



APPLICATION PACK: Second in Science

**Deadline: Thursday 2nd May 2024
at 12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy, a new school serving the local community in Middleton and Heywood. Opening in temporary accommodation in September 2021, the school moved to its permanent location in September 2022, a state-of-the-art building, with stunning views of the local countryside. Helping our students realise their potential lies at the heart of everything we do. By promoting our values of Resilience, Empathy and Responsibility and a culture of mutual respect and compassionate rigour, we aim to inspire and engage all pupils, regardless of prior attainment or social background.

By joining our school, you will be part of an exciting journey, building the school from its early foundations and helping to create and embed its ethos, values and culture. We believe in creating a purposeful and calm environment which allows our teachers to teach and our students to learn. As a result, we will improve student achievement through high-quality teaching in a safe and caring environment. We value each individual child in our school and recognise that each has different talents and gifts, which will be nurtured over the course of their time with us. We also support every student to develop personally and academically, so that they have the knowledge and skills to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Hopefully it is already clear from reading this letter that our aims are simple: to help students realise their potential through a culture of mutual respect, positive behaviour, and high standards. Our aim is to have students do the right thing because they should, rather than because they must. We aim to inspire and engage all students, regardless of prior attainment or social background.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague. You must be willing to share and learn. We wish to appoint someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment and the resources needed to carry out the role to the highest standards, including a bespoke professional development programme to support you with your future career aspirations. We fully recognise that for pupils to succeed we also have to care for our staff. Our teachers benefit from a PPA allowance that is above what is outlined in the STPCD and we are committed to further reducing our amount of directed time from 2024 – 25.

Edgar Wood Academy benefits from being a part of the Altus Educational Partnership. The Trust currently comprises of four academies: Rochdale Sixth Form College, Edgar Wood Academy, Kingsway Park High School and Bamford Academy. The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people go on to live happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

I look forward to your application and if you have any questions, or wish to visit the school prior to interview, please do not hesitate to contact my PA, Debbie Barlow on 0161 676 9620 or email d.barlow@edgarwood.org

Yours sincerely



Paul Jones
Headteacher

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Tel: 0161 676 9620; Email: info@edgarwood.org; Website: www.edgarwood.org

Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
3. Send your completed application form by email to recruitment@altusep.com.

Deadline

The deadline for the post is **Thursday 2nd May 2024 at 12.00 noon.**

Interviews are expected to take place on **Wednesday 8th May 2024.**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Salary

The post will be paid on the MPS/UPS scale + TLR2A/TLR2B

Start Date

September 2024

For an Application Pack

1. Visit www.edgarwood.org or www.altusep.com
2. Contact the HR team at recruitment@altusep.com

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

Background Information

Altus Education Partnership

Edgar Wood Academy is currently one of three institutions in the Altus Education Partnership (a Multi-Academy Trust) alongside Kingsway Park High School and Rochdale Sixth Form College (*“TES 6th Form College of the Year 2021”* and *“Ofsted Officially Outstanding 2022”*). Edgar Wood Academy and the Trust have a very strong educational reputation in the local community and are in a financially robust position. The Trust works as a partnership of equals, where all Academies are distinctive institutions working together for the benefit of all students, within which, Headteachers and local Governing Bodies have delegated authority and associated autonomy. The Trust expects to expand further in the next few years, working with Academies in the Primary and Secondary phases to improve the quality of education across the borough.

Altus Education Partnership are committed to supporting all children in their Academies to progress to a successful career, life and employment path of their choice.

All our Academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our Academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and Teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all Academies in the Trust.

Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.

- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.

Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

Science Department

At Edgar Wood Academy, our Science Department is more than just a group of subject specialists – it's a growing team of inspirational individuals who have dedicated themselves to providing our students with an exceptional learning experience. From our passionate Science Technician to our committed subject experts, every member of our team is driven by a desire to unlock the full potential of our students. We believe that every student and staff member deserve ample opportunities to explore the fascinating and diverse fields of Science, to ask and answer complex questions, and to understand how Science has evolved over time and its potential for the future. This is supported by utilising CPD and access to professional information from supporting bodies such as STEM, ASE, RSC, RSB, IOP & CLEAPPS.

