



Head of Science

Unity Academy Blackpool

Information for candidates



Head of Science

Salary: MPR/UPR + TLR 1a (£8291) (A Recruitment & Retention allowance may be available for exceptionally well qualified and experienced candidates)

Contract: Permanent, Full Time

Start Date: 1st January 2022

Staff development is at the heart of our ethos at Unity Academy and we are delighted to be able to advertise this role following the internal promotion of the current Head of Science to a senior role within FCAT as the Director of Science working across all the FCAT academies.

This post represents an ideal opportunity for a candidate eager to step into subject leadership or to continue their career from an existing leadership role. This post will report directly to SLT to reflect the importance of science as a core subject. The full leadership structure is contained within the attached information for candidates. This post incorporates the operational and strategic leadership of the department, working with the support of the FCAT Director of Science and Senior leaders. We are seeking a Head of Science with the energy and enthusiasm to inspire and develop students and staff in our popular and thriving academy.

We aspire for large numbers of children to work towards qualifications in all 3 science subjects at GCSE and as such science is well catered for within curriculum hour allocations. The Head of Science works with the senior team after mock examinations in year 11 at an individual student level to assess whether continuing with all 3 sciences or moving to a combined science route will provide them the best possible chance of success taking into consideration individual student aspirations.

The successful candidate will have a proven track record in teaching science and delivering good outcomes for students, this will ensure that we continue to provide a high-quality education for all children in a caring, inclusive environment. The successful candidate should be able to deliver all 3 sciences at GCSE level if required although we would aim for colleagues to teach within a particular subject specialism. We would welcome applications from those with prior leadership experience but also those new to leadership and keen to take a step into subject leadership. A full and comprehensive package of training, mentoring and coaching will be provided. Unity Academy has a supportive staff team who work together to ensure that the school motto is clearly articulated and we demonstrate that In Unity, we succeed.

Unity Academy is an all through school for children aged 2-16 and as such an awareness of curriculum coverage across all phases of education is required, although the specific remit of this role will be leading the team of teachers who contribute to teaching in years 7 to 11. This post represents an excellent professional development opportunity for any aspiring middle leader at our academy as we continue our journey to being the best we can be.

How to apply

Please complete the online application form at www.fcat.org.uk including a supporting statement. This supporting statement should be no more than two sides of A4.

For any information regarding the position or the school or to arrange a visit to Unity Academy please contact Mrs. K. Linney, Headteacher's PA who will be happy to assist you.

Closing time and date for applications is: 9AM on Thursday 7th October 2021.

Interviews will be held in the week commencing the 11th October 2021.

The Fylde Coast Academy Trust is committed to equality of opportunity for all. Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise our commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.

**UNITY ACADEMY BLACKPOOL**

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www.unity.blackpool.org.uk

Executive Headteacher: Mr C Lickiss BSc, NPQH

Headteacher: Mr S Cooke BSc, NPQH

Dear candidate,

Thank you for expressing an interest in the Head of Science vacancy at Unity Academy, Blackpool. This post is an important appointment for us as we look to further develop the Science department within the academy and thus improve the curriculum offer and outcomes for young people. We are keen to appoint someone who has a passion for their subject and a compelling curriculum vision.

I wanted to take the opportunity to personally thank you for your interest in the post and give you a flavour of the academy. I took up post as Headteacher on the 1st April 2017, prior to this I had worked at the academy as Vice Principal. Unity Academy is a very special place to work and I have certainly felt that the school strap line of 'In Unity, We Succeed' is something that very accurately portrays the approach all staff have to working within the academy. Unity Academy serves an area of high socio-economic disadvantage; we are in the highest percentile for pupil premium, free school meals and SEND needs. These challenges make Unity a very special place to work; our children have character in abundance and are highly reliant on the supportive atmosphere that the academy offers them. Students are keen to learn and want to succeed; through the support of staff we make this possible.

