



Tomlinscote School

Dear Applicant

April 2024

Appointment of a Head of Faculty Science

Thank you for your interest in this post at Tomlinscote School. I am after a high-quality teacher who will join our team of enthusiastic members of staff. Tomlinscote is a really successful school where you can flourish and develop your career. It is a school where you can teach effectively in classrooms with students that have a thirst to learn. Please have a look at our latest Ofsted report that is attached with the pack and highlights the school as "Outstanding" in all categories (published January 2024).

Furthermore, it is a place where you will be valued, and your well-being is considered as being really important. My philosophy is that the most effective learning takes place when staff feel supported, appreciated and happy.

If you would like to know more about the role please contact the HR Department, on recruitment@prospecttrust.org.uk for further details.

The Faculty

The Science Faculty is a respected and valued element of our highly successful school.

All Science lessons are taught in 11 dedicated teaching laboratories. As a result of having dedicated teaching laboratories the faculty puts a premium on practical work. We have an excellent technician team, who operate out of two well-stocked preparation laboratories. The faculty is very well resourced in terms of equipment for a range of activities. Each teaching laboratory is equipped with a computer and projector for the teacher's use. Some are equipped with an interactive whiteboard. Internet access is available to all.

All students are provided with e-textbooks at KS3 and at KS4, to use at school and home. The faculty is fully staffed with a good balance of experienced and youthful Science specialists who work well together. We are outward looking and seek to combine the best of contemporary and traditional practice in our teaching. We have written comprehensive Schemes of Work for all year groups that aim to enrich and extend the learning capabilities of all students. Students are assessed each half term, enabling them to develop revision skills to prepare them for internal examinations and public examinations at KS4 and beyond.

Building student attainment and confidence is of the highest priority; all Tomlinscote staff are responsible for ensuring that every consideration is given to providing a motivating and personalised curriculum for those students who find learning more challenging to access.

All students at Tomlinscote have an iPad to enhance learning inside or outside of the classroom. Therefore, the ideal candidate will have a good grasp of technology (iPads) and be keen to develop this within their teaching. However, 1:1 training will be provided for all new staff.

Tomlinscote is a highly successful, over-subscribed mixed comprehensive school of approximately 1500 students. Our staff enjoy working here because our standards, facilities and staff well-being are excellent. Our students are a pleasure to teach and make excellent progress as shown by the positive examination data. Tomlinscote is part of The Prospect Trust which provides an opportunity to teach in a Sixth Form in the future.

Support for staff is strong. The school is fully staffed, partly because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme of support for newly appointed staff, which enables them to settle into the school routine quickly and effectively.

As an employee of The Prospect Trust, we offer an excellent benefits package:

- Induction day
- New staff training and mentor
- Individual iPads
- 1:1 iPad support & training
- Excellent training and professional development opportunities,
- Generous Pension Scheme
- Free annual eye test
- Excellent onsite catering facility
- Discounted membership to the onsite gym
- Free counselling service.

Please contact the HR department at recruitment@prospecttrust.org.uk for further details.

The attached Job Description summarises the main responsibilities of the post. To apply, please complete the application and equality monitoring forms which are available on the school website under the vacancies section – C.V.s are not required. Please refer closely to the Person Specification when writing your accompanying 'Statement of Application'. Use a maximum of two sides of A4 to describe how your knowledge, skills and experience have prepared you for this post. Please give brief examples where possible.

Please return the application form electronically to recruitment@prospecttrust.org.uk by **Tuesday 07 May 2024, 9am.**

Thank you for your interest in this post and the school. I look forward to reading your application.

Yours sincerely

Rob Major
Principal

The Prospect Trust is committed to safeguarding and promoting the welfare of all children and young people within our care and requires all staff and volunteers to share and demonstrate this commitment. The job description fully sets out the safeguarding responsibilities of the post. Any future offer of employment remains subject to satisfactory pre-employment checks, including enhanced DBS clearance, a health check and references.

Job Description – Head of Faculty

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STPCD), other current education legislation and the policies of the Trust. The teacher shall carry out these professional duties as circumstances may require, under the reasonable direction of the Principal. This document does not aim to specify all the details of the responsibilities and key tasks of the post holder and specific duties are subject to annual review with the Principal. It is in addition to the separate job description for a subject teacher which applies to all teaching staff.

All posts within school are subject to an enhanced DBS disclosure.

The purpose of the post: To deliver to students an appropriate high-quality educational experience reflecting the policies, aims and values of the school, by enabling every student to achieve his / her maximum potential. To have an impact on the educational progress of students following courses in the faculty and to be accountable for the leadership, management and development of the curriculum area within the school. To have line management responsibility for staff delivering the subject within the school.

Responsible to: SLT

Responsible for: Staff teaching within the subject area.

