



**Head of Science Faculty**

**ORCHARD SCHOOL BRISTOL**  
**A member of Trust in Learning (Academies)**

**Application Pack – April 2024**  
**Start date – September 2024**

Dear Applicant

Thank you for your interest in our Head of Science role.

Orchard serves a richly diverse community in North Bristol, with a high proportion of disadvantaged children who recognise that you can make a real difference to their lives. We are seeking a Head of Science who can build relationships with children and staff rapidly, and make impact from day one.

The mission statement of the school, "**inspire today, empower for life**", lies at the heart of all that the school does. As a school we are building our success on our core values, being Open-minded, Respectful, Creative & Curious, Healthy, Ambitious, Responsible and Determined. We place no limits on our aspirations for our students.

We are a friendly school, with a warm and welcoming staff body. We work together, we look after our staff wellbeing, and plan for sustainable, impactful development. Every member of staff is entitled to a coach and we develop all staff through regular, incremental coaching. Our most recent Ofsted report demonstrates we are a seriously good school, committed to becoming the outstanding school our community deserves.

We constantly strive to provide exceptional education through evidence-informed practice. We take the continuing professional development of staff very seriously, offering excellent CPLD. We are the Chartered College of Teaching Network for Bristol, and fund membership of the Chartered College for all our teaching staff so they can engage with research and contribute positively to CPLD within the school, across our multi academy trust, and beyond.

You are:

- a current or aspiring leader of science keen to develop your leadership skills in middle leadership, with a view to senior leadership in the future
- a coach, able to develop pedagogical and subject knowledge of your team
- confident to learn and share best practice as part of a vibrant team of middle leaders, including delivering CPLD across the school where required
- a strong, creative classroom practitioner, with the ability to work with the team to hone an inspirational curriculum
- passionate about the subjects in your Faculty, with a strong understanding of the specific skills required to raise achievement at GCSE level
- able to inspire, motivate and enthuse students in lessons and staff in your team
- committed to the highest achievement for all students

We offer:

- enthusiastic students, willing to learn and achieve, who value the staff who work with them
- good student behaviour and a calm learning environment
- a bright, happy place in which to learn and work
- a professionally stimulating environment which values the contributions of all staff
- a strong commitment to your professional development, including the NPQML/SL, as appropriate
- the opportunity to support the team to establish a reputation across Bristol as an outstanding department

- a warm and friendly staff body with award-winning staff wellbeing

We particularly welcome applicants who speak one or more community languages, and applicants from currently under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are committed to taking steps to increase the diversity of our employees and removing any barriers to opportunities and success.

We welcome applicants for this role from all Science specialisms who have proven results behind them. Prior leadership experience is a real advantage. Please read our Staff Prospectus to find out more about us, and visit our website on [www.orchardschoolbristol.co.uk](http://www.orchardschoolbristol.co.uk).

If you would like to visit the department or have any questions relating to this role, please contact Emma Snell, PA to Headteacher on [esnell@orchard.tila.school](mailto:esnell@orchard.tila.school)  
I warmly welcome your application.

Melanie Sweet, Headteacher

The Science Faculty deliver Biology, Chemistry and Physics across an experienced team of staff. We are aspirational for all our learners and all students commence GCSE following the AQA triple GCSE pathway. In response to student need and assessment, some students move to AQA combined science during year 10.

The team includes the Head of Faculty, a Second in Faculty, 8 teachers with specialisms in chemistry, physics and biology, as well as a science technician.

We inspire and engage our students, so they develop as confident and competent communicators, who make excellent academic progress. We strive for excellence with all our students and support them to make great progress from their starting points.

The Year 7, 8 and 9 science curriculum is based around core scientific principles and skills that students need to acquire and develop to be successful scientists at GCSE level and beyond. Real world context is interleaved within our curriculum to ensure relevance and engagement.

We have an excellent range of teaching and learning resources to support the creative delivery of quality-first teaching. Every classroom has a Big Pad interactive screen, mini white board packs and a visualiser, in addition to relevant textbooks. Students have access to over 400 laptops and to quizzing programmes such as Seneca and Educake.