Students in science follow a highly ambitious curriculum which has the intention of leading all students to single science AQA GCSE qualifications. The size of the cohorts at Unity mean that we can then make personalised and individual decisions as to the best chance of success for children when they are in year 11 and as such some students will sit AQA combined science. There is now a chance for a new Head of Science to review the curriculum further to ensure that whilst we retain the very highest expectations of our students, they develop a love of learning and passion for science.

The academy improvement plan (or Vision 2023) has three very clear goals, to improve the reading ability of every learner in the academy, to ensure our curriculum is the best it can be and to ensure that we are a fully inclusive academy. An example of our commitment to Vision 2023 is the delivery of Forest School (linked to science) in the curriculum for children in our alternative provision setting.

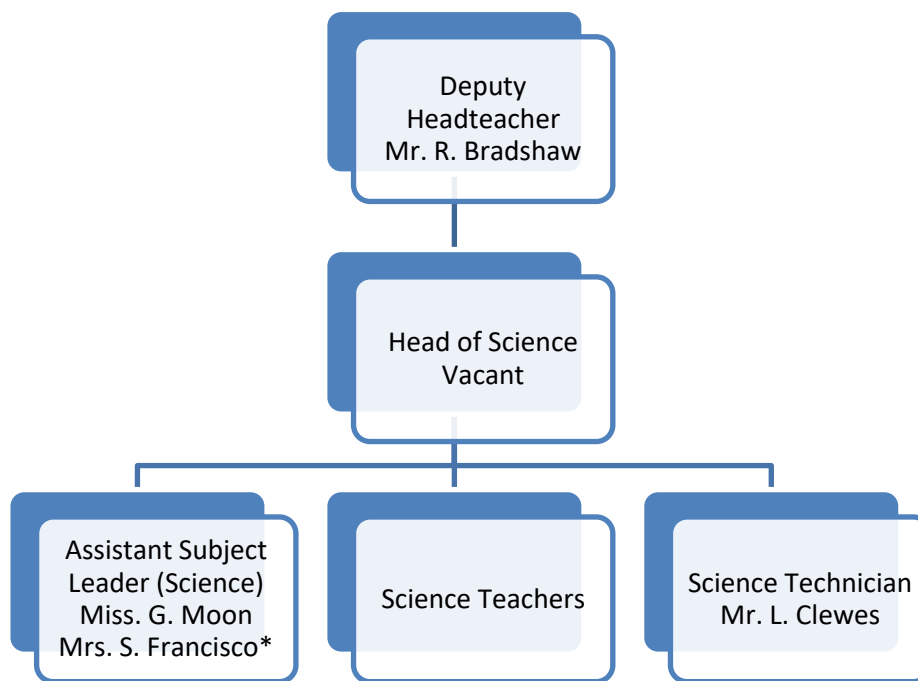
Unity Academy opened its doors on the 1st September 2013, at the time the academy had some serious challenges to overcome; by working together we achieved a good Ofsted rating in October 2017 but the journey is by no means complete. Improving outcomes for learners remains a key challenge as does offering a curriculum that develops a breadth of knowledge and skills but also a love of learning. If you feel you are up to the challenge of delivering this, we look forward to receiving your application.

Yours sincerely,

Stephen Cooke
Headteacher

The Science Department

The science department includes all those who contribute to the delivery of science or support the delivery of science within the academy. It is led by a Head of department who retains overall responsibility for the subject and line manages the respective assistant subject leaders. The full leadership structure of the department is shown below.



*Miss. G. Moon is currently on maternity leave and Mrs. S. Francisco is currently acting as Assistant Subject Leader to cover this leave.

