



Dallam School

# Work with us

## Application pack

### Teacher of Science

Start date: *September 2026*

Salary: *MPS/UPS*

Full-time and Part-time considered, Permanent

**We are seeking a Teacher of Science preferably Chemistry to join an experienced and effective departmental team**

Belong here | Learn here | Thrive here

# Welcome from the Headteacher

2



Steven Henneberry  
Headteacher

“Staff, including those in the early stages of their careers, feel well supported by leaders.”  
Ofsted, 2023.

**Welcome to Dallam School; a place I hope you will call home for many, many years to come.**

At Dallam, our purpose is clear:

*To build an ambitious, joyful and creative school community where everyone belongs, contributes and strives for excellence - so that every student leaves ready to succeed on their chosen path.*

This is for all of us - students and staff alike. We are committed to being a school where you feel you belong, your voice matters, and your contribution makes a real difference.

Dallam is a friendly, supportive and ambitious place to work, where wellbeing is prioritised, creativity is encouraged, and professional growth is part of everyday life. Most importantly, we want you to see the impact of your work in the confidence, character and success of the young people who thrive here.

It is an exciting time at Dallam, and I look forward to hearing about how you can contribute to our development journey.

Steven



## Our school

We're a vibrant and friendly comprehensive school where our children can continue studying into Sixth Form or study away from home, staying in our State Boarding House.

Dallam School offers day and boarding students a place to achieve academically, enjoy a wide range of creative and outdoor opportunities, and develop into a responsible and caring individual.

We have a truly comprehensive intake with 900 students, 11-18, currently on roll. Our 60 boarding students and cohorts of short-stay international students contribute to a culturally diverse school community.

Visitors are always impressed by our family atmosphere and the warmth of relationships between our staff and students.

## Come and visit us

We've offered you an opportunity to come and visit us. Here's what you'll discover when you do:

- A rural yet international school close to the Lake District World Heritage Site with endless opportunities for adventures from coast to mountains.
- A career opportunity in a place with high aspirations for its students. We have a clear focus on outcomes for learning, behaviour and community.
- Our Headteacher, Steven Henneberry, who was once a student here, is looking to recruit a like-minded colleague with a strong presence and an interest in evidence-based practice to help inspire change and set a positive course for Dallam.
- Fantastic facilities including modern school buildings, historic Boarding House, pavilion and playing fields, all-weather 3G pitches, and excellent indoor sports halls.
- A heritage and traditions stretching back to 1613, the school is grounded in traditional values but forward-thinking and innovative.
- A supportive and inclusive culture in and around school where community is at the heart of all that we do. This includes the working relationship between teachers and students, the trusting relationships with form tutors and the pastoral team, and the honest relationships our staff develop with parents and carers.
- Every opportunity to pursue professional development. You'll also benefit from our extensive educational networks within Cumbria, including the South Lakes Federation of 10 secondary schools, Kendal College and University of Cumbria.

# Working in a great location

4



# Our vision, values and purpose

## Our vision

Belong here. Learn here. Thrive here.

## Our mission statement

We are here to build an ambitious, joyful and creative school community where everyone belongs, contributes and strives for excellence – so that every student leaves ready to succeed on their chosen path.

## Our purpose and culture

At Dallam, **belonging comes first**. We understand belonging to mean far more than inclusion: it is about being known, valued and actively involved as part of an ambitious, joyful and creative school community. This sense of belonging underpins our approach to wellbeing for students, staff and families alike.

At Dallam, **wellbeing is not the absence of challenge, but the presence of belonging, purpose, high expectations and support**. For students, this means feeling safe, supported and stretched in a school where learning is vibrant, adventurous and driven by high expectations. Students are encouraged to contribute to school life, take intellectual risks, explore ideas with confidence and develop the character, creativity and curiosity they need to thrive on their chosen path.

For staff, belonging means feeling respected, developed and empowered as professionals and as people. It is about having a genuine voice, being invested in through mentoring, collaboration and leadership opportunities, and helping to shape the culture and direction of the school. This creates a working environment where staff wellbeing is sustained through clarity, trust, shared responsibility and professional pride, enabling colleagues to give their best to the students they serve.