As an educator in our Science Department, you will have the unique opportunity to shape and develop a novel curriculum that captures the hearts and mind of our students, provoke critical thinking, and improve scientific and intellectual curiosity. Our culturally relevant curriculum is currently being designed to develop social attitudes and behaviour, celebrate British values, and encourage students to have an inclusive approach to their local and global communities. Our KS3 Science curriculum is designed to offer a comprehensive study of all three disciplines (Biology, Chemistry, and Physics), with increasing complexity and breadth as students' progress throughout each year. To ensure consistency across all classes, our curriculum is centrally planned, whilst still allowing the teacher the freedom to inject their own expertise and creativity into the delivery of those lessons. Students sit 3 assessments a year during KS3 and frequently complete low-stakes activities that support teacher judgment of student progress.

Role Title:	Second in Science
Reports to:	Head of Science / Headteacher
Remuneration:	MPS/UPS scale + TLR2a – TLR2b
Terms:	Permanent
Start Date:	September 2024

Role Description:

Key Focus:

To work with the Subject Leader in maximising students' academic development and achievement in the Science Department by taking responsibility for key areas. These key areas will be given in discussion with the successful candidate according to their interests and areas of strength / development.

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of Edgar Wood Academy's Primary Purpose.

Primary Purpose:

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus on learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

In the context of setting up a new School, the Second in Science will be flexible in approach and be required from time to time to set aside subject interests to consider the broader interests of the School.

Key Duties:

A. Accountability to the Headteacher

- To demonstrate and promote effective leadership within the subject area.
- Via their Line Manager, to keep the Headteacher fully informed of all issues and concerns regarding the effective management and performance of the subject area.

B. Accountability for the Leadership and Management of Staff

- To maximise the potential of staff, giving guidance and support within the subject area.

- To implement and monitor the performance management of staff, so staff can be evaluated on an individual basis against agreed targets.
- To work in consultation with the Subject Leader in arranging School based in service support and induction for NQTs and staff new to the subject area.
- To lead the development of subject knowledge across the Department.
- To work with the Subject Leader to ensure that staff CPD needs within the Department are identified and that appropriate programmes are designed to meet such needs.
- To establish common standards of practice within the subject area.
- To contribute to the Science Department quality assurance procedures.
- To identify underachieving pupils and groups of pupils within each year group and develop strategic interventions.

C. Accountability for Leadership of Learning and Teaching

- To identify areas of strength and refine areas to develop within the curriculum across both Key Stages.
- To develop and refine both formative and summative assessments within the Department.
- To monitor and evaluate the curriculum area in line with agreed School procedures, benchmarking provision against the national curriculum.
- To ensure curriculum maps are developed to identify core knowledge, skills and understanding for each topic.
- To contribute subject specific expertise to the Science curriculum.
- To work alongside the Subject Leader to ensure the moderation and standardisation of assessments across the subject area is tightly co-ordinated.
- To ensure that the organisation of subject area intervention lessons, intervention and subject area trips/visits are co-ordinated.
- To manager cover work for absent members of the Department and to oversee that the students continue to achieve during periods of short, medium or long-term absence of Department members.
- To lead on the development of outstanding practice during curriculum and subject area meetings.
- To keep up to date with national developments in the subject area, including teaching practice and methodology.
- To work alongside the Subject Leader in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the Department.
- To ensure the subject area plays a major part in supporting whole School issues.

- To liaise with the Science Technician to ensure all staff are well trained in the practical areas of the practical elements of the Science curriculum.

D. Accountability for the Welfare of Students

- To ensure that the subject area encourages students to develop the highest expectations of themselves with the EWA ethos.
- Support staff across the Department inside and outside of the classroom to maintain a calm and positive attitude from students.
- To ensure students are kept fully informed about their progress.
- To ensure effective sanctions and rewards are in place for their subject area.
- To liaise with the Pastoral Team for more serious behavioural issues or persistent poor behaviour.

E. Accountability for Monitoring, Assessment and Reporting Student Progress and Achievement across the Department

- To be accountable for pupil progress and development within lessons.
- To identify and take appropriate action on issues arising from data. Setting deadlines where necessary and reviewing progress on action taken.
- To assess students' work in accordance with EWA Assessment Policy and awarding body assessment objectives and mark criteria.
- To assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade / level at which the student is achieving.
- To undertake regular formalised reviews of student progress, in line with the EWA academic monitoring process.
- To set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations.
- To ensure the marking, monitoring and returning of work across the Department is done within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade / level.
- To complete formal reports on students according to the School reporting systems and the reporting calendar.
- To attend Parents / Carers' Evenings according to the School calendar to keep students' families and / or their carers informed about their progress.

F. Operational / Strategic Planning

- Ensure that schemes of learning and resources support the Departments' intent.