The Science Department

From 1st September 2021, the staffing within the science department is as outlined below: -

- Head of Department: Vacancy
- Assistant Subject Leader (science): Miss. G. Moon
- Assistant Subject Leader (science): Mrs. S. Francisco*
- Teacher of science: Mrs. L. Bilton
- Teacher of science: Mr. C. Groves (Head of Year 11)
- Teacher of science: Mrs. S. Darlow (Head of Year 8)
- Teacher of science: Mr. A. McDonald
- Teacher of science: Mr. M. Newsome*

The following senior staff also contribute to the delivery of science: -

- Senior Deputy Headteacher: Mr. S. Brennand
- Deputy Headteacher: Mr. R. Bradshaw

The department is supported by an FCAT Director of Science, Miss. S. Wilkes, who works across the multi academy trust to support improvements in science across each academy. Historically we have made use of external markers for year 11 examinations in order to ensure a consistent approach to assessment of mock exams. All students in the department commence a program of study which prepares them for single science GCSE subjects. Individual student focused discussions take place in year 11 to establish whether it may be in the best interest of a student to sit an examination in GCSE combined science as an alternative. Historically the highest ability group and the lower ability groups tend to pursue single science whilst the middle ability groups consolidate learning and access GCSE combined science.

This academic year students in year 7 have 3 hours a week of science, year 8 have 4 hours a week of science, year 9 have 5 hours a week of science and year 10 and 11 are taught for 2 hours a week in each of the 3 sciences (6 hours in total). Teaching is mixed ability in year 7 and 8 and set alongside maths in year 9 to 11.

The science department also support the delivery of alternative provision with 3 hours of science in KS3 and 5 hours of Forest School provision. 3 hours of science teaching is offered to children in the KS4 alternative provision groups.

Fylde Coast Academy Trust (FCAT)

Fylde Coast Academy Trust (FCAT) was established in 2012 by Fylde Coast Teaching School, a partnership of Blackpool Sixth Form College and Hodgson Academy, both “Outstanding” learning organisations recognised for their contribution to education on a national level. Our aim is to ensure first class learning opportunities for all young people on the Fylde Coast and across Lancashire. Learners are at the heart of what we do and their outcomes and successes are what drive us. We are a Multi-Academy Trust working in partnership with educational institutions at the heart of our local community, fostering collaboration and knowledge sharing which is critical to our culture of continuous improvement. Unity Academy was the first academy within the trust opening in September 2013, since then the trust has grown to include 10 academies and 2 partner organisations. Full information about the trust and its work can be found on the website www.fcat.org.uk

Since September 2020 the trust has operated as an independent multi academy trust.

Job Description

Job Title:	Head of Department (Core Departments)
Salary:	TLR 1a
Responsible to:	Headteacher, Senior Deputy Headteacher, Deputy Headteacher
Date of Job Description:	September 2021

Primary purpose of the Role:

Securing in consultation with the senior leadership team outstanding education within the department for all young people at Unity Academy, ensuring consistently high expectations of students and outcomes, which improve year on year ensuring the curriculum provision is relevant, challenging and engaging.

Ensuring a purposeful, positive and disciplined culture and ethos in the department, with strong focus on a high quality curriculum with leads to good outcomes for students. Thereby, ensuring a high-quality education for all students.

Ensuring the key elements of progress and achievement, quality of education, behaviour and safety and leadership are all of a very high standard within the department.

Working in association with line managers overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget.

Main Responsibilities:

Professional Standards: Meeting the professional standards for teachers, core and threshold, as applicable to the post-holder and as revised in the most recent update of the School Teachers Pay & Conditions document.

Acting as a form tutor, carrying out all reasonable duties associated with this role.

Strategic and Operational leadership of the department, in particular ensuring that high quality teaching and learning is embedded daily within the department and that the curriculum delivered is of high quality for all students. Operational leadership of all self-evaluation within the department and contributing to the production and monitoring of the faculty improvement plan.

In carrying out their duties, all senior post holders will be required to implement the policies of the Fylde Coast Academy Trust and the Academy Council.