Key Leadership Accountabilities

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| 1 - To be accountable for the leadership, management and development of the subject within the school: |
| <ul style="list-style-type: none">a) Provide a role model as a classroom teacher for faculty staff and to represent the school positively in the public arena.b) To plan, resource and implement appropriate schemes of work that challenge each student in their learning.c) To maximise opportunities for staff and students to apply ICT within the subject.d) To monitor actively and respond to curriculum development. |
| 2 – Assessment and Progress: |
| <ul style="list-style-type: none">a) Ensure feedback and assessment practice follows school policies and helps students make at least good progress.b) Ensure students are grouped appropriately in line with school and department policies taking account of their needs and prior attainment so that all make appropriate progress.c) To support the work of the SLT in meeting requirements for the preparation and professional completion of internal testing and external examination board requirements. |
| 3 - To have line management responsibility for staff delivering the curriculum: |
| <ul style="list-style-type: none">a) To support the identification and provision of development opportunities to meet the needs of staff.b) Assist in the appointment of new staff. |

- c) Where required by the SLT, to represent the department at appropriate school meetings and provide opportunities for information/ideas to be fed back to and discussed with all department staff.
- d) Take responsibility for the safety of all who use rooms and to carry out regular safety audits..
- e) As delegated, to undertake appraisal for staff within the faculty.
- f) Ensure all staff in the department follow the school's policies, systems and procedures.
- g) To take responsibility for the setting of relevant work for staff who are unexpectedly absent from school.

4 - Quality Assurance:

- a) To contribute to the effective operation of self-review and other quality assurance procedures.
- b) To oversee and contribute to the school procedures for lesson observation.
- c) Maintain a programme of regular standardisation of work between staff. d) To ensure the regular use of student assessment information to monitor the quality of teaching and learning.

5 - Other:

- a) In addition, carry out other duties as reasonably required by the Principal.
- b) Complying with Trust policies (including those of the individual academies) and procedures as appropriate including those relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and the UK General Data Protection Regulation (GDPR) requirements with concerns reported as per the relevant policy.

Specification – Head of Department

| Essential | Desirable | Evidence |
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| 1. Education and training | | |
| 1.1 Graduate and Qualified Teacher 1.2 Evidence of commitment to professional development 1.3 Successful teaching at all Secondary Key Stages | <ul style="list-style-type: none"> • Additional qualifications or academic experience. • Evidence of preparation for department leadership | Application Form, Certificates & References |
| 2. Leadership and Management | | |
| 2.1 Ability to set high standards and engender a desire for learning in students and adults 2.2 Ability to articulate a vision for the faculty, leading to clear aims and direction. | <ul style="list-style-type: none"> • Evidence of the planned acquisition of leadership skills. | Application Form, References & Interview |

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| <p>2.3 Can demonstrate the ability to lead change and adapt readily.</p> <p>2.4 Creative approach to curriculum and school development.</p> <p>2.5 Ability to evaluate the quality of classroom teaching.</p> <p>2.6 Use assessment data to monitor and evaluate progress and use this as the basis for setting targets for improvement.</p> <p>2.7 Ability to review departmental practice and develop appropriate improvement plans.</p> | <ul style="list-style-type: none"> • Ability to identify professional development needs and encourage continuing professional development, plan and organise CPD. • Evidence of the management of resources. • Evidence of training in leading Performance Management | |
| 3. Teaching Experience | | |
| <p>3.1 Established as an effective teacher across the age and ability range with the ability to consistently teach 'good' lessons</p> <p>3.2 Knowledge of the subject curriculum and its relationship to the curriculum as a whole.</p> <p>3.3 Ability to recognise and describe the characteristics of high-quality learning in the subject and the main strategies for securing at least 'Good' progress for all.</p> <p>3.4 Evidence of good classroom management skills in an inclusive environment.</p> <p>3.5 Successful experience working with young people in a pastoral capacity (eg as form tutor).</p> | <ul style="list-style-type: none"> • Experience of leading a curriculum development. • Ability to teach to A-level | <p>Lesson observation, Application Form, References & Interview</p> |
| 4. Professional knowledge & skills | | |
| <p>4.1 An ability to inspire and manage students effectively, thereby developing positive working relationships.</p> <p>4.2 Well developed interpersonal and communication skills.</p> <p>4.3 Ability to communicate clearly in writing.</p> <p>4.4 Good organisation and proven administrative abilities.</p> | | <p>Application form, teaching & Interview</p> |

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| 4.5 Good personal ICT skills including the ability to use ICT effectively to engage students. | | |
| 5. Safeguarding & promoting welfare of students | | |
| <p>5.1 Motivation to work with students.</p> <p>5.2 Ability to form and maintain appropriate relationships and boundaries with students.</p> <p>5.3 Emotional resilience in working with challenging behaviours.</p> <p>5.4 Attitudes to use of authority and maintaining discipline.</p> <p>5.5 To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person.</p> | | <p>References</p> <p>Interview</p> |