The Shared Learning Trust
THE STOCKWOOD PARK ACADEMY

Teacher of Science 2ic

Due to a recent promotion we are currently looking to recruit a Teacher of Science 2ic to join our successful and stable team of 13 science teachers to take a middle leadership position as second in charge. Science is a subject where you can really captivate students' attention with various exciting experiments and interactive lessons. We are looking for an experienced Science Teacher, ideally with a specialism in Biology or Chemistry. At The Stockwood Park Academy, we have two corridors dedicated to Science with modern, fully equipped labs and Science Technicians on hand to help. We are looking to appoint a teacher who is motivated to teach engaging and effective lessons with the range of resources we have available.

At The Stockwood Park Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

It is incredibly important to us here at The Stockwood Park Academy that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of staff that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder. Within the Science team we have a strong emphasis on subject specific CPD.

Key Duties

- To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.

The successful candidate will have

- Experience teaching Science KS3 & KS4.
- Ability to use IT to support both the curriculum and work organisation
- Ability to monitor and evaluate teaching and learning.
- Ability to assess the needs of individuals to inform lesson planning.
- Ability to demonstrate the appropriate motivation to work with young people
- Resilience in working with challenging behaviours

Job Specifics

Start date September 2022
Salary MPS/UPS TLR 2b £25,714-£46,390 dependent on experience
Job Role Full time, Permanent

Recruitment Timeline

8am Monday 23rd May 2022	Closing date for applications
From 23rd May 2022	Shortlisting and contact with candidates - references will be requested
From 25th May 2022	Interviews

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

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Why work for Stockwood Park Academy?

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact HR Recruitment, Jay Powell on 01582 211226 or **j.powell@thesharedlearningtrust.org.uk**

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

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Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO ***We recruit people for attitude and train for skills***

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

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About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- **The Stockwood Park Academy, Luton 11-18**

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our Football Academy Pathway and **brand-new Cricket Academy Pathway**.
Our Academies are supported in their work by our **Teaching Trust, based at The Chalk Hills Academy**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values 'Strive, Achieve, Believe'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more that than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all ***in*** our Trust.

Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

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CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As The Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

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Welcome to The Stockwood Park Academy





Louise Lee, Executive Principal

Mumin Humayun, Head of School

Dear Applicant,

It is a privilege and an honour to serve The Chalk Hills and The Stockwood Park Academy as Executive Principal.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - ***Albert Einstein***

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee & Mumin Humayun

About The Stockwood Park Academy

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.







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Teacher Testimonials

Since joining The Stockwood Park Academy in September, and even prior to my arrival, I have been absolutely staggered by how friendly this school is. While I could describe how colleagues have been exceptionally supportive, I think it's most important to note just how lovely our students are because it is so refreshing to join a school and feel welcomed by the young people. This has a lot to do with the trusting nature of our students, but also the warm approach to behaviour management advocated and encouraged by the leadership. As an English teacher it has also been amazing to see a school which has not only said it will raise the profile of reading but is acting upon its word. All students regularly receive books as gifts and the emphasis on reading for pleasure is very strong. The renovations to the academy library and investment in specific reading programmes have made it clear that reading is valued here and is a priority. I have found the leadership team to be highly involved at all levels with a great presence throughout the academy – from break duty to teaching; there's a strong sense that we are all working together which is not always the case in other schools.

- Michelle Lea-Watts, Director of English

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal. We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most. We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

- Joel Toomer, Assistant Principal

My experience as an NQT at Stockwood Park academy has been incredible. The standout reason has been the excellent support and training supplied as part of my NQT induction by the Teaching and Learning team who have drawn on an immense wealth of collective experience and cutting edge research to create CPD sessions that have and will aided my development as a teacher and will do for many years to come. Supporting this has been the unfaltering support from my NQT mentor who knows the school so well is on hand at all times to offer support and advice. My favourite aspect of being a teacher at Stockwood Park has been the friendly, positive atmosphere that is created by staff and students alike, and there is never a dull day. The incredible expertise of both teaching and non-teaching staff is complemented by the rich, exciting curriculums designed by passionate educators, who are simply seeking to give the best possible education to the charming and respectful students who make every day a pleasurable experience. There are a wide variety of backgrounds and experiences to listen to and learn from, and sometimes I find the students teach me.

- Toby Charter, NQT

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Job Description

Job Title	Teacher of Science (Fixed term)
Responsible to	Curriculum Leader
Salary	MPS/UPS (with possible TLR for the right candidate)

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

1. To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. To ensure continuity, progression and cohesiveness in all teaching.
3. To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
4. To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
5. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. To work effectively as a member of the Department team to improve the quality of teaching and learning.
7. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. To keep up to date with research and developments in pedagogy and the subject area.

Professional Standards & Development

1. To be a role model to pupils through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.

3. To cover for absent colleagues as is reasonable, fair and equitable.

4. To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.

5. To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.

6. To establish effective working relationships with professional colleagues and associate staff.

7. To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.

8. To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.

9. To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.

10. To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.

11. To undertake any reasonable task as directed by the Head of Department.

12. To be aware of the role of the Governing Body of the School and to support it in performing its duties.

13. To train in basic first aid.

14. To be familiar with and implement the relevant requirements of the current SEN Code of Practice.

15. To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:

    - have SEN;
    - are gifted and talented;
    - are not yet fluent in English.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

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Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected
Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.		
Attributes	**Essential**	**Desirable**
Experience	Teaching in the relevant subject area. Using data to inform target setting and planning.	Working with children with English as an Additional Language.
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies). Able to use IT to support both the curriculum and work organisation. Able to work as part of, and contribute to, a whole-school, multi-disciplinary team. Able to monitor and evaluate teaching and learning. Able to identify the necessary resources which ensure high quality teaching and learning. Able to assess the needs of individuals to inform lesson planning. Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	Able to coach and mentor others.
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	
Competencies	Able to demonstrate the appropriate motivation to work with young people Able to form appropriate relationships with young people Emotional resilience in working with challenging behaviours Appropriate attitudes to the use of authority and maintaining discipline	
Specialist Knowledge	Subject/KS, curriculum knowledge	
Education and Training	Qualified Teacher Status Evidence of ongoing cpd.	Evidence of meeting the threshold standards. Sustained and substantial performance in the threshold standards.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.