



Candidate Pack

Second in Science

The Hyndburn Academy



The Hyndburn Academy
The best in everyone™
Part of United Learning



Welcome

At The Hyndburn Academy, we are committed to providing an exceptional educational experience for every student. As part of the United Learning Trust, we are proud to be rated *Good* in all areas by Ofsted, reflecting our dedication to academic excellence, personal development, and the well-being of all our students.

Over the past four years, we have experienced significant growth, doubling in size, and we are thrilled to have been selected for the Department for Education schools rebuilding programme, which is due to begin this year, this will ensure our facilities match the high standards we set for ourselves and our students.

Our ethos, "Every Child Matters," is at the heart of everything we do. We believe in nurturing each student's unique potential, ensuring that they feel valued, supported, and empowered to succeed. With our motto, '*The Best in Everyone*,' we strive to inspire every student to reach their full potential, both academically and personally, as we continue to build a thriving, inclusive community.

Both our ethos and motto are underpinned by the core values of:

Aspiration – to achieve the best for ourselves and others

Confidence – to have the courage of our convictions

and to take risks in the right cause

Respect – for ourselves and others in all that we do

At the heart of everything at The Hyndburn Academy is ambition and we know that by working together with parents and carers, our students can achieve anything and everything that they desire.

If you believe that your experience and skillset will help us on our journey, then we would love to receive your application.

I hope you find the information you need in the accompanying pack and on our website useful for the role for which you are applying. However, if you need to know anything further or wish to arrange a visit to the school then please do not hesitate to contact us by telephone on 01254 885378 or via email on angela.eames@hyndburnacademy.org.uk

With best wishes,

Mr U Wazir
Principal



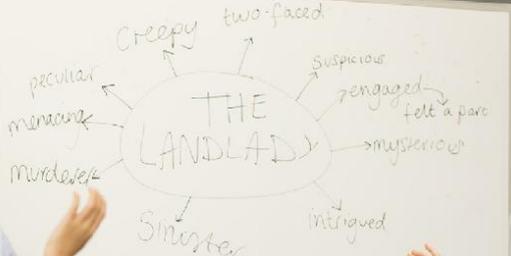
Ms M Haselden
Executive Principal





Could you be like
Roald Dahl?!

- Continue writing the ending of the story.
- What might happen next?
- What might the characters do?
- Are the two boys upstairs stuffed animals? How would you describe them?



About United Learning

United Learning is a Group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out ‘the best in everyone’ – pupils, staff, parents, and the wider community. We uniquely comprise schools in both the state and the independent sectors.

As a Group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences.

We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website

www.unitedlearning.org.uk

As part of United Learning, The Hyndburn Academy will share the objective of bringing out ‘the best in everyone’, enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.



Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ which underpins our core values:

Ambition – to achieve the best for ourselves and others.

Confidence – to have the courage of our convictions and to take risks for the right cause.

Creativity – to imagine possibilities and make them real.

Respect – of ourselves and others in all that we do.

Enthusiasm – to seek opportunity, find what is good and pursue talents and interests.

Determination – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each other. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. The development of all staff is important to us.

We work on the basis that each of us, however effective, can always improve. The new Head of Science of The Hyndburn Academy will be set personal development objectives with the Principal each year and will be supported to achieve them.

The Head of Science will be asked to take a role in supporting the science department, and in addition, be asked to work with other department heads in the school and within the Lancashire Cluster

on sharing ideas and practice with one another. They will also have the benefit of accessing a range of networks, including the Head of Department meetings, which brings together HOD’s from across the Group twice a year. United Learning has also commissioned training programmes from major universities.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that Principals can focus on educational leadership.

Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

- 1** The best from everyone
- 2** Powerful knowledge
- 3** Education with character
- 4** Leadership in every role
- 5** Continuous improvement

“Our aim is to bring out ‘the best in everyone’. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential?
”

Our Framework for Excellence

'The best from everyone'

Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

'Powerful knowledge'

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

'Education with character'

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty;

to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

'Leadership in every role'

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others.

