

Lead Practitioner - Science

The Leigh UTC and Inspiration Academy



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 31 academies across Kent, Medway and South-East London.



Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive
Leigh Academies Trust



Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st September 2021, our Trust will comprise 31 geographically organised academies (15 secondaries, 14 primaries and 2 special) educating 20,000 students, and employing 2,500 talented staff. The Trust is establishing four 'clusters' of academies: North West Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider.

Leigh Academies Trust is ambitious about the progress and development of teaching and learning within its schools. Our mission is to create an outstanding organisation that

inspires learners with excellence in academic achievement and personal development.

We are seeking to appoint an outstanding science practitioner with a proven track record of teaching excellence to join our expanding Academy Improvement Team and become our next Lead Practitioner - Science. You will help to inspire our committed and supportive team across the academy, modelling and leading the improvement of teaching skills to raise student achievement to all groups and to narrow any gaps in attainment.

Your focus will be raising attainment in science by working with other teachers and leaders across the organisation. You will be expected to support colleagues to deliver their timetable to the very highest standards and be open-minded to step in and support when necessary. This is a unique, exciting opportunity for career development towards headship.

Achievement for all students regardless of background is our key objective. We offer stimulating learning environments where effective teaching and learning are underpinned by high-quality interpersonal relationships. If you are ambitious for yourself and the learners you serve, then you are the person we need.

Mr Steve Leahey

Principal
The Leigh UTC and Inspiration Academy



The Leigh UTC and Inspiration Academy

The Leigh UTC was established by local companies, Leigh Academies Trust and Greenwich University, opening in September 2014. To provide a bridge between the world of education and the world of work, training young people in the technical entrepreneurial skills and personal and collaborative skills needed to succeed in the modern workplace. Our mission is to provide young people with a relevant education in a fast-changing world, and provide employers with the skilled workforce needed for UK industry to thrive. We offer young people the education they need today to equip them for tomorrow's careers.

The Leigh UTC vision is to 'develop STEM professionals for the future global market'. In 2017 we opened the Key Stage 3 Inspiration Academy, hugely popular in the community and it provides a broad curriculum with focus on STEM. Leading the way for other UTCs across the country as they evolve to meet the challenges of year 10 entry into their UTCs.

On leaving The Leigh UTC, many students have already established connections with local employers, have applied practical

skills through project-based learning opportunities and are used to working in a professional environment. This makes them highly employable and sets them up for a broad choice of pathways at 18 – whether that's going to university, higher and degree apprenticeships, or directly into a career. The impressive track record of student destinations after leaving us is testament to the quality of this distinctive educational experience.

We are looking to appoint a talented leader as Lead Practitioner - Science who has a real passion for STEM education and developing young people, playing a pivotal role in the development of our amazing UTC.

Vacancy

We are looking for a Lead Practitioner - Science for September 2022, and warmly welcome applications from experienced teachers who are passionate about science and are dedicated to enabling students to make excellent progress.

This is a fantastic role which will enable you to develop your leadership skills by working both within the science department and across the academy to raise standards in teaching and learning and hence the achievement of all students. You will become part of a well established, highly collaborative and successful team as we are confident that our teaching and support teams, our facilities and most importantly our students will inspire you.

Through the consistent modelling of high quality teaching and learning, and coaching of colleagues, you will have a direct impact in developing the science department to make it even better and grow our talented science team to secure the very best outcomes for students at our academy.

The ideal candidate will be an expert teacher of science who is familiar with evidence informed teaching practices and likely to have had departmental leadership experience.

For our successful candidate, being a member of staff at The Leigh UTC and Inspiration Academy and the wider Trust means you'll receive access to a great range of employment benefits from day one. [Click here to view the current benefits package](#), and be mindful that the list is always growing.

Position	Lead Practitioner - Science
Location	The Leigh UTC and Inspiration Academy
Responsible to	Assistant Principal (Assistant Head of College)
Basis	Permanent, Full-Time
Commencement	September 2022
Salary	Leadership pay scale commensurate with experience

Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates will be keen to visit the academy before making a formal application, you can arrange this by contacting Sabrina Catanho (Office Manager) - sabrina.catanho@theleighutc.org.uk. Visits will be hosted by a member of SLT. Social distancing and other Covid-secure safety measures will be observed at all times following latest government guidelines. Please ensure you offer a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the Academy.

Candidates wishing to have an initial conversation with the Assistant Principal about this role can also arrange for a telephone call. Those wishing to do so should also contact Sabrina Catanho in the first instance.

To submit an application in full, please do so online via

Closing date for applications

Friday 20th May 2022, midday

Interviews and assessment activities

Tuesday 24th May 2022

the following link;

[Lead Practitioner - Science \(The Leigh UTC and Inspiration Academy\) - Online Application](#)

If you have any queries on any aspect of the application process or need additional information please contact Holly Neve (Recruitment Coordinator) on 01634 412 263 or holly.neve@latrust.org.uk.

The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.