This culture of belonging shapes our expectations and our practice. Everyone is seen. Everyone is supported. Everyone contributes. Everyone is challenged to thrive.

This vision informs leadership, teaching, behaviour and support across the school. It defines a community where **belonging fuels ambition, contribution is expected, and excellence is a shared commitment**; creating the conditions in which both wellbeing and success can flourish for every member of the Dallam School community.

## Our values



**Courage**  
(be brave)



**Respect**  
(others, self and environment)



**Compassion**  
(be kind)



**Endeavour**  
(strive for excellence)



**Integrity**  
(be honest)

# Our environment

6

Dallam School is located in the North West of England and is surrounded by the national parks of the Lake District and the Yorkshire Dales.

Based in the South Lakeland district of Cumbria, close to Kendal and Windermere, Dallam School offers day and boarding students a place to:

- Achieve academically.
- Enjoy a wide range of creative and outdoor opportunities.
- Develop into a responsible and caring individual.



# Flexible working

Dallam School is committed to supporting its workforce in achieving a greater work-life balance.

Through our Flexible Working Policy, we offer a range of formal and informal flexible working options, which have been adopted by a growing number of our staff. We are open to discussing our approach to flexible working options at any stage of the recruitment process or beyond.

Please contact our HR Officer for further details.

You will be given every opportunity to pursue professional development and encouraged to perform to the highest standards.

# Your professional development

We aim to be the place where staff can develop their careers and achieve their ambitions, through high quality professional learning. We strive to create a working environment that impacts positively on staff development; a culture of mutual trust, respect, openness and commitment to student achievement.

You can expect us to:

- Ensure access to high quality and bespoke professional development and the opportunity to progress your career at Dallam School
- Provide opportunities for staff to take on leadership roles, and, participate in project-based, collaborative thinking and learning
- Enable teachers to collaborate to refine their teaching practices and work together to solve problems in school. This includes working with partner schools to improve individual practices and school wide policies and protocols
- Secure a continuous appraisal process with meaningful feedback which enables staff development. Regular professional development conversations allow staff to excel in their roles, provide feedback on what support and progression they want, stay current with best practices, and continuously improve their craft



# Our commitment to well-being

At Dallam, we care deeply about the well-being of our staff. We know that when colleagues feel supported, valued and trusted, they do their best work for our students. This sets out the practical ways we support each other every day, so that everyone can do their job well and feel proud to be part of our team.



A buddy for new staff who join Dallam for their first year



Provision of flu jab vouchers for eligible staff each winter



Calendared well-being weeks with no morning meetings scheduled



School, assessment and directed time calendar published in advance of the school year



No student data is collected for data's sake



Dedicated classrooms for teaching staff wherever possible



Access to occupational health support for staff if required



Comprehensive weekly staff induction sessions for new staff to Dallam School



Complimentary tea and coffee provided in the staffroom



A flexible approach to family appointments, children's events, nativities, sports days etc.



Weekly FriYays to celebrate and share appreciation of staff work



Measured approach to lesson observations, drop-ins and open door weeks



Termly survey of workload and staff voice to enable changes to be made if necessary



SLT open door policy at all times



Well-being champions within the school governance team



Key information collated into a streamlined weekly bulletin for all staff



Dedicated support staff meetings with senior staff each half term



Flexible working upon request



Half termly trade union meetings with the Headteacher



Well-being cover support; provide 4 lessons of cover to enable one day off in lieu.



Drop ins with the Headteacher each Friday with coffee and croissants

# Job description

## Teacher of Science

<b>Post:</b>	Teacher of Science
<b>Salary:</b>	Main/Upper Teachers' Pay Scale
<b>Contract:</b>	Permanent
<b>Disclosure Level:</b>	Enhanced
<b>Location:</b>	Dallam School, Milnthorpe, LA7 7DD - the role may require travel between the trust school sites

### Relationships

**a) Reporting to:**

The post-holder reports to the Head of Faculty – Science

**b) Responsible for:**

The post-holder interacts with other professional colleagues, students and parents and should establish and maintain productive relationships and promote mutual understanding of our aim to improve the quality of the student experience at the South Westmorland Multi Academy Trust.