Every adult in the school

is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

'Continuous improvement'

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage, high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

Job Description

Hours of work:	37.5 hours per week	Contracted weeks:	52 weeks
Supporting work/life balance:	5 Inset days per year, plus an additional 3 planning days, at least one personal day per year		
Reporting to:	Head of Science	Direct Reports:	Teachers of Science
Remuneration Package: Teacher Pay scales – PT1 (£36,400) – EPT3 (£53,040) plus TLR for Second in Department role.			
Salary:	Dependent on Experience	Employer Pension contribution:	Teachers' Pension Scheme

Role Purpose:

The Second in Science will support the Head of Science in taking responsibility for the delivery of science to secure:

- The education and welfare of a designated group of students in line with the curriculum and school timetable.
- To support the development of appropriate learning strategies within the subject area.
- To maintain up to date knowledge and understanding of the academies aims, priorities, targets and action plans and their impact on development and improvement.
- To ensure that allocated resources and accommodation are used efficiently to create an effective and stimulating environment to enhance teaching and learning.
- To improve the standards of learning and achievement for all.

Broadly, the responsibilities of the role are as detailed below:

Under the direction of the Head of Science:

- Develop and implement policies and practices for KS3 science which reflect our school's commitment to high achievement, effective teaching and learning.
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Use data driven improvement, line management and coaching effectively to identify pupils who are underachieving in the subject and create and implement effective plans to support those pupils where necessary.
- Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- With the involvement of relevant staff, establish short-, medium- and long-term plans for the development and resourcing of the subject.
- Monitor the progress made in achieving DCIP and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Monitoring and Assessment:

- Make use of monitoring and assessment strategies to evaluate KS3 students' progress against planned objectives.
- Use monitoring and assessment information to inform planning and teaching.
- Assess students' progress accurately against appropriate levels.
- Record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.

Job Description

Teaching Responsibilities:

- Set challenging teaching and learning objectives which are relevant to all students in their classes.
- Maintain up-to-date knowledge and understanding of the characteristics of high-quality teaching and learning for students of all abilities.
- Maintain an environment that promotes excellent learning opportunities.
- Plan for opportunities for students to learn in and out of school contexts.
- Ensure that course work, class work and homework are completed to the highest standard and implement intervention strategies as required.
- Implement strategies to identify and acknowledge achievement.
- Differentiate teaching to meet the needs of students of all abilities taking into account varying interests, experiences and achievements of boys/girls, cultural and ethnic groups to help them make progress.
- Reinforce positive attitudes towards attendance and punctuality and act when necessary.
- Ensure that student reports and assessments are undertaken in line with Academy protocol and to a set timetable.
- Contribute to Academy wide enrichment programmes.
- To serve as a group tutor and actively engage in monitoring and developing the academic, social and emotional development of designated students in line with Academy policies.
- Support the professional development of own and all colleagues, liaising with Director of Professional Development as appropriate.
- Support the training role of the Academy through the involvement with ECT/ITT/G RTP and other training routes as appropriate in conjunction with senior colleagues.

Teaching and Class Management:

As a form tutor:

- Track and monitor attendance of form students, having initial conversations with students whose attendance falls below expected levels.
- Track and monitor progress, achievement, and behaviour of form students.
- Set high expectations for students' behaviour and establish clear guidance for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- Ensure weekly routines and equipment standards are followed and high standards are maintained.
- Engage in activities and events relating to the group e.g. parents' evenings, assemblies, form group and house competitions.
- Promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- 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.
- Attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required.

General Duties and Responsibilities:

- Whilst every effort has been made to identify the main duties and responsibilities, each individual task may not be specifically identified.
- Colleagues will be expected to comply with reasonable requests from their line manager/senior staff to undertake work of a similar level that is not specified within this job description and to observe all Academy policy statements.
- Colleagues are expected to be courteous to other colleagues and provide a welcoming environment to visitors and telephone callers.
- At all times working in line with Academy policy and procedures.
- To attend staff training events as appropriate.
- To take care of own and others health and safety.
- To be aware of the confidential nature of issues relating to home/academy/parent/carer.
- The Academy will endeavour to make reasonable adjustments to the job and working environment to enable access to employment for disabled applicants or continued employment for any employee who develops a disabling condition.

