



INFORMATION PACK

Position: Teacher of Science

Scale: MPS/UPS (Suitable for ECTs)

A Letter from the Headteacher

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SADDLEWORTH
SCHOOL

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Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

Saddleworth is a place where young people are supported to discover their passions, work hard, and develop the skills and character they need to succeed in life. Our curriculum is broad and ambitious, designed to challenge every learner, while our staff provide the care, encouragement and guidance that helps each student thrive.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community; we work and learn together and we support and care for one another.

In April 2025, we were proud to join the Cranmer Education Trust, a family of schools that includes The Blue Coat School, The Brian Clarke CE Academy, St Anne's Academy, The Radclyffe School, Mayfield Primary, St George's Primary, Manchester Nexus SCITT and the East Manchester Teaching School Hub. We joined the Trust because we share the same values and ambitions for young people: a commitment to academic excellence, broad opportunity, and strong community.

The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1460 children, organised into five year groups. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500.

We have a dedicated team of teachers and support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,

M. Anderson



Section 1:

An Introduction to Saddleworth School

Our Mission

To Aim High, Expect the Best for Everyone, and Value Our Community

Our staff

The key strength of the school is the staff. There is a genuine sense of community and all within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

Our geographical area

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school, which enjoys a good reputation, caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

Our school organisation

The school is growing and we have a PAN 1460 but will expand to 1500 by 2026 now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we relocated to a new site with a new school building in 2022. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:30am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Year Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the 'whole child' and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school's high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

Quick Facts	
Age range	11-16yrs
Local Authority	Oldham LA
Number of children	1456
% FSM	23.49%
% SEN	18.54%
% EAL	1.30%

Our Vision and Values

At Saddleworth, our mission is simple, but powerful:

We Aim High, we expect the best for everyone, and we value our community.

This reflects what makes Saddleworth special and the principles that guide everything we do in the classroom, around school, and across our wider community.

What this means for us

- We Aim High – We set ambitious goals for ourselves and for our students. We do our very best in everything we do, never settling for second best, and encouraging everyone to strive for excellence in learning, in behaviour, and in personal growth.
- We Expect the Best for Everyone – Every young person, every member of staff and every family connected to our school deserves the very best. We believe in fairness, inclusivity, and high standards for all, ensuring that everyone has the opportunity to succeed and feel valued.
- We Value Our Community – Saddleworth is more than a school: it is a community. What we have here is unique and special, and we all share the responsibility to protect it, foster it, and contribute to it. We celebrate diversity, respect one another, and work together to make our school a place where everyone belongs.

Our mission is underpinned by three core values which shape our expectations, decisions and relationships every day:

- Ambition – because aiming high inspires us to set challenging goals and achieve more than we thought possible.
- Excellence – because every student and every member of staff deserves the opportunity to be the best they can be.
- Community – because we are stronger when we support one another, respect each other, and take pride in what we have together.

These values are at the heart of Saddleworth. They ensure that our school is a place where young people can achieve, grow and flourish.

CPD opportunities

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development of their career stage or specific areas of interest.

Equality of opportunity

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

Safeguarding

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Saddleworth school is a place where:

- We each feel that we are valued by and belong to the Saddleworth community.
- All work hard and are considerate and courteous towards each other
- We are respectful, compassionate and kind.
- We are all encouraged to explore, find, nurture and develop our passion
- We are ambitious for ourselves and for each other.
- We have high standards and expectations and strive for excellence.
- We embrace success and take pride in our own achievements and those of others
- We develop and encourage a growth mind-set and positive attitudes in ourselves and others
- We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

Section 2:



Department Information:

The Science department at Saddleworth School comprises of thirteen members of staff, ten full time and three part time. There is a good balance of experience within the teaching team; the Science department also contains staff with responsibility in other areas of the school. There is a balance of subject specialism across the department; all members of the team are expected to teach out of their specialism at KS3. At KS4, we timetable teachers increasingly to their subject specialism. Saddleworth School offers a dedicated programme for ECTs and within the Science department we have experienced staff that are ECT mentors providing coaching and support.

