

Manchester Communication Academy

Teacher of Science

Applicant Pack



with you, for you, about you.

Dear Candidate,

Thank you very much for your interest in becoming a Science teacher at Manchester Communication Academy. This is a very strong team that have brought great results for our students. We are currently looking for both early career and experienced teachers as we really value the strengths experienced teachers can bring to the school in as well as having an excellent programme of support for our early career teachers. MCA is a unique school that stands at the heart of the community and our outward facing work is outstanding. If you are interested in this post I would strongly recommend coming for an informal visit where you can meet the team and get a feel for everything we are.

Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1300 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub. In our 2024 Ofsted inspection, we were recognised as a good school and we want to continue to improve on that status by making the staff, student and family experience at MCA an exceptional one.

At MCA, we strive for excellence in everything we do. Implementing an ambitious, text-rich curriculum is a key priority and driving force in our ambition for excellence. We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise. Our knowledge of the memory model and how learning works underpins our Teaching and Learning policy so that subject leaders and teachers are empowered to adopt these principles intelligently and appropriately, whilst maintaining fidelity to what we know is effective. During department time, allocated during the academy day, and during weekly subject-specific CPD time, teams explore the 'best bets' of evidence-informed practice and work collaboratively to embed this practice within their daily habits. These sessions are engaging, impactful and ambitious, including deliberate practice, instructional coaching and an emphasis on building effective habits.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning.

We are looking for teachers who are aligned with our values and who have the talent and potential to accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence. If you are aligned to our mission and values and could flourish with this opportunity, we very much look forward to hearing from you.

Kind Regards



Susan Watmough
Headteacher
[Science teacher – applicant pack](#)

JOB DESCRIPTION

JOB TITLE	Teacher of Science
SALARY GRADE	M1-M6 / UPS3
DEPARTMENT	Science
RESPONSIBLE TO	Head of Science
HOURS OF WORK	Full Time

Key Tasks

- To be committed to safeguarding and promoting the welfare of children and young people
- To plan appropriate learning for all children, monitoring progress and intervening when there is underperformance.
- To create a high quality, rich, stimulating and enabling learning environment.
- To work collaboratively and flexibly to ensure: effective planning, successful learning, better than expected progress and accurate and moderated assessment outcomes.
- To manage the learning environment, resources and time to ensure effective learning takes place.
- To monitor and celebrate children's learning, progress and achievement and record and report upon progress, including details on attendance, behaviour, development and additional needs.
- To be able to set clear targets, based on prior attainment, for pupils' learning.
- To have a detailed professional knowledge of the curriculum including an understanding of the progression of learning and development and national testing.
- To accurately assess children's development and to help create a successful framework for assessment.
- To work effectively with TAs and other colleagues who support children in their learning and beyond.
- To maintain a positive attitude, seeking to bring out the best in learners and having high expectations for all.
- To establish positive relationships with parents/carers, ensuring parental involvement in learning and progress
- To constantly strive to improve own performance and identify areas for self - improvement, attending appropriate training.
- To keep own CPD record up to date.
- To undertake any other duties as deemed appropriate by the line manager and commensurate with the post.

Standard Duties and Responsibilities

- Have due regard to safeguarding and promoting the welfare of children and young people.
- Promote and implement equality and diversity
- Adhere to legislation and the Academy's policies and procedures
- Participate in performance reviews and professional/personal development activities.
- Will model the Academy's values at all times to generate a shared purpose

The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.
This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.
This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.
Where the post holder discloses that they have a disability, every effort will be made to supply all necessary aides, adaptations or equipment to allow them to carry out all of the duties of the job. If, however a certain task proves to be unachievable job redesigned will be fully considered.

Probation Period

Post holders who are new to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

Person Specification

This person specification will be used when shortlisting candidates for interview.