Person Specification

Characteristic	Essential	Desirable	How assessed
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Teaching Qualification in Science or equivalent. • Good Honours Degree or equivalent. 	<ul style="list-style-type: none"> • Additional qualification or expertise to contribute to Academy enrichment. • Ability to contribute to other subject delivery. • Commitment to further professional training. 	Application Certificates
Experience	<ul style="list-style-type: none"> • Demonstrate successful KS3 and KS4 teaching experience in Science. • Evidence of successful relationships with learners. • Ability to communicate effectively with young people and colleagues. 	<ul style="list-style-type: none"> • Contribute to, where appropriate, the implementation of workplace policies and practices and promote collective responsibility for their implementation. 	Application Interview Lesson Observation References
Knowledge and Skills	<ul style="list-style-type: none"> • Ability to teach full range of students at KS3 & 4. • Understanding and commitment to the application of new technology as a tool for learning. 	<ul style="list-style-type: none"> • Promote collaboration and work effectively as a team member. • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback. 	Application Interview Lesson Observation References
Personal Qualities	<ul style="list-style-type: none"> • Good communication and organisational skills. • Energy, ambition, and enthusiasm. • Commitment to an inclusive ethos with the belief that every student counts. • Commitment to making a difference with a positive 'can do' outlook. • Ability to lead and work as part of a team. • Adaptability and resilience. • Commitment to health and safety. • Commitment to child protection and safeguarding. 		Interview References
Special Requirements	<ul style="list-style-type: none"> • Satisfactory enhanced DBS clearance. • Medical clearance. • 2 satisfactory references. 	<ul style="list-style-type: none"> • First Aid certificate 	Onboarding process

Terms & Conditions of Employment

Employer

United Learning

Position

Second in Science, The Hyndburn Academy with responsibility for the whole school

Reporting Line

Head of Science, The Hyndburn Academy

Location

The Hyndburn Academy or such other nearby place operated by the school or to which the school may relocate.

Start Date

September 2026

Starting Salary

The salary will be commensurate with the significance and importance of the post and the experience of the successful candidate.

Holidays

You are entitled to take holidays during the normal school holidays.

Staff are guaranteed one paid personal day off each year.

Teachers' Pension Scheme

You are eligible to be a member of the TPS.

Health Cash Plan

Following completion of probation staff are enrolled into a Health Cash Plan which enables you to claim money back towards the cost of essential including optician, dental, and therapy, up to annual limits. It also includes the ability to book same day GP appointments and private prescriptions.

Ill Health

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days, and half pay for 100 working days.

Safeguarding

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This appointment will be subject to an enhanced DBS Check, medical clearance, online checks and employment references, all of which are satisfactory to United Learning.

Benefits

We encourage flexible working and offer opportunities where it meets the needs of the role. We also have a wide range of additional benefits, discount schemes that save you money, as well as access to an Employee Assistance Programme, discounted gym memberships, cycle purchase and car leasing.

United Learning's normal terms and conditions of employment apply for the position of Second in Science. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.

How to Apply

If you wish to discover more about this exciting opportunity, need further information or would like to have an informal discussion, please contact our Vice Principal, Lee Searle, on Lee.Searle@hyndburnacademy.org.uk

School visits are warmly encouraged and can be arranged through Angela Eames, on Angela.Eames@hyndburnacademy.org.uk

All applications should be submitted via our website:

[Vacancies](#) | [Work With Us](#) | [The Hyndburn Academy](#)

