



Welcome to our Trust

Head of Science
Recruitment Pack



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Welcome to Anglian Learning

Thank you for your interest in the position of Head of Science.

Anglian Learning is an ambitious, forward-looking multi-academy trust. Our members share the firm belief that all young people deserve to have access to an excellent education and exciting opportunities, which in turn will help prepare Students to thrive in their local, national and global communities.

This is reflected in our Core Purpose of Transforming Together to enable inclusive and aspirational learning in every classroom, empower leaders across every academy, and ensure inspiring opportunities and educational success for our learners, people and communities.

Our organisation has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to innovative ideas and alternative perspectives. We also passionately believe that our most valuable resource is our people, and if you apply and are successful in your application, we promise to develop and support you in your career, as well as provide a caring, friendly environment in which to work.

For an informal discussion regarding this role, please contact Laura Goodall, at hrrhub2@anglianlearning.org.

I hope that you find the following information useful. If you wish to make an application for this vacancy, please see the instructions within.

We look forward to hearing from you.

Jonathan Culpin
CEO, Anglian Learning



Our Values:

Aspiration

We are ambitious for ourselves and all those in our community to be the best we can be.



Community

We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together.



Empowerment

We enable our academies, staff and learners to embrace new ideas and think creatively.



Inclusivity

We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.



About Anglian Learning

Founded in September 2016 by four community-facing secondary schools committed to sharing knowledge and providing mutual support, Anglian Learning has grown to become one of the leading school trusts in the region.

Educating more than 9000 Students and employing over 1000 staff across three counties, Students, their families and the wider community benefit directly from the resources, time and expertise given by our Trust. While each school retains its own unique identity and ethos, we are collectively passionate in our belief that we are stronger together.

Alongside this, our Trust remains committed to its heritage, which is rooted in local communities. Several of our schools provide adult learning opportunities and support for local groups and societies. We also operate our own sports centres under Anglian Leisure. Local, high-quality quality and representative governance of schools is a key aspect of our leadership structure.

In addition to our commitment to celebrating our community ethos, we believe strongly in empowering our people. The role of our Trust is to provide the environment in which colleagues can grow, develop and flourish in their role. Our central team provides extensive, expert and rapid advice and support in human resources, curriculum development, inclusion, finance, ICT, business support and operations. Therefore, our schools have the capacity and focus to drive school improvement in the curriculum, teaching, behaviour and in establishing the healthy culture and ethos that underpins this.



Educating more than

11,100

Students

Employing over

1,650

members of staff

3

counties

22

academies

About Joyce Frankland Academy



It is with great pride and excitement that I welcome you to Joyce Frankland Academy, Newport.

Our academy is a community focused school, rooted in a rich and inspiring history. The school was founded in 1588 by Dame Joyce Frankland, a visionary whose love for learning continues to shape our culture today. Her words, “the love I bear learning”, remain at the heart of our mission, reminding us that education is not only about achievement but also about nurturing curiosity, character, and lifelong growth.

Our school is built on the values of **Aspiration, Respect, and Responsibility**. These values guide everything we do. We believe that every young person deserves to be known, valued, and to achieve success. That's why we work tirelessly to understand each student's unique strengths and areas of development, helping them to unlock their potential and pursue their dreams and aspirations with confidence

We are proud of our culture that celebrates achievement in all its forms- academic, creative, personal and social. Whether it's through academic outcomes, acts of kindness, leadership in the community, or resilience in the face of challenge, we recognise and honour the many ways our students develop and succeed.

We work in partnership with our families and wider community to continue building a school where every child thrives. Together, we ensure that Dame-Joyce Frankland's legacy lives on, inspiring generations to come with a love of learning and a belief in their ability to shape a better future and make a difference in the world..

Mrs D. Warwick BSC (Hons) NPQEL
Academy Principal

Working for Anglian Learning

One of our core design and decision-making principles is that we constantly strive to build a healthy organisational culture, central to which is making sure we are a learning community where everyone can achieve their potential. We create a strong sense of belonging and a place where staff feel appreciated and fairly rewarded for the work they do. We are a flexible employer that supports colleagues to balance their lives and recognises how staff give back to our young people.

Staff survey

Our most recent staff survey indicated that a high proportion of staff:

- Feel as though they belong within Anglian Learning
- Agree that they are provided with relevant opportunities for professional development
- Feel that there is a positive culture of psychological safety within their school
- Have high levels of job satisfaction and happiness at work
- Would recommend our organisation as a great place to work
- Almost all staff who responded to the survey feel part of a team within their school and can rely on colleagues for support when needed.

Joining Anglian Learning comes with a range of benefits, fostering both personal and professional growth. Our coaching and mentoring programmes are designed to offer tailored support that enhances your skills and career development. For further information about the opportunities available for this role please contact Laura Goodall, at hrrhub2@anglianlearning.org.