### Main Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- The post holder will carry out the professional duties of a teacher as circumstances may require and in accordance with the Trust's policies and ethos under the direction of the Headteacher
- To undertake duties in line with the professional standards for qualified teachers as per Teachers' Standards.

### Main Responsibilities

#### Teacher of Science

- Under the direction of the Head of Faculty, deliver appropriate programmes of study in line with subject and faculty schemes of work
- Support the development and implementation of policies, schemes of work, assessment and pastoral arrangements appropriate to the delivery of Science within the context of the National Curriculum and prescribed examination courses
- To contribute to the faculty's improvement plan and its implementation
- Teach Science across all Key Stages, preparing students for the next stage of their education or training
- Attend faculty meetings and make a positive contribution to the team
- Support the leadership of your subject as directed by the Head of Faculty

**Classroom Teacher**

- Teach pupils as directed by the Senior Leadership Team
- Attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice
- To work with the multi-disciplinary team
- Demonstrate a high standard of classroom management and practice and teach within the framework of the Academy Trust policies and guidelines paying particular attention to equal opportunities and behaviour management
- Implement the Trust's positive behaviour management strategies in accordance with the behaviour management policy
- Support initiatives taken by the Trust and Senior Leadership Team
- Assess pupil achievement and plan for future learning
- Plan appropriately to meet the need of all pupils, through the differentiation of tasks
- Keep appropriate and efficient records, integrating formative and summative assessment into planning
- Work with the Senior Leadership Team and other colleagues to track the progress of individual children and intervene where pupils are not making progress
- Lead and manage a support staff team within the classroom ensuring the appropriate deployment of colleagues within the room
- Demonstrate good and outstanding classroom teaching
- Plan for, organise and maintain a stimulating classroom learning environment appropriate to the needs, age and level of development of the pupils, which facilitates learning
- Be responsible for safeguarding the health and wellbeing of the pupils, actively promote the development of personal and social skills and provide emotional support in a way that accords with the pupils' age and level of development within the stated aims of the school
- Engage in and maintain a dialogue with parents/carers, therapists and other professionals about teaching and learning and progress of pupils in the allocated classes
- Participate in school activities, meetings, discussions and management systems necessary to co-ordinate the work of the academy as part of the statutory 1265 hours directed time
- Report to parents/carers on the development, progress and attainment of pupils
- Make effective use of ICT to enhance learning and teaching
- Work with the Senior Leadership Team in implementing the school improvement plan
- Participate in training and the implementation of health care practices
- Maintain an up-to-date knowledge of curriculum and relevant SEN issues through INSET, wider professional development and research
- Work with colleagues to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and pupils being taught
- Provide guidance and support to teachers in the subject area on planning, delivery, appropriate teaching approaches and resources by means of meetings, working alongside individual teachers, and school-based INSET
- Assist in monitoring and evaluating planning, quality of teaching and pupil progress in the allocated curriculum area
- Maintain up-to-date subject knowledge and knowledge of national and academy requirements and guidance in the curriculum area
- Be a form tutor to an identified group and support the Pastoral Team with pastoral care, behaviour and attendance as appropriate
- Carry out other tasks as reasonably requested by the Headteacher