The closing date for receipt of completed applications is **12th April 2026.**

The Selection Process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

All applications will be received via our online system

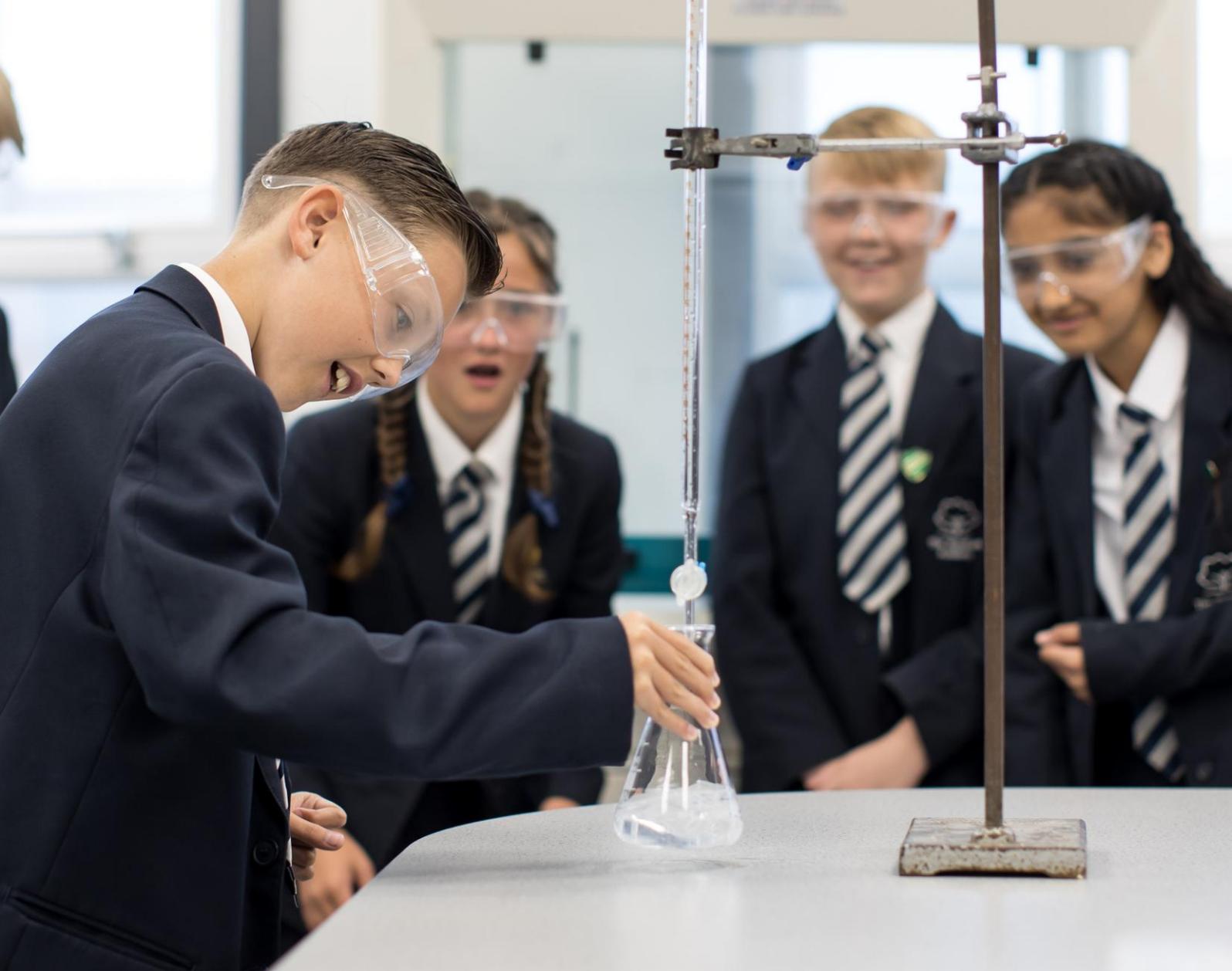
Shortlisting will take place on 13th April 2026.

Interviews will take place week commencing 13th April 2026.

These will consist of a practical lesson, a pupil voice session, a tour of the school, a data task, a short compliance-based meeting with HR and an interview.

Candidates will be offered full feedback following their interview.





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Stourton Street | Rishton | Blackburn | Lancashire | BB1 4ED
