional leadership and management to the school as Head of Faculty. To secure high quality teaching across the faculty and school by sharing good practice and developing effective use of resources. Improve standards in all associated subjects and in learning and achievement for all students.**  **The post holder will be expected to match the characteristics described in the Teachers’ Standards Framework for a subject leader and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below, in addition to an agreed whole school responsibility.** | |
|  | | **Key Standards or KPIs** |
| **Key Performance Area 1** | **Knowledge, Understanding and Personal Development** | |
| **Knowledge and understanding of:**   * safeguarding practice; * the relationship of the subject to the curriculum and the development of literacy and numeracy skills; * any statutory curriculum requirements and requirements for assessment, recording and reporting of students’ attainment and progress; * the characteristics of high-quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; * professional responsibilities in relation to all school policies and practices; * the implications of the Code of Practice for Special Education Needs (SEN) for teaching and learning; * the need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught; * how to achieve challenging, professional goals; * how to be a good role model to the students in all aspects of the professional role. | * Half termly reports/Annual Report/School Improvement Plan * Professional Handbook * Faculty Improvement Plan |

|  |  |  |
| --- | --- | --- |
| **Performance Area 2** | **Planning, Assessment and Evaluation** | |
| * Ensure that good quality lesson plans with clear learning objectives are in place. * Set expectations and targets for staff and students in relation to student achievement and the quality of teaching and learning. * Mark and monitor students’ class and homework, providing constructive oral and written feedback, setting clear targets for students’ progress, in line with faculty/whole school practice. * Work with the Inclusion Faculty to set subject specific targets for identified students who have SEN or who are high achievers. * Produce a Faculty Improvement Plan which contributes to the delivery of the Whole School Improvement Plan ensuring that it:   + contributes to whole-school aims, policies and practices, including those in relation to behaviour, bullying and racial harassment;   + is based on a range of comparative information and evidence, particularly the attainment of students;   + identifies realistic and challenging targets for improvement;   + is understood by all those involved in putting the plan into practice;   + clearly specifies action to be taken, timescales and criteria for success. * Analyse school data including prior attainment or achievement, SISRA and FFT to inform policy and practice, target setting, Teaching and Learning, always ensuring high expectations. * Produce half termly reviews of data and performance. * Follow whole school policies for Assessment, Recording and Reporting. * Thoroughly implement faculty practice ensuring progression towards becoming a self-evaluating faculty. * Implement and manage a systematic self- evaluation programme. * Contribute to the production of the School Evaluation Form. * Evaluate the teaching of the subject(s) in the faculty through a rigorous programme of lesson observation to include paired observations, and take appropriate action to improve further the quality of teaching. * Evaluate examination performance, both internal and external, and understand the issues influencing performance within the faculty. * Carefully monitor the quality of student work by conducting a regular trawl of students’ books, Learning walks and student voice activities. | * Lesson plans in place * Target setting * IEPs and differentiated lesson plans * Faculty Improvement Plan * Half Termly Reports/Annual Report * Exam analysis of teaching groups/subject residuals and performance * Implement whole school Assessment, Recording, Reporting Policy * Half termly progress data * Regular review of student targets * Lesson observation programme * Programme of Quality Improvement processes in place. |
| **Key Performance Area 3** | **Teaching, Learning and Achievement** | |
| * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge is maintained and best use is made of teaching time. * Set high expectations of student behaviour, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. * Through concise and consistent planning and assessment of lessons, secure progress towards student targets. * Ensure full curriculum entitlement for all students, including differentiation and personalised learning plans. * Maintain regular contact with Heads of Houses to ensure their full involvement in the support of student achievement. * Ensure lessons have clearly communicated objectives, have pace differentiation and challenge, demonstrating a variety of teaching and learning styles. * Implement the school’s literacy and numeracy strategies. * Monitor the subject(s) contribution to Citizenship, PSHE and Enterprise where appropriate. * Ensure all aspects of the school’s equality policy are observed. * Implement strategies for the delivery of personalised learning. * Ensure data is used to identify students who are underachieving and design personalised plans to support those students. | * + Schemes of Work   + Minutes of all meetings * Lesson observation evidence.   + Targets set and revised (planner)   + Personalised learning plans |

|  |  |  |
| --- | --- | --- |
| **Key Performance Area 4** | **Strategic Leadership and Resource Management** | |
| * Promote an ethos of team work and a culture of sharing of good practice. * Prepare agenda for and chair faculty meetings. * Provide an effective role model in terms of leadership and own classroom practice, ensuring the faculty is fully aware of local and national agendas.   + Develop and implement policies and practices for the faculty which reflect commitment to high achievement and effective teaching and learning.   + Support a comprehensive and effective programme of CPD ensuring that it reflects faculty and school priorities, as identified in the School Improvement Plan   + Establish a clear, shared understanding of the importance and role of the subject(s) in contributing to wider student development and preparing students for adult life.   + Establish staff and resource needs and advise on likely priorities for expenditure.   + Allocate resources efficiently and achieve value for money.   + Ensure the effective and efficient management and organisation of learning resources, including ICT.   + Develop new resources from internal and external sources. * Ensure a safe working and learning environment in which risks are properly assessed. * Ensure classrooms and surrounding areas are interesting and attractive places with educationally stimulating displays including students’ work, regularly checking for damage/graffiti and that the area is kept clean and litter free * Contribute to an annual review of the School’s Improvement Plan * Achieve challenging, professional goals. * Take responsibility for own professional development. * Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. | * + - Minutes of Faculty meetings * Half Termly Reports/Annual Report   + - Attendance at CPD opportunities * Sharing good practice (through minutes of team meetings) * Professional Handbook * Effective deployment of resources – through minutes and capitation statements * New resources in use * Risk Assessments * Display and classroom organisation |
| **Key Performance Area 5** | **Developing Others and Wider Responsibilities** | |
| * Promote positive classroom management supporting constructive working relationships with students. * Establish clear expectations and support collaborative working amongst team members. * Manage and monitor the use of Teaching Assistants in the faculty. * Manage and monitor the use of attached support staff in the faculty. * Ensure and complete the Appraisal process within the faculty. * Lead professional development through example and support, by such means as coaching, mentoring, leading INSET etc. * Contribute to the training, monitoring, support and assessment of trainees, NQTs and Associate Teachers. * Manage and monitor all aspects of learning in the faculty. * Establish partnerships with parents/carers to facilitate student learning. * Develop effective links and communication with governors, external agencies the local community, including business and industry. * Develop additional learning opportunities through extra-curricular practice. * Ensure the maintenance of acceptable patterns of student behaviour and attendance both within the faculty and around the school, accepting responsibility for the upholding of high standards of whole school behaviour and attendance. * Regularly give full credence to student voice. * Contribute to the impact of the school’s co-operative values. * Prioritise and manage own time effectively, particularly in relation to balancing demands made by teaching, faculty management and involvement in whole school development. | * Appraisal process * Staff developed to take on new roles * Records of mentoring and observation of NQTs, Associate Teachers. Successful completion of NQT year * Consultation evenings * Record of parental interviews * Evidence of evaluation of questionnaires. |

**This Job Specification may be reviewed by the Headteacher, as necessary,**

**and may be amended at any time after consultation with you.**