Application Pack

Teacher of Science

Required for September 2023

Leverhulme
Church of England and Community Trust

May 2023

Dear Applicant

Thank you for your interest in the **Teacher of Science** position at Harper Green High School.

Harper Green is a large secondary school situated in the South of Bolton and serves a varied community and is a part of Leverhulme Academy Trust. In our most recent Ofsted in January 2023 we were judged as a Good school, in all areas.

Our vision is to ensure that all students achieve the highest possible standards in all they do. At Harper Green we aim to develop well rounded individuals who have the academic success and personal qualities to enable them to be whatever they chose when they leave us. We develop our young people's social, emotional and mental health, we teach them how to be resilient lifelong learners and we encourage and motivate our students to achieve their full potential. Our school climate is calm, supportive and purposeful. We respect the rights and needs of all individuals and support them so that they are able to acquire the necessary skills to be successful adults and world citizens.

We continuously strive to improve outcomes for students. Harper Green School has created an ethos and culture around 'we are HARPER', where students feel a sense of purpose and belonging in our school community. We embrace all things HARPER, we are proud to be HARPER and these are the values by which we behave to enable us to be the best version of ourselves.

Harper Green offers a challenging, yet appropriate curriculum for our young people which supports them to go onto transform their futures.

This is a fantastic opportunity to be part of our Science Department who have a drive and determination to make Harper Green Scientists into scholars. They do this by upholding high expectations and delivery of a knowledge rich curriculum through high quality teaching and learning.

If you are excited by what you read and share our vision, I would welcome your application and I look forward to meeting you.

Yours faithfully

Sally Heppenstall
Head of School

Leverhulme
Church of England and Community Trust

Welcome to
Harper Green High School

Part of Leverhulme Academy Trust

As a school, we are proud of the achievements of our students and the successes they achieve. Our highly professional, motivated and creative staff are dedicated to ensuring each child flourishes in a safe and happy environment. Our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green, we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels supported, safe, happy and valued.

Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a successful school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

Ofsted 2023

I am delighted that Ofsted has recognised all that we do here together at Harper Green for our students and community, and that our values underpin who are and what we stand for.

Ofsted recognised the quality of relationships and strength of our community and fed back how well our staff know our students as individuals, acknowledging that positive relationships are at the heart of all we do. The Ofsted team recognised that what they saw throughout the two days spent with us is what happens day in, day out at our school.

Harper Green is a caring community, and this well-deserved judgment is a culmination of the hard work, dedication and collaboration of our staff; the pride and 'we are HARPER' attitudes of our fantastic children: Link to Ofsted Report

“I’ve grown by working with excellent practitioners.”

Outgoing Head of Department

Leverhulme
Church of England and Community Trust

"Discovering dreams, achieving ambitions, and transforming lives."

Harper Green High School is part of Leverhulme Academy Trust with Rivington and Blackrod High School and Sixth Form. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision
The vision of Leverhulme Academy Trust is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

Mission
Discovering dreams, achieving ambitions, and transforming lives.

Staff Values
Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First**: We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

Student Values

- **Take part**
- **Work hard**
- **Do the right thing**

Mr Paul Roach
CEO

Leverhulme Academy Trust

"An outstanding community school which has had a massively positive impact on the local community."

Outgoing Assistant Headteacher

Our staff benefits

Working for Leverhulme Academy Trust is rewarding in lots of ways. In addition to a competitive salary, we offer a wide range of benefits to support your career development, health and wellbeing, finances and family.

Pension

We offer an excellent pension scheme with the Local Government Pension Scheme and Teachers Pension Scheme.

Continuous Service

Continuous service will be honoured for candidates moving from local authorities.

Enhanced Family Leave

We offer an enhanced family leave scheme to support our employees.

Enhanced Contractual Sick Pay

We offer enhanced contractual sick pay in line with the Burgundy Book and Green Book.

Salary Sacrifice Scheme

Employees can benefit from salary sacrifice schemes, including Cycle to Work scheme and a healthcare cash plan.