Students are taught in mixed attainment groups during Y7, they are then grouped more strategically from Y8. Students in Year 7 receive 6 periods of Science per fortnight, rising to 7 periods in Years 8 and 9 and increasing further to 9 periods per fortnight for Combined Science and 14 periods for Triple Science in Years 10 and 11.

The majority of students at KS4 follow the Edexcel GCSE specification in Combined Science, some students opt to follow the Triple Science pathway. Intervention opportunities in KS4 include targeted support for individuals and small groups as well as Walking Talking Mocks and Parent Engagement workshops.

The department is housed in accommodation which includes eleven well equipped laboratories. We are well resourced in practical equipment and technical support is provided by three technicians. There is good access to ICT facilities; all subject labs are equipped with interactive screens.

The department works hard as a team to ensure that our students get the best out of their Science lessons both academically and to empower them to use science in their experiences outside school. As a department we share our outstanding and innovative practice and collaborate to produce resources for schemes of learning at both KS4 and KS3 that build on key concepts from Year 7 through to 11. Science department colleagues have embraced these developments and increased opportunities for professional learning and collaboration that have occurred as a result. Teachers form warm, positive relationships with students, based on research-based evidence in high quality pedagogy and as a result, students increasingly understand that questions, mistakes and resilience are all integral and essential learning traits.

The ethos of the department is one of mutual support. This is a wonderful opportunity for the successful candidate to join a very hard working, enthusiastic team with an excellent record of nurturing talented professionals.

Section 3: Job Description

Post Title	Teacher of Science
Purpose	<ul style="list-style-type: none"> ▪ To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. ▪ To monitor and support the overall progress and development of students as a teacher/form tutor. ▪ To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. ▪ To contribute to raising standards of pupil attainment. ▪ To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting To	Curriculum Leader of Science
Responsible for:	The provision of a full learning experience and support for students
Liaising with:	Senior Leadership team, teaching/support staff, LEA representatives, external agencies
Working Time:	195 days per year Full time
Salary/Grade:	MPS/UPS
MAIN (CORE) DUTIES	
Teaching	<ul style="list-style-type: none"> ▪ To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere. ▪ To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. ▪ To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of students. ▪ To ensure that ICT, literacy, numeracy and school subject specialisms are reflected in the teaching and learning experience of students. ▪ To undertake a designated programme of teaching. ▪ To ensure a high-quality learning experience for students which meets internal and external quality standards. ▪ To prepare and update subject materials. ▪ To use a variety of delivery methods which will stimulate learning appropriate to students' needs and the demands of the syllabus. ▪ To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. ▪ To undertake assessment of students as requested by external examination bodies, departmental and school procedures. ▪ To mark, grade and give written/verbal and diagnostic feedback as required.
Operational/ Strategic Planning	<ul style="list-style-type: none"> ▪ To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.

	<ul style="list-style-type: none"> ▪ To contribute to the curriculum area and department's plan and its implementation. ▪ To plan and prepare courses and lessons. ▪ To contribute to the whole school's planning activities.
Curriculum Provision and development	<ul style="list-style-type: none"> ▪ To assist the Curriculum Leader and senior leadership in ensuring that the curriculum area provides a range of teaching that supports the school's strategic objectives. ▪ To assist in the process of curriculum development and change to ensure continued relevance to pupils' needs, examining bodies and the school's aims and ethos.
Curriculum Development	<ul style="list-style-type: none"> ▪ To lead curriculum development for the whole area with particular emphasis on the relevant aspects ▪ To keep up to date with national developments in the curriculum area and teaching practice and methodology ▪ To actively monitor and respond to curriculum development and initiatives at national, regional and local levels ▪ To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies
Professional Development	<ul style="list-style-type: none"> ▪ To take part in the school's staff professional learning programme by participating in arrangements for further training and professional development. ▪ To continue professional development in the relevant areas including subject knowledge and teaching methods. ▪ To engage actively in the School's Performance Development process. ▪ To ensure the effective/efficient deployment of classroom support. ▪ To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance	<ul style="list-style-type: none"> ▪ To help to implement and adhere to school quality procedures. ▪ To contribute to agreed school monitoring and evaluation processes, including evaluation against quality standards and performance criteria, and to implement modification/improvement when required. ▪ To review methods of teaching and programmes of work. ▪ To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and personal functions of the school.
Management Information	<ul style="list-style-type: none"> ▪ To maintain appropriate records and to provide relevant, accurate and up to date information for MIS, registers etc. ▪ To complete the relevant documentation to assist in the tracking of students. ▪ To track student progress and use information to inform teaching and learning.
Communications	<ul style="list-style-type: none"> ▪ To communicate effectively with the parents of students as appropriate. ▪ To communicate and co-operate, where appropriate, with persons or bodies outside the school. ▪ To follow agreed policies for communications in the school. ▪ To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days and liaison events with partner schools. ▪ To contribute to the development of effective subject links with external agencies.