Benefits

Other benefits and support available to all Trust employees include:



Career Average Revalued Earnings Pension Scheme (CARE)



Cycle to Work Salary Sacrifice Scheme



Free membership to all Anglian Learning Sports Centres



20% discount on Anglian Learning Adult Education Courses



Professional Development Scheme Policy



Employee Assistance Programme offering a range of services to staff and their families



Specsavers VDU Vouchers



Boots Flu Vouchers



Access to a wide range of discounts on high street and online shopping via 'Teacher Discounts' and the 'Blue Light' card



Role Purpose

To lead, manage and develop Science to ensure high-quality teaching and learning; to provide an appropriately broad, balanced, relevant, inclusive curriculum that motivates engages and enriches students' understanding of the subject; and, to monitor and raise standards, enabling students to achieve strong academic outcomes and personal growth.

SALARY:	Main PayScale point 1 (£32,916 FTE) - Upper PayScale Point (£51,048 FTE) Plus TLR 1 £11,934.50
HOURS:	Full time
PENSION:	Teachers Pension Scheme
DISCLOSURE LEVEL:	Enhanced DBS <plus Barred List Checks>
LOCATION:	The post holder will be based at Joyce Frankland Academy but will be expected to work across the Trust and to travel between sites.
RESPONSIBLE TO:	Deputy Principal

MAIN RESPONSIBILITIES AND ACCOUNTABILITIES

Leading and Managing

- Lead and manage the department
- Lead and manage review of the department and any identified areas for improvement
- Maintain and develop a shared ethos, positive and professional culture, vision and ambition for the department
- Act as a role model for excellent classroom practice and maintain and share personal subject knowledge and pedagogical expertise.
- Provide leadership, management, support and professional development (including appraisal) of staff within the department, promoting best practice and consistency
- Ensure staff wellbeing and workload are considered in department developments, policy and practice
- Ensure that the subject/area meets inspection, curriculum and statutory requirements including safeguarding, health and safety (including risk assessments) and GDPR
- Allocate and manage resources (staff, budget, materials) to support effective delivery and value for money
- Contribute to the strategic development of the academy, helping to develop, implement and evaluate systems, policies and procedures
- Actively promote the academy, attend meetings and events as required and liaise with outside agencies to support the delivery of the school's aims
- Maintain a presence around the academy site to ensure that the highest standards of behaviour are upheld, supporting and contributing to the operational needs of the school as required
- Evolve and develop personal leadership skills, contributing to and leading whole school initiatives as appropriate
- Ensure the learning environment in all department classrooms is well cared for and demonstrate the academy high aspirations for the students

Curriculum

- Ensure the curriculum is suitable for the full range of students, including those with Special Educational Needs and those disadvantaged in line with the school's policies and the AL Frameworks
- Ensure the curriculum is appropriately broad, balanced, relevant, ambitious, inspiring, well sequenced, accessible, inclusive and takes into account British values
- Ensure there is a high standard of curriculum planning and resources for all year groups and courses, including resources to support students independent learning
- Ensure the intent and implementation of the curriculum leads to appropriate progress and successful outcomes for all students
- Ensure digital technology is used effectively and appropriately
- Promote CEIAG opportunities and information relevant to the subject
- Provide extra-curricular opportunities and curriculum enrichment to broaden students' cultural experiences and promote wider personal development
- Ensure appropriate planning and resources are available for students accessing the academy alternative pathways (AP) provision; play an active role in delivering AP learning opportunities

Assessment, Recording and Reporting

- Ensure all relevant subject examinations are administered in accordance with JCQ regulations including implementation of subject access arrangements
- Ensure assessment is robust, effective and leads to improvement in attainment and progress for all students
- Keep accurate assessment and progress records for all students, enabling timely and purposeful reports for parents, students and school leadership
- Maintain oversight of assessment, intervention and data-driven approaches for the department

Working with stakeholders

- Liaise with primary schools and post-16/18 providers to ensure effective curriculum transition and partnership
- Contribute to school-wide improvement strategies and initiatives, linking the department to wider priorities
- Act as the main link for the subject/area with senior leadership, governors/trustees, external agencies and stakeholders, including parents
- Engage with AL Subject Improvement Networks and Trustwide initiatives relevant to the department
- Develop, maintain and promote strong partnerships with parents and other stakeholders to support teaching and learning standards
- Manage parental complaints and concerns, respond to Subject Access Requests and Freedom of Information requests

Quality Assurance

- Monitor, evaluate and report on the quality of teaching and learning, progress and outcomes within the area of responsibility
- Maintain and act upon accurate self-evaluation of the department's performance through rigorous quality assurance
- Keep up-to-date with latest expectations, best practices and debates in relation to the areas of responsibility, eg internal CPD and external providers, exam boards, subject associations etc.

