



Inspire Learning Trust

## Head of Science

**Closing Date:** Monday, 9 December 2024 at 12noon  
**Interviews:** Monday, 16 December 2024  
**Start Date:** Easter 2025 with earlier start negotiable

Responsible to:	Deputy Headteacher
Responsible for:	Leading on Teaching, Learning and Assessments of Science within Investigate Learning Zone
Salary:	MPS/UPS + TLR1b starting at £31,650 to £49,084 (depending on experience) + £12,035pa
Working hours:	Full Time, permanent, 32.5hours per week

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

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'.

We are looking for a well-qualified and experienced candidate who will join an enthusiastic, supportive and successful school as Head of Science within a highly successful and effective team within our Investigate Learning Zone (Mathematics and Science).

### We seek

- An excellent, creative and enthusiastic leader with the ambition to attain the highest standards in teaching and learning throughout their role.
- A collaborative and driven practitioner who thoroughly enjoys teaching their subjects and understands the importance in contributing to our pupils' wider development.

Candidates will be truly committed to supporting pupils to progress and achieve, have high aspirations for the pupils' success and will contribute to ongoing planning with imaginative and dynamic ideas.

To enhance pupils' learning and create independence, all pupils and staff are provided with an electronic device.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

### We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.

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.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/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 Learning Trust

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.

Inspire Learning 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 we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting 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.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

## Why work for us?

### Gym and Exercise Classes



Gym membership and exercise classes at only £10 per academic year.

### Free Parking



Free car parking at all sites.

### Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

### Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

### Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

### Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

### Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

### Pension Contributions



Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.

### Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

### Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

### Urban Yoga



Access free yoga classes at Oakwood High School.

### Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

### Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

### Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

### Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

### Flu Jabs



Flu jab vouchers available on an annual basis.

### Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



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## Job Description and Person Specification

### Main Purpose of Job

Under the support and guidance of SLT, your primary focus will consist of the following three core areas in science: curriculum development; raising standards of teaching and learning and the leadership and accountability of staff. To be successful in this we believe you should have a proven track record of high-quality course organisation and planning, excellent classroom results and experience of motivating and leading others to achieve excellence.

### Key Accountabilities

With the support and guidance of the SLT the post holder will:

- Be responsible for the effective management and leadership of science, ensuring that the quality of teaching and learning is of a consistently high standard and that all members of staff work towards delivering excellence.
- Improve outcomes for pupils and the quality of teaching and learning in science.
- Lead and be responsible for the development, implementation and quality assurance of improvement plans.
- Ensure the delivery of a flexible and innovative curriculum that is responsive to feedback from current pupils, anticipates changes for future pupils and caters for different levels of pupils.
- Provide clear leadership to all staff within science ensuring efficient day to day management, consistency of policy application and quality assurance.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.





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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
	In conjunction with SLT, agree targets for the pupils in science		✓	✓
1.1	To ensure that science is thoroughly and appropriately planned and organised for effective and efficient delivery to ensure the success of pupils, whilst ensuring that the curriculum offers value for money and promotes an efficient and workable timetable, staffing model and pupil groupings.	✓	✓	✓
1.2	To ensure that science staff maintain comprehensive and up-to-date course records so that documentation such as schemes of work, assessment schedules, in-year reviews of progress are available in a timely fashion.		✓	✓
1.3	To ensure that science staff maintain comprehensive and up-to-date pupil records so that data such as registers, mark books, behaviour and achievement logs are available in a timely fashion.		✓	✓
1.4	To ensure that effective internal quality assurance and moderation procedures are implemented throughout the maths area.		✓	✓
1.5	To encourage pupil voice and to ensure that the science area contributes to the Investigate Learning Zone and wider pupil experience.		✓	✓
1.6	To promote and lead new curriculum developments to meet the needs of all potential pupils	✓	✓	✓
1.7	In collaboration with SLT, engage with employers and stakeholders to develop their involvement within the curriculum.		✓	✓
2	Teaching, Learning, Assessment and Pupil Outcome	A	L	O
2.1	To ensure that science staff are clearly focused upon excellence in classroom practice and deliver outstanding pupil outcomes in terms of progress and attainment	✓	✓	✓
2.2	To ensure that in-year assessment data is used to target interventions at individual, cohort and class level.		✓	✓
2.3	To ensure that target-setting and prior attainment data is used effectively in order to bring about improvements in pupil performance		✓	✓
2.4	To ensure that all members of the science team use innovative and varied styles of teaching and learning; including the use of technology, in order to enhance the pupil experience and help foster and encourage pupil ownership of their own learning.	✓	✓	✓



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2.5	Work to ensure that there is a consistency across the institution		✓	✓
2.6	Deliver an appropriate timetable of teaching, discharging the duties of a teacher as outlined in the Teacher Job Description.	✓	✓	✓
<b>3</b>	<b>Leadership and Management</b>	<b>A</b>	<b>L</b>	<b>O</b>
3.1	To promote the school's Excellence Plan and to promote the values and behaviours which underpin them. And In collaboration with SLT		✓	✓
3.2	To carry out appraisal, supporting staff to meet their targets, reflect on and evaluate their performance.		✓	✓
3.3	To put in place appropriate steps to provide mentoring and staff development support for all probationary staff and any member of staff whose performance is identified as giving cause for concern.		✓	✓
3.4	To undertake the day-to-day management and leadership of staff within the science area.		✓	✓
3.5	To write, implement, quality assure and evaluate the Science Excellence plan.		✓	✓
3.6	To supervise the production of staff and room timetables for the science area.		✓	✓
3.7	To ensure that appropriate steps are taken to cover every class where a teacher is absent.		✓	✓
3.8	To implement Academy/Trust policy, particularly in relation to equality and diversity, Prevent, health and safety and safeguarding			
3.9	To coordinate budgets, ensuring the efficient and effective purchase and use of all allocated resources.			
3.10	To undertake teaching duties in line with the teacher job description.			
3.11	To undertake any other duties which are commensurate with the post.			