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Job Profile

Role: Lead Practitioner - Science - The Leigh UTC and Inspiration Academy
Reporting to: Assistant Principal (Assistant Head of College)

Job Purpose

- To raise standards and develop teaching and learning in science across the Academy.
- To ensure that the aims of the Academy are effectively translated into high quality classroom practice both within the subject and in general across the Academy.
- To assist in developing, implementing, monitoring and evaluating:
 - a. Teaching and learning
 - b. Curriculum planning
 - c. Continuing professional development
 - d. Team building
- To promote and ensure positive pupil approaches to learning through:
 - a. High expectations
 - b. Exceptional teaching
 - c. A stimulating learning environment
 - d. An emphasis on learning
- To be a key leader in establishing systems and procedures to develop teaching and learning.
- To consistently deliver high quality lessons, promote proven strategies, and support colleagues - both on a 1-2-1 basis and in groups - to develop pedagogy and practice in order to improve the quality of learning and teaching with the specific aim of securing outstanding teaching

and student outcomes.

- To work with the Director of Learning for Science on all aspects above and to respond to Academy priorities within Science as directed by the senior leader responsible for Science.
- To work with the Director of Learning for Science to devise action plans in order to close achievement gaps and ensure that these are being implemented appropriately.
- To work with and report to the Assistant Principal for teaching and learning to monitor, evaluate and review the quality of education across the academy. You will support planning and delivering the whole school CPD to improve teaching and learning.

Key Responsibilities

Staff

- To oversee the professional development of staff in science across the Academy and provide advice on appropriate INSET.
- Ensure that staff are kept well-informed of recent developments in science.
- Observe the teaching of science teachers, give constructive feedback and monitor this to ensure that it leads to improved standards in the classroom.
- Allocate responsibilities and duties so as to ensure continuing professional development.
- Design, implement and evaluate an in-house, blended approach to teachers learning through strategies such as coaching, in-class training and 1-2-1 mentoring sessions.



Curriculum

- To support the Director of Learning for Science in developing and reviewing the science curriculum and schemes of work at KS3, KS4 and KS5.
- Coordinate preparation, delivery and evaluation of schemes of work for the Academy in accordance with the National Curriculum requirements; with a particular focus on challenge, pace, high order questioning and thinking skills, as well as writing and speaking opportunities to facilitate students accessing the highest grades at KS3, KS4 and KS5.
- Provide leadership and guidance on production of learning resources.
- Monitor and evaluate to ensure that there is a consistency in terms of learning experiences for students within each of the small schools in accordance with the Academy policy and the Academy's criteria for effective teaching and learning.
- Provide guidance on exam specifications and delivery time frames, and additional related qualifications that could be included in the curriculum offered at the Academy.
- Lead and encourage critical professional dialogue within the science department.
- To liaise with agencies outside the Academy to enrich and broaden the curriculum.

Assessment

- To issue guidance in order to develop rigour and accuracy in grading at KS3, KS4 and KS5 across the Academy. To ensure that there are appropriately regular opportunities for students' work to be accurately graded throughout each half term
 - a. Identify and implement strategies for raising

standards at all key stages in line with the latest accountability measures.

- b. To develop assessment for learning with science staff across the Academy in line with Academy policy.
- c. To ensure that there are appropriate and accessible graded examples of students' work from across the Academy to be used for the purposes of moderation, training, and as evidence of standards in your subject area.

Communication

- To provide subject specific information to the senior leader responsible for science whenever required.

Resources and The Learning Environment

- To ensure that the learning environment is well-ordered, safe and stimulating, leading by example to encourage a high standard of display work in classrooms and communal areas with a clear emphasis on celebrating success, sharing achievements and the importance of both literacy and numeracy.
- To advise on the purchase of appropriate and stimulating resources and ensure that these are used.
- Ensure that science staff across the Academy make full use of the range resources at their disposal in particular the use of chromebooks.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and

‘We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.’

location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is

expected and required to perform and complete the particular duties as set out in the foregoing.

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Person Specification

We seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do. The person specification is related to the requirements of the post as determined by the job description. You should refer to these requirements when completing the application.

- Degree in relevant subject.
- Qualified Teacher Status.
- Successful classroom practitioner with experience in co-educational comprehensive schools.
- Evidence of commitment to extra-curricular and enrichment provision.
- Detailed knowledge of the national curriculum in the relevant area.
- Proven track record of successful strategies for raising achievement and sharing good practice.
- Evidence of enabling students to work to the highest standards.
- Good administrative skills.
- Successful experience of team working.
- Evidence of leadership skills and experience.
- Good record of health and punctuality.
- Commitment to Equal Opportunities.
- Desire and capacity for further promotion.
- The postholder should have the ability to form and maintain appropriate relationships and personal boundaries with children and young people, in safeguarding and promoting their welfare.



"The Leigh UTC has very successfully established a culture of high expectations for their UTC provision. Leaders share a powerful commitment to securing an ambitious vision for all students' lives."
- (Challenge Partners July 2021)

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Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another.

Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff.

Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns.

Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.

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An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 31 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich.

Leigh Academies Trust – Our Values:

- We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our 'can-do' attitude towards continuous improvement and innovation.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

**Our Mission: Shaping Lives,
Transforming Communities**

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