



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership is a newly formed trust created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All of our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development training which ranges from the full suite of NPQs to some more bespoke leadership programmes run through our outstanding network of partners.

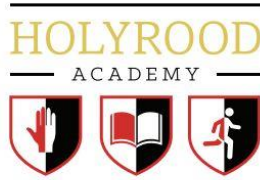
We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and reflexology.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





HEADTEACHER: MR DAVID MacCORMICK

WELCOME TO HOLYROOD ACADEMY

Dear Applicant,

Thank you for your interest in this post.

Holyrood exists to serve its community as such; we are looking for an excellent Science Teacher (part or full time) who shares our commitment to ensuring that the young people we serve receive the best possible standard of education. You will join a positive and hard-working team of staff who are absolutely focussed upon bringing our vision for the Academy to fruition.

We seek to establish a mission for social justice at Holyrood: one that promotes social mobility and allows students to achieve brilliantly, regardless of their background. However, we are also developing a school culture wherein students feel happy, are invested in the wider aspects of school life and are not ashamed to aim extremely high.

We are a school that values the building of positive and compassionate relationships with students and we place high aspiration, quality classroom delivery and 'feeding the Holyrood culture' at the heart of what we do.

If you would like an informal telephone conversation with me or to visit the Academy please email your contact details to dmaccormick@holyrood.bep.ac so I can arrange to call you.

If this vision matches your own, we would be delighted to hear from you.



Mr Dave MacCormick – Headteacher



The Opportunity



TEACHER OF SCIENCE

Required: September 2024

Hours: We would consider 0.6FTE, 0.8FTE or full time

Salary: MPS/UPS

Main Job Purpose

To provide high quality teaching and promote effective learning for students for whom the teacher is accountable.

Job Purpose

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To assist in the development of the phase/department & other staff within the school
- To deliver agreed teachers standards and expectations

Please note that this role would suit an ECT looking to work within a larger supportive environment.

See the Job Description for a full breakdown of the role and responsibilities.

Closing date – 9am on Friday 17th May, interview week beginning 20th May

Job Description



Job Title:	Teacher of Science
Location:	Holyrood
Pay Grade	MPS/UPS
Hours of Work:	Full Time or Part Time
Key Relationships:	Staff, Students, Parents
Reporting to:	Science Curriculum Team Leader

Classroom responsibilities

- Ability to teach across key stage 3,4 and 5 as necessary in line with the Department's Schemes of Work and external examination courses in such a way to challenge and inspire students of all abilities to achieve high standards.
- Plan, prepare and teach lessons according to the students' educational needs with reference to prior attainment, subject targets, SEN and other needs, as required.
- Assess, record and report on the development, progress and attainment of students in line with Academy and department policies and procedures.
- Set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- To set and mark work for classes according to Academy guidelines.
- To set appropriate, quality homework in accordance with the Academy timetable.
- Liaise with support staff, such as Teaching Assistants, to ensure a coherent programme of study for students in the classroom.
- To follow Academy procedures for preparing, presenting and assessing students' work.
- Be a form tutor to a designated group of students supporting them academically and pastorally.

- Take an active part within the Academy's monitoring, evaluation and review programmes, professional development activities and teachers' Performance Management structures and cycle
- Attend staff briefings and departmental meetings as required.
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.

Knowledge and understanding:

- Have a sound knowledge and understanding of the concepts and skills in his/her specialist subject(s) and a detailed knowledge and understanding of the National curriculum programmes of study.
- Understand for his/her specialist subjects the framework of 11-16 and sixth form qualifications and the routes of progression through it.
- Be familiar with the Academy's current systems and structures as outlined in policy documents including Health and Safety and Child Protection Policies.
- Understand and know how national, local comparative and school data can be used to set clear targets for students' achievement.
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Attributes and professional contribution to the community

- Establish a safe and stimulating environment for students rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Contribute positively and effectively to working relationships across the school through positive contribution in academic, pastoral and other school meetings.
- Make a positive contribution to the wider life and ethos of the school.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate.

Safeguarding

- Attend all safeguarding training as directed.
- Follow Trust procedures and report any concerns to the relevant DSL

Data Protection

- Ensure that legislation and Trust policies and procedures relating to confidentiality and data protection are adhered to.

Special Factors

This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.

The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.

The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements and to be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Employee Signature:

Date:

Person Specification



Essential	Assessed through
Good hons degree (2:2 or higher) in a relevant Science specialism	Application
QTS status	Application
At least one good Science A Level	Application
Ability to teach Science to GCSE Level	Application
Potential to deliver outstanding outcomes for students	Letter/references/performance data
High level of subject knowledge and enthusiasm for subject	Letter/Interview
Excellent interpersonal skills	Interview/references
Excellent ICT skills	Letter/references
Ability to inspire and enthuse young people	Letter/reference/teaching episode
A genuine love of teaching and rapport with young people	Teaching episode/interview
Commitment to further professional development and learning	Application/letter
A sense of humour	References/interview
Excellent relationships with colleagues	References
Willingness to contribute to the tutorial programme	Letter/interview
Desirable	Assessed through
Evidence of a willingness to contribute to extra-curricular programme	References/letter/interview
Evidence of contributing to development of departmental schemes of work	Letter/interview



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OUR MISSION

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Our Schools



UFFCULME PRIMARY SCHOOL



BELIEF IN EVERY CHILD



LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