Classroom atmosphere and behaviour for learning across the Faculty is strong, reflecting the positive relationships between staff and students. We have a Ready to Learn policy in place, so teachers can get on with teaching without low level disruption.

We are an active team, generous in our support of colleagues and to the wider life of the school. The team of staff generate a large number of enrichment opportunities – clubs, visitors and trips – for our students to experience the wonders of science beyond the classroom.

This role provides an opportunity to lead an ambitious and driven faculty in making a real difference to the lives of young people and we welcome applicants to come and visit us.

## Safeguarding Policy

Orchard School Bristol is a member of Trust in Learning Academies (TiLA) multi academy trust. The Trust is committed to Safeguarding and Promoting the welfare of all of its students. Each student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our website: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### **Safer Recruitment:**

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## Job Description

**Job Title: Head of Faculty**

**Responsible to: Assistant Headteacher**

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions Document and within the range of teacher's duties set out in that document. Performance of these duties is under the reasonable directions of the Headteacher made known through the staff handbook and other appropriate communications made known from time to time.

It is expected that staff at Orchard School Bristol agree with, abide by and promote the aims and objectives of the school. The school is an institution where each member is valued as part of our school community which is committed to equality of educational opportunity.

### **PURPOSE OF THE POST:**

- ❑ To establish positive and confident leadership of the Faculty, ensuring that all students meet the highest expectations of progress and achieve their potential
- ❑ To lead teaching, learning and assessment across the Faculty, ensuring the curriculum is impactful for all, staff professional development is maximised, and there is a culture of continuous improvement
- ❑ To line manage the Second in Faculty, where appropriate, and other Faculty staff to achieve excellent outcomes and sustainable practices
- ❑ To deliver a broad, balanced, relevant and differentiated curriculum to students of varying ages and abilities
- ❑ To establish a positive learning experience which supports students to achieve their full academic potential
- ❑ To monitor and support the progress and development of students
- ❑ To raise standards of attainment and contribute to closing of gaps between groups of students
- ❑ To share and support the delivery of students' personal development and academic growth as teacher and tutor

### **MAJOR FOCUS OF ACCOUNTABILITIES:**

#### **Strategic Direction**

- ❑ Lead the development of practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies. This involves liaison with various people and agencies as well as representing the department as appropriate.
- ❑ Ensure that practices are research-driven and evidence-led, but equally aspirational.
- ❑ Monitor the progress made in achieving subject plans and targets, and evaluate the impact on teaching and learning.

#### **Leading and Managing Staff**

- ❑ Quality assure departmental teaching and learning provision

- ❑ Set performance development priorities and objectives for those line managed that reflect school and subject area development plan requirements.
- ❑ Provide support to staff which helps them with all pupils (including most skilled, SEND and EAL) and conforms to behaviour management policies and strategies in school
- ❑ Create, maintain and enhance effective relationships between all members of the team and the wider school

### **The Major Focus of Knowledge and Skills**

Classroom teachers should demonstrate strong knowledge and understanding of:

- ❑ Their teaching subject(s)
- ❑ Principles and practices of effective teaching and learning
- ❑ Principles and practice of monitoring, assessment and evaluation, acting on data to make rapid improvements across year groups
- ❑ Preparation and development of schemes of work and resources to enhance the curriculum
- ❑ The application of information and communications technology (ICT) to learning, teaching and assessment

### **Teaching and Learning**

- ❑ Prepare and teach lessons of a high standard to the students according to their educational needs:
  - Follow designated programmes of study, and contribute to new ones
  - Secure engagement and enjoyment of learning by students in your charge
  - Assess, record and report on attendance, progress, development & attainment
  - Ensure effective and efficient deployment of classroom support
- ❑ Maintain discipline in accordance with school policies and procedures and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework and maintenance of a positive subject-focused learning environment.
- ❑ Contribute to and adhere to school quality procedures, including monitoring, evaluation and review
- ❑ Contribute positively and effectively to your teams and to working relationships across the school through positive contribution in academic, pastoral and other school meetings
- ❑ Contribute to the process of curriculum development, working closely with and consulting those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students in line with the school's strategic priorities
- ❑ Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate
- ❑ Participate in the applications of the departmental homework policy which includes setting and marking of homework and monitoring homework diaries.
- ❑ Engage positively as a tutor, delivering the tutor programme including PSHE, monitoring progress and wellbeing of students in your care
- ❑ Engage positively in continuous professional development and Performance Development procedures
- ❑ Play a full part in the life of the school community, actively promoting the school's policies and procedures
- ❑ Keep an electronic register of attendance for all groups taught and tutored.
- ❑ Observe relevant Health and Safety regulations and undertake risk assessments where appropriate