Support Services

We provide access to an occupational health provider for advice and support.

Excellent Career Development

We are committed to providing excellent CPD with access to further training and the opportunity to stretch your abilities and advance your career.

Free Parking on Site

Employees can enjoy the benefits of free car parking across our sites.

Free Access to Office 365

We have a dedicated IT Support Team to assist with any IT related queries.

Free Flu Vaccinations

We offer free flu vaccinations on an annual basis to all staff.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

“The support staff give to students is incredible.”

Outgoing Head of Department

Leverhulme
Church of England and Community Trust

Job Description

Job title: Classroom Teacher

Grade: Mainscale T1 – T9

Reports to: Head of Department

Main purpose of the job:

- The education and welfare of designated groups of students as set on the school timetable in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, and any policies of the Governing Body.
- To share in the corporate responsibility for the wellbeing and discipline of all students.

Key duties and responsibilities

- To set challenging teaching and learning objectives which are relevant to all students in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning.
- To select and prepare resources, taking into account students' interests and their learning needs, language and cultural backgrounds.
- To contribute to teaching team meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the subject taught to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for subject taught and make recommendations in order to maintain and develop curriculum provision.
- To undertake any other duties appropriate with the level of responsibility, as required.

Monitoring and Assessment

- To make appropriate use of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to inform planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' learning.
- To involve students in reflecting on, evaluating and improving their own performance and progress.

- To assess students' progress accurately against appropriate levels.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.

Teaching and Class Management

As a Form tutor:

- Track and monitor the progress and achievement of students in a form, using mentoring and target setting to maintain levels of progress and prevent underachievement.
- To be involved in activities and events associated with the year group e.g. Progress Evenings, Work Experience.
- To ensure weekly routines are followed and high standards are maintained.
- To teach PSHE and oversee Literacy and Numeracy development in accordance with agreed schemes of work and programmes of study.
- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students at their stage of learning.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, and employ appropriate teaching methods.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students' to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.

- To 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.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Job title: Classroom Teacher

Qualifications and training	Essential	Desirable
Qualified Teacher Status	✓	
Commitment to continuing professional development activities		✓

Professional Attributes	Essential	Desirable
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	✓	
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.	✓	
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.	✓	
Communicate effectively with young people and colleagues.	✓	
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.	✓	
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.	✓	
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment	✓	
Have a commitment to collaboration and co-operative working where appropriate.	✓	
Evaluate their performance and be committed to improving their practice through appropriate professional development.	✓	
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.	✓	
Act upon advice and feedback and be open to coaching and mentoring.	✓	
Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		✓

Professional Knowledge and Understanding	Essential	Desirable
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	✓	

Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.	✓	
Know a range of approaches to assessment, including the importance of formative assessment	✓	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	✓	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	✓	
Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.	✓	
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.	✓	
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	✓	
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	✓	
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	✓	
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well- being of children and young people.	✓	
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	✓	
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	✓	
Know the local arrangements concerning the safeguarding of children and young people	✓	
Know how to identify potential child abuse or neglect and follow safeguarding procedures	✓	
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management		✓

strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
Have an extensive knowledge and well- informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		✓
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		✓
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them		✓
Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		✓

Professional Skills	**Essential**	**Desirable**
Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	✓	
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context	✓	
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	✓	
Teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.	✓	
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.	✓	
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	✓	
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.	✓	
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.	✓	
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.	✓	
Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.	✓	
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	✓	
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	✓	

Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching	✓	
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well- being, refining their approaches where necessary.	✓	
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.	✓	
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.	✓	
Make use of the local arrangements concerning the safeguarding of children and young people.	✓	
Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.	✓	
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	✓	
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self- control and independence of learners.	✓	
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.	✓	
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.	✓	
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	✓	
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		✓
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		✓
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.		✓

Personal attributes	**Essential**	**Desirable**
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	

A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	
An understanding of child protection and safeguarding.	✓	

Special requirements	**Essential**	**Desirable**
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.