- To work with the Subject Leader to develop and enhance the intent and implementation of the Science curriculum.
- Lead the creation of a structured transition from KS2 to KS3.
- To develop and enhance the mapping of curriculum concepts from KS3 to KS4.
- To gain a broad understanding of how the KS4 curriculum in their subject specialism is progressed through to KS5.
- Support the Department during Open Evening events, helping to plan an effective area of specialism.
- To support the Head of Science in the creation of the teaching timetable for Science staff.
- Work closely with the Science Technician to support the provision for the Department and subject specialism practical delivery.

General

- Always operate within the stated Policies and Practices of the School and promote them actively.
- To play a full part in the life of EWA, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the Staff Code of Conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight during the School day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the School premises and when they are in authorised School activities elsewhere.
- Work co-operatively with staff throughout the School to implement the School Strategic Plan and Annual Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum / subject, learning and teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole School development goals.
- Participate in arrangements made in accordance with regulations for the appraisal of Performance in the context of the School Performance Management Policy.
- Participate in arrangements for further training and professional development as a Teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the School Health and Safety Policy and Child Protection Procedures and implement them as appropriate.
- Contribute to School provision for enrichment activities and study centre supervision as consistent with individual timetables.

- Participate in EWA activities, including attendance at Open Evenings / Mornings, Parental Information evenings and supporting liaison activities.
- Participate in School Quality Assurance and Self-Assessment systems, including the use of Student Focus Groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the School Line Management System.
- Play a co-operative and supportive role within curriculum areas and the School as a whole, through the sharing of good practice and mentoring / coaching activities for less experienced staff where this is appropriate.
- Undertake such other duties as reasonably required by the Headteacher.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. This is a new post. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Other

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate.

Altus Education Partnership is committed to Equal Opportunities for all.

The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work.

Your Terms and Conditions are specified within your Contract of Employment.

Person Specification:

Assessed by:		
CATEGORIES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
1. Qualifications	<ul style="list-style-type: none"> Undergraduate degree in area of specialism Qualified Teacher status 	<ul style="list-style-type: none"> Experience of line management Experience of coaching
2. Experience	<ul style="list-style-type: none"> Experience of Teaching in a Secondary School Evidence of raising standards of student attainment and achievement within a subject area 	<ul style="list-style-type: none"> Teaching experience across the maintained sector Experience of leadership within Science / subject specialism
3. Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relating to Science / subject specialism 	<ul style="list-style-type: none"> Ability to identify own learning needs and to support other in identifying their learning needs NPQML or equivalent qualification
4. Strategic Awareness	<ul style="list-style-type: none"> Ability to articulate and develop the Schools' and Departments' vision Ability to inspire and motivate students and staff Ability to analyse data, set targets and monitor / evaluate progress 	<ul style="list-style-type: none"> Ability to develop strategic plans and monitor / evaluate progress towards challenging targets
5. Teaching & Learning	<ul style="list-style-type: none"> Knowledge and experience of successful teaching and learning strategies to meet the needs of all students at Edgar Wood Academy Experience of effective monitoring / evaluation of, and intervention in, teaching and learning Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> Ability to articulate the Departmental intent, ensure the effective implementation and evaluate its impact on students A secure understanding of assessment strategies Experience of teaching KS3 and KS4 Sciences
6. Accountability	<ul style="list-style-type: none"> Experience of departmental self-evaluation and improvement strategies 	<ul style="list-style-type: none"> Experience of offering challenge and support to improve performance

	<ul style="list-style-type: none"> • Ability to provide clear information, advice and training to staff • Awareness of performance measures applicable to the School 	<ul style="list-style-type: none"> • Understanding of H&S and CLEAPSS across a Science Department
7. Skills, Qualities & Abilities: Professional & Personal Attributes	<ul style="list-style-type: none"> • High quality teaching skills • Unwavering commitment to the vision and ethos of both Altus Education Partnership (Trust) and Edgar Wood Academy • Commitment to developing the subject area / subject specialism • To work closely with the Pastoral and SEND Team at Edgar Wood Academy • Ability to build and maintain good relationships with a range of stakeholders • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively, including in relation to the work of others • Ability to accept delegated duties appropriately • Empathy with children • Excellent communication and negotiation skills • Excellent presentation skills • Excellent problem-solving skills • Stamina and resilience • Self-confidence • Willing to be accountable and to take personal responsibility for own actions • Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation 	<ul style="list-style-type: none"> • Experience of organisational change or new School / Departmental set up

8. References	<ul style="list-style-type: none"> • Positive recommendation(s) in Professional references • DBS clearance • Satisfactory outcomes from due diligence 	
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