- Observe Child Protection procedures

### **GENERAL AND REVIEW:**

A teacher and tutor will carry out the above responsibilities under the general supervision of the Headteacher or her designate. Undertake such duties as may from time to time be reasonably assigned by the Headteacher operating within the provision of the School Teacher's Pay and Conditions of Employment. This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time, following discussion.

### **Fluency Duty**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct as outlined in the Trust's Code of Conduct/Standards. The following statements define the behaviour and attitudes which set the required standard for conduct, whilst working at the school. Members of staff are expected to maintain high standards of ethics and behaviour within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a staff member having regard to the need to safeguard students, in accordance with statutory provisions
- Showing tolerance and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which could exploit students' vulnerability or might lead them to break the law
- Members of staff must have proper and professional regard for the ethos, policies and practice of the school in which they work, and maintain high standards in their own attendance and punctuality

Date of Job Description: April 2024



## Person Specification: Head of Faculty

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree/qualification</li> <li>• Leadership Qualification</li> </ul>
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of leading a team</li> <li>• Experience of developing strategies to improve the curriculum and quality of teaching and learning in your Faculty's areas of teaching</li> <li>• Knowledge of what excellence in leading learning looks like</li> <li>• Experience of setting and reaching challenging and ambitious outcomes and of supporting a team to reach them</li> <li>• Successful teaching experience and excellent knowledge of your Faculty's curriculum at KS3 and KS4</li> <li>• Awareness of national developments and research in teaching/your subject</li> <li>• Evidence of engagement with recent and relevant continuing professional development</li> <li>• Knowledge and understanding of how children learn and how to obtain best outcomes for all students, including disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience to Key Stage 5</li> <li>• Curriculum knowledge of a second subject</li> <li>• GCSE/A Level examiner or moderator</li> <li>• Presenting at local training events</li> <li>• Experience of managing staff performance</li> </ul>
<b>ABILITIES AND APTITUDES</b>	<ul style="list-style-type: none"> <li>• The ability to maintain excellent standards of work and conduct in the classroom</li> <li>• The ability to demonstrate strong practice of effective teaching and learning</li> <li>• Creativity, originality and the ability to think and act innovatively</li> <li>• Excellent communication skills using a range of media</li> <li>• High level administrative and organisational skills</li> <li>• Ability to work as a proactive team worker and independently</li> <li>• Ability to listen, adapt and reflect</li> <li>• A willingness to use ICT to enhance learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to contribute to cross-curricular and enrichment work</li> <li>• Ability to speak one or more community languages</li> </ul>

<b>EDUCATIONAL VISION AND VALUES</b>	<ul style="list-style-type: none"> <li>• Setting high expectations, maintaining high standards of participation, achievement and behaviour</li> <li>• Understanding of how subject area contributes to the curriculum and the development of the individual.</li> <li>• Commitment to inclusive education and belief that all students can succeed</li> <li>• Commitment to continuing professional development and awareness of your own training needs</li> <li>• Commitment to embedding equality in all aspects of your work</li> <li>• A willingness to work in the whole school community and to support the school's ethos, vision and values</li> </ul>	
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Personal integrity and sensitivity</li> <li>• An enthusiasm to inspire students and their parents</li> <li>• Meet Fitness to Teach expectations</li> <li>• The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.</li> </ul>	

To apply please complete:

**The Trust in Learning (Academies) application form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

**Interview Process**

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and letter of application, so please read the Job Description carefully.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

**Closing Date:** Monday 13th May, 9.00 am

**Interview Day:** Friday 17th May

**Applying:** Completed Application Forms should be returned to:  
[recruitment@tila.school](mailto:recruitment@tila.school)