

Briefing Pack for Applicants

Lead Practitioner of Science



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Lead Practitioner of Science

Pay scale: Lead Practitioner Pay Scale LP1 – LP5 £47,185-£52,074.

Contract: Full time Permanent

Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a Lead Practitioner of Science, the successful candidate will:

1. Have the ability to teach across KS3 and KS4 (any Specialism).
2. Lead the quality assurance process across the department that supports staff pedagogical development of teaching and learning practices.
3. Be able to support the Curriculum Leader in staff continuous development.
4. Be committed to student progress.
5. Be passionate about teaching and learning.
6. Have the ability to inspire young learners with innovation, challenge, and engagement.

Candidates are encouraged to have an informal discussion about the role by contacting Paul Rockcliffe, Deputy Headteacher. prockliffe@handsworth-mlt.co.uk

The closing date is 9:00am on Friday 8th December 2023 and interviews will take place week commencing 11th December 2023.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](https://www.minervalearningtrust.co.uk). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Alison Keeton- Headteachers PA via e-mail akeeton@handsworth-mlt.co.uk

The application form and information pack is available on the school website www.hgcsc.co.uk

Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.* Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



Suzy Mattock
Headteacher

Section 4: About the Subject

The Science team here at Handsworth Grange is exceptionally strong; they are a highly motivated, knowledgeable, organised and very experienced group of teachers. The Science team comprises of 8 colleagues and 2 specialist science technicians. We pride ourselves in a holistic and well sequenced curriculum across KS3 to KS4 delivered by colleagues with a broad range of experiences. We have strong exam results from the 2022/23 GCSE results in Triple Science.

The Science subject specialism teams work closely together through the guidance of the Curriculum Leader for Science. The team work with both passion and commitment in order to offer a valuable, interesting and coherent learning model for all students. The department is led by the Curriculum Leader for Science, who is supported by a Lead of Biology, Chemistry and Physics, with two dedicated laboratory technicians who support the delivery of practical lessons throughout all key stages.

Key Stage 3

At Handsworth Grange School, Science is taught to all KS3 students. Lessons are conducted in 3 x hour long lessons per week and where possible groups are taught by subject specialists. The Science course is based on National Curriculum and is designed to be engaging and fun, and introduce students to both the practical and theoretical knowledge required in order to learn about the world in which we live in. We believe that students need to see the exciting and analytical aspect of science and therefore we have edited our curriculum in places to allow pupils to fully engage and investigate with Science at Handsworth Grange

Key Stage 4

All students at Handsworth Grange School sit GCSE's in Science. We believe that all students should have the opportunity to complete the Triple science pathway and follow this through to Year 10. Pupils are then placed onto the Combined Science or Triple Path following assessments and departmental discussions. All courses follow the AQA syllabus for each GCSE. The curriculum time from September 2023 (over a 2-week period) will be x6 lessons in Y9, x9 lessons in Y10 and x12 lessons in Y11 to ensure teachers deliver in their subject specialism for most classes.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Lead Practitioner of Science
GRADE/SALARY	Lead Practitioner Pay Scale LP1 – LP5
HOURS/WEEKS	Fulltime 32.5hrs
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Curriculum Leader of Science
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	To deliver the science curriculum at Handsworth Grange Community Sports College for KS3 and KS4. To lead on key aspects of QA and teaching and learning strategies across the department that focuses on improvement of teaching and learning practices with all staff.
RELEVANT QUALIFICATIONS	Qualified Teacher Status A Degree in relevant field

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

As a Lead Practitioner within the Science department you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher or designated line manager.

The post will require you to work in partnership with science staff, TLR holders, senior leadership team and governors to ensure the continuous improvement across the school.

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Staff Development

To develop staff teaching and learning practices across the department, leading subject specific CPD and developing teaching and learning pedagogy across the department.

To take part in the school's staff development programme by participating in arrangements for further training and professional development.

To engage actively in the Performance Development Review process

Lead Practitioner Skills

Share best practice with post holders and teaching staff in the Science department to promote and facilitate the delivery of excellent teaching and learning.

Support the Senior Leadership team by working with the Teaching and Learning lead to share best practice across school to promote and facilitate the delivery of excellent teaching and learning.

Ensure a suitable curriculum, in line with national developments, is in place for students of all abilities studying Science.

Monitor and plan the curriculum to secure effective sequencing of lessons and the building of knowledge over time.

Coach and guide colleagues to improve the quality of teaching and learning.

Support high standards of student behaviour for learning and engagement.

Contribute to maintaining a safe environment for students.

Monitor and evaluate the quality of teaching and learning in the department.

Lead aspects of quality assurance across the department that promote the best teaching and learning practices in all lessons.

Support colleagues to improve teaching and learning practices whilst supporting those who require this.

Support other subject leaders to raise standards by sharing good practice and collaborating with colleagues to plan curriculum developments.

Maintain a visible presence around the school, supporting duty teams and others by insisting upon and helping to maintain high standards of student conduct in lessons and around the school.

To respond flexibly to curriculum changes that may be required from time to time, including alterations to line management responsibilities within the scope and scale of this role.

To undertake any other duties associated with the role, as may be decided by the senior leadership team/Headteacher.

Teaching and Class Management

To have high expectations of pupils' and build successful relationships centred on teaching and learning.

To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.

To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.

To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.

To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.

To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.

To organise and manage teaching and learning time effectively.

To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.

To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.

To use ICT effectively in delivery of teaching and learning.

To take responsibility for teaching a classes.

To provide homework and other out-of-class learning which consolidates and extends work carried out in the class and encourages pupils to learn independently.

To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.

To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.

To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To attend, lead and participate in regular meetings.

To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Lead Practitioner of Science

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Qualified Teacher Status	AF
Degree in relevant Subject	AF
KNOWLEDGE AND EXPERIENCE	
Experience of working in a secondary education environment	AF
Prior experience with online learning environments and associated programmes	AF
Knowledge of the Key Stage 3 and 4 subject requirements	AF
A thorough knowledge and understanding of the subject area	AF
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
SKILLS	
Capacity to motivate, inspire and challenge young people	AF/I/R
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I/R
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s	AF/I/R/AA
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I/R
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Ability to teach Key Stage 3 and 4	AF/I
Ability to lead a team with confidence	AF/I/AA
Knowledge of the best pedagogy approaches to improve outcomes	AF/AA
Evidence of applying a range of QA processes that show impact	AF/I
QUALITIES AND ATTRIBUTES	
Ability to empathise with young people	AF/I
Have a visible and positive presence around school	AF/I
High expectations of self and others	AF/I

The ability to motivate others	AF/I
The ability to remain calm and diffuse situations	AF/I
A commitment to support the Trust and the school's aims, vision and ethos	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good a sense of proportion	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students	AF/I
A willingness to contribute to the wider life of the school	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@handsworth-mlt.co.uk by the closing date.