Students' behaviour, support and intervention

- Lead and coordinate departmental intervention programmes
- Maintain a productive and inspiring learning environment in which students are ready, respectful and safe
- Foster a positive climate for learning based on the principles of positive regard, instilling a sense of pride, worth and achievement
- Ensure high behaviour for learning standards in line with the Code of Conduct and support colleagues to develop behaviour management skills
- Support colleagues with classroom and behaviour management
- Promote and maintain the school's child protection and safeguarding policies and procedures at all times
- Lead and coordinate departmental behaviour management systems
- Oversee the support the wellbeing and personal development of students within the subject including through the use of data tracking, student engagement and parental engagement

Specific Duties and responsibilities

- Lead at least 2 full departmental meetings per term; maintain minutes and action plans
- Lead quality assurance which may include learning walks, book looks, student voice, staff voice, surveys, etc.
- Create, implement and review Department Improvement Plan
- Analyse assessment data for subject across key stages and plan interventions/additional support
- Conduct lesson observations
- Conduct appraisal meetings and complete appraisal documentation
- Mentor, support and induct new staff
- Ensure continuing professional development (CPD) programme for department team, allocate roles and monitor impact.
- Set cover and manage all essential tasks
- Engage with role-specific CPD opportunities (e.g. engagement with subject/phase communities, reading journals, attending webinars, external courses as budgets allow)
- Complete health and safety documentation and maintain safe working practices
- Support recruitment processes of department appointments

Depth of Responsibility

- Responsible for subject exam administration including confirmation of entries, candidate declarations, mock exams, etc.
- Responsible for subject exam access arrangements
- Responsible for internal exam/assessment moderation and standardisation
- Responsible for non-exam assessment including practical's, coursework, etc.
- Responsible for coursework moderation and standardisation
- Responsible for compliance, accountability for outcomes, quality assurance
- Decision-maker for department

Curriculum responsibility

- Responsibility for designing/developing the curriculum, schemes of work, etc.
- Responsibility for interventions within dept/faculty/subject
- Responsibility for assessment framework
- Responsibility for setting cover

Other responsibilities

- ECT Mentoring
- ITT Mentoring (when applicable)
- Detention or Behaviour System supervision
- Oversight of Prep Room
- Additional Health and safety demands of practical's

Whole School responsibility/contribution

- Lead whole year or subject-specific trips/activities as part of enrichment calendar
- Deliver at least two whole school assemblies per year
- Plan and deliver sessions as part of the primary to secondary transition programme

Qualifications, Experience, Skills and Knowledge

Essential:

- Qualified Teacher status (QTS)
- Good honours degree in relevant subject
- Grade C/5 or above in English and Maths GCSE or its equivalent
- Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent student outcomes
- Reflective and analytical approach to professional activities, including personal professional growth
- Engagement with relevant professional communities and training opportunities (e.g. subject associations, NPQs, HEIs, Chartered academy, etc.)
- Experience of coaching or mentoring other staff and improving teaching & learning
- Ability to establish productive working relationships and work well in a team
- Strong data*-literacy: ability to interpret assessment data and use it to inform curriculum development, guide interventions and raise attainment (*as appropriate to the role; quantitative and qualitative)
- Excellent organisational, communication and interpersonal skills with the ability to meet deadlines
- Commitment to high standards and continuous improvement
- Integrity, honesty and fairness with a commitment to equal opportunities for all
- Liking and respect for young people

Desirable:

- Experience of leading curriculum development KS3 & KS4
- Experience of budget management
- Experience undertaking relevant QA activities (e.g. lesson observations, data analysis, work scrutiny, student voice, stakeholder surveying)
- Postgraduate qualification (e.g. NPQ) or other training in education leadership, subject specialism, teacher development (including ITT or ECT mentoring)
- Experience of leading others

How to apply

Dates

CLOSING DATE: Monday 11th May 2026

INTERVIEW DATES: Tuesday 19th May 2026

START DATE: September 2026

We reserve the right to close this advert prior to the publicised closing date if we receive a high volume of suitable applications. Applications will be reviewed as received so please apply early to avoid disappointment!

If you are passionate about Head of Science and meet the person specification we invite you to apply for this exciting opportunity via [<Add Recruitment Link>](#)

To find out even more, have an informal discussion or arrange a visit to the Trust, please contact the Trust's HR Team via hrrhub2@anglianlearning.org.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to robust pre-employment checks including but not limited to an enhanced Disclosure and Barring Service check

This job entails work that is considered regulated activity i.e. work which involves regular close and unsupervised contact with children or vulnerable adults. As such additional pre-employment checks will be required and communicated to the successful candidate at the offer stage.

This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR, Safeguarding and Recruitment can be found on our website: www.anglianlearning.org.

We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Should you require reasonable adjustments to support your participation in an Anglian Learning recruitment campaign please do not hesitate to get in contact as we are happy to discuss your requirements.'

Flexible working, including part-time hours and job shares, will be considered for all Anglian Learning roles with the exception of where this is not compatible with the business needs. Should you be interested in flexible working please indicate this on your application.

Privacy Notice for Job Applicants - <https://anglianlearning.org/information/data-protection-policies/>

Please note the photo(s) of Students attached to this notice were used under the legal ground of consent, for the purpose of preparing publications that promote the schools.



Get in touch

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