	Essential /Desirable	Method of Assessment
Education & Qualifications		
A good relevant honours degree (at least a 2ii)	Essential	AF, C
QTS – Higher qualifications relevant to the post, such as a Postgraduate degree/a professional qualification	Essential	
Other relevant professional qualifications	Desirable	
Experience		
Evidence of being an excellent practitioner	Essential	AF, T, I, C R
Evidence of adding value to children’s outcomes and ensuring better than expected progress	Essential	
Skills & Abilities		
Ability to reflect objectively on your practice	Essential	AF, T, I, C
A passion for learning and quality in educational provision	Essential	
Ability to communicate effectively and develop professional relationships with staff, partners and parents	Essential	
Ability to use Information and Communication Technology (ICT) to enhance teaching and learning and for data management	Essential	
Able to work independently and proactively	Essential	
Ability to work effectively as a team member	Essential	
Ability to reflect on own skills and knowledge, and to seek opportunities to develop	Essential	
High level of organisation skill	Essential	
Knowledge		
A flexible, adaptable and innovative approach to learning, teaching, curriculum and assessment	Essential	AF, T, I, C
A sound knowledge of a variety of effective teaching and learning strategies	Essential	
A commitment to and knowledge of community cohesion and social inclusion	Essential	
Knowledge of strategies to engage parent/carers with children’s learning	Essential	
Work Circumstances		
Enhanced DBS Clearance	Essential	PEC
Can evidence proof of right to work in the UK	Essential	I
Disqualification by Association Declaration	Essential	I
Equivalent of 10 days continued professional development	Essential	I
Equivalent of 10 days extra - curricular activity (2 hours per week after core learning)	Essential	I

Minimum of two appropriate references	Essential	AF, R
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- AF – Application Form
- T – Test
- I – Interview
- C – Certificate
- R – Reference
- PEC - Pre-Employment Checks

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

Staff Benefits

- Access to Staff Employee Assistance Programme & other staff wellbeing services
- One additional 'Flexi-Day' of paid leave that can be taken during term time after 6 months' service
- Free On Site Parking
- Cycle to Work Scheme & On Site Bike Storage
- Car Leasing Scheme
- On Site Gym & Changing Room Facilities
- Electric Car Chargers
- Staff Bistro
- Free Tea & Coffee

Payroll & Pension

- You will automatically be enrolled onto the Teacher Pension Scheme
- Staff are paid by BACS transfer into their bank account on the last working day of the month, unless notified otherwise

Safeguarding

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.

Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.
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The Science Department

In the Science department we are passionate about igniting student's curiosity and helping students develop an understanding of themselves and the world around them. We have designed an ambitious curriculum based on pillars of knowledge that deepen in complexity of declarative and procedural knowledge over time. A text rich curriculum is a highlight of the science curriculum especially in year 9 where all learning is linked to extracts of *The Martian* book. Our schemes of learning identify the core knowledge that is to be taught and provide suggested activities for each lesson. We have an incredible team of highly qualified practitioners who share resources and provide advice and support to newly qualified teachers and those teaching outside of their specialism at KS3. Teachers are liberated to plan according to their students' needs and in keeping with the principles of effective teaching and learning. At KS4, our students undertake the Edexcel combined science or triple science pathway. Both courses offer an ambitious and challenging curriculum covering biology, chemistry and physics and building on the knowledge learned in KS3.

The Science department at MCA is a warm, passionate and knowledgeable team. Each of our practitioners bring their own unique skill set to the team and work in collaboration to deliver fantastic outcomes for our students. Our ambitious curriculum and high quality teaching and learning leads to above national average outcomes. The progress our students make in science is a true reflection of the strength and talent in our team, as well as the love our students have for learning science. Science teachers at our school work collaboratively and reflectively to continually improve and strive for excellence. We have weekly departmental meetings during the school day, during which we develop our curriculum knowledge, share best practice and develop our teaching and learning practices. In addition, we have weekly CPD sessions, the majority of which are subject specific. Our departmental Teacher Educator facilitates these sessions to ensure they meet the department needs. The sessions are research-informed and impactful. It is clear to see the teaching and learning and curriculum strategies embedded in our classroom practice.