<b>4</b>	<b>Finance (Resources)</b>	<b>A</b>	<b>L</b>	<b>O</b>
	Support leadership to ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all pupils. Ensure that staff and resources are deployed efficiently, adhering to the Trust's Financial Regulations and the principles of Best Value.			✓

<b>5</b>	<b>Generic Duties and Responsibilities</b>			
5.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.			
5.2	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 Basic First Aid (training will be provided).			



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5.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
5.4	Participate and contribute to Talent Development and Service Frameworks and other plans.
5.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such 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.
5.6	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.
5.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
5.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
5.9	Organise and support school/college and Trust events as requested.
5.10	Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
5.11	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	Qualification and Experience	Essential	MoA
1.1	Clear educational vision relevant to role.	✓	AF/I
1.2	Positive attitude to working with pupils, staff and parents.	✓	AF/I
1.3	An understanding of and commitment to equal opportunities issues both within the Trust and the community in general.	✓	I
1.4	Approachable, enthusiastic and well organised.	✓	AF/I/R
1.5	A good listener, excellent interpersonal skills.	✓	AF/I/R
1.6	Conscientious, honest and reliable.	✓	AF/I/R
1.7	Adaptability to changing circumstances and new ideas.	✓	AF/I/R
1.8	Capacity to see implications beyond the role and make decisions based upon this.	Desirable	AF/I/R
1.9	A commitment to Academy improvement.	✓	AF/I/R
1.10	A commitment to the MAT and MAT improvement.	✓	AF/I/R
1.11	The ability to establish and maintain excellent relationships with a range of stakeholders.	✓	AF/I/R
2	Qualifications and Experience	Essential	MoA
2.1	Qualified Teacher Status	✓	AF/CQ
2.2	Degree in relevant subject.	✓	AF/CQ/I
2.3	Evidence of continuing professional development.	✓	AF/I
2.4	Understanding of current developments within the courses you will lead	✓	AF/I
2.5	Strong IT and systems skills. An ability to manage and interpret progress and attainment data, timetabling information and pupil data.	✓	AF/I/CQ
3	Knowledge and Understanding	Essential	MoA
3.1	Understand what constitutes excellence in educational provision.	✓	AF / I
3.2	Knowledge and experience of the wider improvement agenda and the wider political and educational landscape	Desirable	AF / I
3.3	Strategies for raising pupil attainment and achievement.	✓	AF / I / R





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3.4	Strategies for promoting pupils' spiritual, moral, social and cultural development.	✓	AF / I / R
3.5	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF / I
3.6	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF / I
3.7	Evaluation and use of comparative data to establish benchmarks and set targets for improvement.	✓	AF / I
3.8	Ability to work with the Learning Zone Co-ordinator (Innovate) in personnel issues and budget management.	✓	AF / I
<b>4</b>	<b>Relevant Experience</b>	<b>Essential</b>	<b>MoA</b>
4.1	Evidence of success as a teacher within the secondary age range.	✓	AF/I
4.2	Evidence of success in leading improvement in pupil outcomes.	✓	AF/ I
4.3	Understanding of what makes an outstanding course and how to use data, performance management and professional development to improve pupil outcomes.	✓	AF/ I
4.4	Evidence of the capacity to innovate and sustain new initiatives.	✓	AF/ I
4.5	Record of successful dealings with staff, parents and pupils.	✓	AF / I
4.6	Flexibility and confidence to experiment with and expand strategies and resources.	Desirable	AF / I
4.7	Experience of leading and managing change.	✓	AF/ I
4.8	The ability to collaborate with the Learning Zone Co-ordinator (Innovate) in developing and sustaining strategic planning.	✓	AF / I
<b>5</b>	<b>Skills and Attributes</b>	<b>Essential</b>	<b>MoA</b>
5.1	Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement.	✓	AF/I/ R
5.2	Decision making skills – the ability to collaborate with the Learning Zone co-ordinator (Innovate) in determining strategic actions based on the evaluation of appropriate evidence.	✓	AF/I/R
5.3	Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓	AF/I/ R
5.4	Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond school.	✓	AF/I/ R
5.5	Self management – the ability to plan time effectively and to organise oneself well.	✓	AF/I/ R
<b>6</b>	<b>Mandatory Requirements</b>	<b>Essential</b>	<b>MoA</b>



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6.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
6.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers 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 bindovers do not need to be declared.	✓	AF / R
6.3	References that confirm suitability to work in an educational setting, 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>7</b>	<b>Physical Requirements</b>	<b>Essential</b>	<b>MoA</b>
7.1	Health and physical capacity for the role.	✓	AF / I / R
7.2	A good attendance record in current employment (not including absences resulting from disability).	✓	R

**8 Effective Behaviours**

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

**Seeing the Bigger 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



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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.

**Communicating 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 Staff 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 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 Learning 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. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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

Inspire Learning 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 Learning 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 Learning 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**
- **Everyone succeeds - Winterhill School**

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

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