Main Duties: Core Responsibilities

- To fulfil requirements of a classroom teacher to Core and Post Threshold standards as defined in the generic job description for teachers.
- To act as a form tutor, carrying out all duties associated with this role.
- To ensure a commitment to safeguarding is evident in all actions taken.
- To ensure all actions taken are in line with the requirements of the DfE guidance and academy policies on safeguarding and child protection.
- To have knowledge and awareness of the academy improvement plan.
- To attend and contribute where appropriate to all meetings as designated by the Headteacher.
- To act as a member of a duty team where required and reasonable.
- To communicate and consult with parents about individual student progress as necessary.
- To attend parents' evenings.
- To pro-actively support other academies within the Fylde Coast Academy Trust as considered necessary or as required.
- To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role.
- To maintain and further develop high standards of Teaching & Learning within the department, through regular monitoring and coaching and by personal example.
- To play an active part in the development of the department improvement plan including taking overall strategic lead for aspects of the plan.
- To perform the duties of Appraisal Reviewer for identified support staff, teachers and Leaders:
 - Reviewing annually the performance of these support staff, teachers / Leaders and setting new objectives in line with the FCAT policy and procedures.
 - Making recommendations on pay progression based on academy policy and consistently applied standards to the Headteacher
- To challenge underperformance at all levels ensuring effective corrective action and follow up;
- To manage delegated budgets to ensure that costs remain in line with budget.
- To manage own workload and that of others to allow an appropriate work/life balance
- To act as a role model, demonstrating FCAT values and actively promote British Values within the Academy
- To adhere to FCAT's Safeguarding policy and procedures to ensure safeguarding and the promotion of the welfare of children and young people in line with FCATs expectations of all staff and volunteers
- To comply with individual responsibilities, in accordance with the role for health & safety in the workplace in line with FCAT's policies and procedures
- To ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy, encouraging and promoting non-discriminatory behaviour.
- To ensure compliance with the General Data Protection regulation and maintain confidentiality at all times.
- To act in accordance with FCAT and Academy policies, procedures and working practices and as a leader to exemplar actions and ensure staff within the Academy are working in line with these policies, procedures and working practices.
- To undertake any training and development commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

Main Duties: Specific Responsibilities

Quality of Education

- Overseeing and ensuring that the curriculum coverage in your department is broad and balanced across 7 to 11 ensuring that the full range of curriculum content is covered using the national curriculum and GCSE specifications as a guide.
- To ensure that the curriculum ensures that students are taught the necessary knowledge and skills in Year 7 to 11 including ensuring that examination specifications are taught to a high standard in years 10 and 11.
- To ensure that the curriculum in Y7 to 11 builds effectively on the work of children in N to Y6.
- To ensure that the curriculum is planned to provide high expectations and challenge for all students and appropriately differentiated for children with SEND needs.
- To plan, implement and evaluate strategies where improvement needs are identified.
- Monitor, evaluate and report on the effectiveness of teaching with regard to students' progress.
- To monitor department performance against any agreed targets.
- Ensure the progress of each individual students is effectively planned for and appropriate intervention is delivered.
- To oversee the quality of intervention activities within the department to ensure that it has an impact on student outcomes having maintained effective student tracking systems to inform which children require intervention.
- To ensure that the department contributes to the delivery of the entitlement curriculum, trying hard to embed this within the standard curriculum offer for all children.
- To ensure that assessment is used effectively across the department and helps pupils to embed knowledge and assists teachers in producing clear next steps for pupils.
- To ensure that reading is prioritised within the department in order to allow pupils to access the full curriculum offer.
- To support the development of the Y5-8 curriculum ensuring that there is no repetition of work completed in years 5 and 6.
- To ensure that student outcomes for the end of Y11 are in line with national indicators within a specified time frame or that key performance targets are met.
- To ensure that disadvantaged children and high ability children make good progress across the academy but particularly in years 7 to 11 and that barriers to achievement are addressed.
- Provide SLT, governors and others with relevant, subject, curriculum or student performance information where required.
- Lead the development and enhancement of pedagogy within the department in line with academy and faculty priorities.
- Ensure these pedagogies are consistent and effective, through rigorous planning, monitoring evaluation and review, training and support.
- Maintain personal expertise and act as a role model for excellent classroom practice, modelling effective strategies and sharing/coaching other teachers.
- Monitor and evaluate standards of teaching, identifying areas for improvement.
- Monitor and assess the standard of student work and feedback within the department.
- Plan, implement and demonstrate the impact of strategies to improve teaching.