Management of Resources:	<ul style="list-style-type: none"> ▪ To contribute to the process of the ordering and allocation of equipment and materials. ▪ To assist the Curriculum Leader in identifying resource needs and to contribute to the efficient/effective use of physical resources. ▪ To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
Pastoral System	<ul style="list-style-type: none"> ▪ To monitor and support the overall progress and development of pupils within the department. ▪ To monitor pupil targets and attendance, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. ▪ To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description for teachers. ▪ To contribute to PSHCE, citizenship and enterprise according to school policy. ▪ To ensure the behaviour management system is implemented in the department so that effective learning can take place.
Additional Duties:	<ul style="list-style-type: none"> ▪ To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
Other Specific Duties:	
<p><i>Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.</i></p> <p><i>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</i></p> <p><i>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</i></p> <p><i>The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</i></p> <p><i>The job description is current at the date shown, but, in consultation with you, may be changed by the headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</i></p>	

Section 4: Person Specification

PLEASE NOTE: The Selection Panel will use the criteria below to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.

*A – Application form/supporting statement I – Interview R – Reference

Selection Criteria	Essential or Desirable	How Assessed
Education/ Qualifications & Professional Development		
Degree or equivalent qualification	E	A
Qualified teacher	E	A
Experience and knowledge of teaching and learning		
Experience of teaching Science at Key Stages 3 and 4.	E	A,I,R
Experience of teaching across the age and ability range	E	A,I,R
Experience of addressing/responding to the needs of pupils to improve outcomes and achievements	E	A,I,R
Experience of using a range of teaching and learning styles to ensure students learn effectively	E	A,I,R
Experience of working with a tutor group	D	A,I,R
Commitment to a full and enriching curriculum	E	A,I,R
Professional Attributes		
A commitment and personal enthusiasm for the school's mission 'We Aim High, we expect the best for everyone, and we value our community'	E	A,I
Clear expectations on student behaviour and discipline	E	A,I
Administrative and organisational skills, with good attention to detail	E	A,I,R
A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of our pupils	E	A,I
Excellent written and oral communication skills	E	A,I,R
Competence in and the understanding of, the use of ICT as a management and education a tool	E	A,I
Personal Qualities		
Ability to work co-operatively with a wide range of staff and as part of a team	E	A,I,R
Ability to relate positively to students and show a fundamental commitment to them and their development	E	A,I,R
Ability to work in partnership with Governors, parents and the community	E	A,I,R
Commitment to achieving high standards	E	A,I,R
Enthusiasm for Science	E	A,I,R
Demonstrate a capacity to work with energy, vigour and resilience to achieve the aims and goals of Saddleworth School	E	A,I,R

Safeguarding		
Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people	E	I,R
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	I,R
Knowledge and understanding of, and willingness to cooperate and work with relevant agencies to protect young people	E	I,R
Proven and demonstrable experience and commitment to promoting positive behaviour and values amongst staff and pupils and address/respond appropriately to concerns and issues	E	A,I,R