We work closely as a team, supporting and helping each other develop. We are unified in embedding a positive learning culture on corridors and in classrooms. Our team are always here for each other and cherish the professional relationships we have developed. We foster our strong team bond with celebrating each other in our weekly team meetings, catch-ups in the lab, social events and birthday celebrations. We would love someone who is passionate and capable to join us.

With the successes MCA has achieved over the years, we are now expanding and increasing our student roll. As a result, we are building a state of the art science block which you can read more about on the following pages.

Exciting Expansion at Manchester Communication Academy:

We are thrilled to announce an exciting expansion project that is set to elevate the learning experience for our students and the entire academy community. As part of our ongoing commitment to providing top-tier education, we are embarking on the construction of a cutting-edge science building that will house 11 state-of-the-art science laboratories.



At Manchester Communication Academy, we understand the vital role that science education plays in shaping the minds of our future innovators, problem solvers, and leaders. With this in mind, we are dedicated to providing our students with the best resources and facilities to excel in their scientific pursuits.



Our new science building represents a significant investment in the future of our academy and its students. Each of the 11 laboratories has been designed to foster an environment conducive to hands-on learning, experimentation, and discovery.

Not only will our new science building enhance the academic experience for our students, but it will also provide our science staff with the tools and resources they need to deliver exceptional teaching and support.

With access to state-of-the-art facilities, our science department will be able to inspire curiosity, ignite passion, and cultivate a deep understanding of the sciences among our students. Furthermore, the addition of this new building underscores our commitment to staying at the forefront of education and ensuring that Manchester Communication Academy remains a leader in providing high-quality learning opportunities.

By investing in infrastructure that supports excellence in science education, we are positioning our students for success in their academic endeavours and beyond. We are excited about the possibilities that our new science building will bring and the opportunities it will create for our students to explore, innovate, and excel. As we embark on this transformative journey, we invite you to join us in celebrating this milestone and the bright future it promises for Manchester Communication Academy.

Join us at Manchester Communication Academy and be part of this exciting journey towards creating a brighter future for our students. As we embark on the construction of our new

state-of-the-art science building, we are seeking a dedicated and enthusiastic Head of Science to lead our dynamic department. This is an incredible opportunity to play a pivotal role in shaping the future of science education at our academy and making a meaningful impact on the lives of our students.

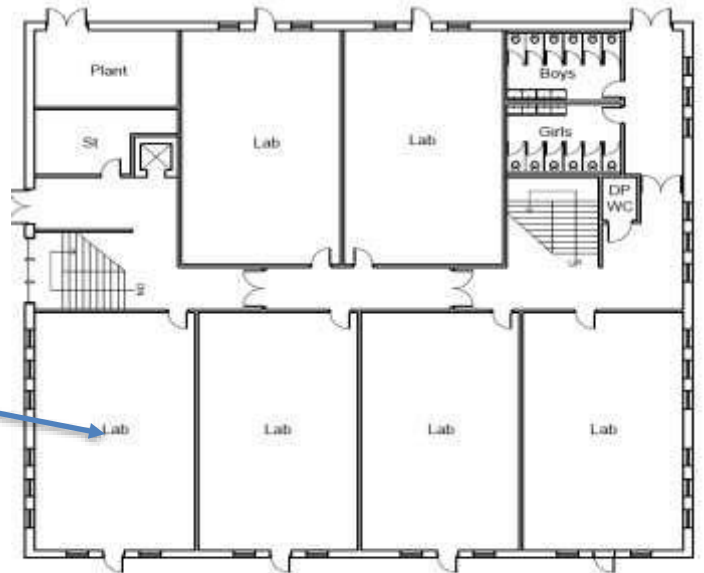
If you are committed to fostering a love for science, empowering students to explore their curiosity, and driving academic excellence, we want to hear from you. Join us in our mission



to provide outstanding education and prepare our students for success in the rapidly evolving world of science and technology. Apply now and be part of something truly extraordinary at Manchester Communication Academy.



Proposed Ground Floor Layout Plan - Science



Proposed Ground Floor Layout Plan - Science