Leadership and Management

- Provide strong, effective, clear and purposeful leadership of the department including ensuring that your curriculum vision is clearly defined, well implemented and has impact.
- Responsible for ensuring the highly effective leadership and management of the department including ensuring that middle leaders are highly effective in discharging their leadership responsibilities.
- Responsible for creating a learning culture across the department that encourages students to define, desire, demand and deliver success.
- Responsibility for implementation, monitoring, self-evaluation and review of Academy and departmental policy and procedures as relevant to your specific responsibilities.
- Responsible for departmental self-evaluation to ensure students receive a high quality education.
- Provide the Governors, Headteacher or other designated leadership post-holders, with relevant performance information and supporting commentary as appropriate.
- To oversee collaborative planning time and chair department meetings where appropriate.
- Ensure that teaching and learning within the department is highly innovative and effective.
- To attend and represent the interests of the academy at external meetings as appropriate to the role.
- To line manage other middle leaders as appropriate, teachers and support colleagues within the department.
- Assist in the induction, support and monitoring of new staff including ECT/Teach First and ITT.
- Continue to take an active interest in your own CPD and that of others.
- Define and agree appropriate improvement targets for the department.

Behaviour and Safety

- Responsible for standards of behaviour and attitude within the department.
- Ensure optimum conditions for effective teaching and learning prevail.

Personal Development

- To support and contribute to the academy's responsibility for safeguarding students.
- To ensure that the department curriculum provides opportunities for broader development.
- To ensure that the department curriculum and the wider work of the department supports pupils to be confident, resilient and independent, and to develop strength of character.
- To support the academy in ensuring that the personal development of students is highly valued.

Accountability

- Accountable for the standards of achievement (attainment and progress) of all students in your department.
- Ensure that appraisal arrangements are executed appropriately.
- Accountable for the quality of education within the department (including curriculum and quality of teaching).
- Accountable for a positive, purposeful and productive team spirit within the department.
- Line management responsibility, substantial direct and indirect responsibility for teaching and support staff.
- Planning the deployment of staff expertise to achieve academy/department improvement objectives.
- Accountable and responsible for the well-being of people within the department.

Flexibility

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Head of Department (Core Subjects). Depending on the needs of the academy, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by: Stephen Cooke, Headteacher, September 2021

Person Specification

Head of Department (Core Subjects)

Essential requirements (E) are those without which an applicant will not be considered for appointment. Desirable requirements (D), whilst desired, a candidate will still be considered for appointment without these.

Personal attributes required based on Job Description	
Qualifications <ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Qualified to degree level 3. Relevant post-graduate qualification in education or management (e.g. NPQML). 	E E D
Experience <ol style="list-style-type: none"> 1. At least 3 years successful teaching which includes KS4 teaching. 2. Raising attainment at KS3/4 in this subject. 3. Teaching a broad ability range of students including high ability students 4. Experience of middle leadership (e.g. 2nd in department) 	E E D D
Knowledge and Understanding <ol style="list-style-type: none"> 1. Detailed knowledge of 11-16 curriculum and current developments relevant to your subject. 2. Comprehensive knowledge of KS1 and 2 curricula and how these influence KS3 and 4 schemes of work in your subject. 3. Able to effectively use data to set targets, monitor and raise standards, initially with support. 4. Solid understanding of issues related to the national curriculum 	E D E E
Skills and Abilities <ol style="list-style-type: none"> 1. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes. 2. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. 3. Strong resilience and mental toughness to operate in a challenging environment. 4. Readiness to seek and respond to advice and guidance. 5. Excellent collaborative working skills to perform effectively as part of the wider team of the Fylde Coast Academy Trust. 6. Expert and robust people management and leadership skills, to lead by example. 7. Determination to promote equality of opportunity throughout all aspects of academy life. 8. Ability to set, expect and monitor excellent standards. 9. Strong ability and drive to achieve challenging personal and organisational goals. 10. Positive outlook, good sense of humour 	E E E E D D E E E E
Other Attributes <ol style="list-style-type: none"> 1. Evidence of having undertaken recent and relevant continuous professional development relevant to this role and to demonstrate the impact of this in work practice. 	E