# CONTINUED – Teacher of Science

<b>General</b>
<b>Culture and Ethos</b> <ul style="list-style-type: none"><li>• Promote the academy ethos, attitudes and values in all aspects of work with pupils, colleagues, support staff, parents/carers and visitors</li><li>• Promote the academy and celebrate its success at every opportunity</li></ul>
<b>Dress and Appearance</b> <ul style="list-style-type: none"><li>• To maintain the highest standards of smart business dress</li><li>• To maintain a professional demeanour at all times</li></ul>
<b>Self-Development</b> <ul style="list-style-type: none"><li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development</li><li>• To continue personal development in the relevant areas including subject knowledge</li><li>• To engage actively in the Performance Management process</li></ul>
<b>Attitude</b> <ul style="list-style-type: none"><li>• To act as a professional and positive ambassador for the school in order to support the school's mission and profile</li><li>• Maintain a high level of motivation and encourage the progress of others</li><li>• Support the induction of Early Career Teachers, as required, and support the training of student teachers when they have been accepted into the faculty</li><li>• Support supply teachers and teachers doing cover by assisting to ensure that suitable material is available for lessons when members of the department are absent</li></ul>
<b>Policy Promotion</b> <ul style="list-style-type: none"><li>• To actively promote the Trust's Equal Opportunities, Health &amp; Safety, Data Protection and GDPR policies to ensure that the school operates safely, effectively and fairly in line with legislative requirements</li><li>• Comply with and actively implement the Trust's Behaviour Management Policy</li></ul>
<b>Safeguarding</b> <ul style="list-style-type: none"><li>• Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and the Trust's safeguarding policy</li></ul>
<b>Confidentiality</b> <ul style="list-style-type: none"><li>• To ensure confidentiality of the school's activities is maintained in order to protect the integrity of the organisation and its people</li></ul>
<b>Flexibility</b> <ul style="list-style-type: none"><li>• The job description may include all such other duties as the Headteacher and Trustees may reasonably expect from time to time</li><li>• To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the organisation</li><li>• Embrace a willingness to experiment with new methods and approaches / initiative taken</li></ul>

# Person specification

The criteria below are adapted from the National Standards for teachers. While the list below is exacting, it is understood that different qualities will be exhibited to different degrees. **Assessment will be based upon performance at interview, the letter of application and references. Do not include a CV.**

Criteria	Essential	Desirable
<b>Shaping the future</b>		
A clear working knowledge of current curricular developments	✓	
The ability to use technology to enhance learning within the classroom	✓	
An effective communicator at all levels	✓	
<b>Teaching and learning</b>		
A highly effective classroom practitioner	✓	
The ability to devise and implement strategies for raising achievement	✓	
A clear understanding of different models of teaching and learning	✓	
Committed to the principals of inclusion	✓	
A clear understanding of formative assessment procedures and assessment for learning	✓	
Good subject knowledge of all Sciences	✓	
<b>Developing self and working with others</b>		
The ambition to seek further promotion		✓
Recent experience or clearly evidenced capacity to teach at Key Stage 3, 4 and 5 (in current school or on teaching practice)	✓	
The ability to receive feedback and act to improve personal performance	✓	
<b>Managing the organisation</b>		
Experience of appraisal		✓
The ability to prioritise and manage time effectively	✓	
Experience of collaborative working with other schools, organisations and agencies		✓
The ability to make decisions and act upon them	✓	
<b>Securing accountability</b>		
The ability to use a range of data to support, monitor and improve student outcomes	✓	
<b>Strengthening the community</b>		
A willingness to contribute to the wider life of the school		✓
Experience of successful collaborative working with other organisations and agencies		✓
The ability to work effectively with parents to support their children's learning	✓	
<b>Personal qualities</b>		
Stamina	✓	
Excellent interpersonal skills	✓	
The ability to ensure a sensible work life balance	✓	
Level headedness	✓	
<b>Safeguarding</b>		
All the requirements of Dallam's safer recruitment procedures	✓	

# How to apply

We strongly encourage you to visit the school before you apply for the post.

If you would like to discuss the position with the Headteacher, Mr Steven Henneberry, please contact him by email: [s.henneberry@dallamschool.co.uk](mailto:s.henneberry@dallamschool.co.uk)

If you decide to apply for the post, please note the following important information:

Please read the Guidance Notes carefully before completing the Application Form and ensure that you fill in all sections. Please contact the school if you require the application form in an alternative format.

Along with the Application Form, please write a covering letter of no more than two sides. Please include the following;

- A statement about why you are applying for this particular post
- An outline of relative experience
- How your personal and professional qualities make you suitable for the role

**Closing date: Wednesday 27<sup>th</sup> May 2026 at 12pm**

We will try to contact all applicants selected for the interview process by telephone initially. This will be followed up by a formal invitation and further information about the process the following day. We will contact all applicants, even if where the application was unsuccessful.

**The interview process: To be on Thursday 28<sup>th</sup> or Friday 29<sup>th</sup> May 2026**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with the recruitment process. Once this process is complete, the data relating to unsuccessful candidates will be stored for a maximum of 6 months and then destroyed. If you are successful, your application form will be retained and form the basis of your personnel record.

We will also undertake online searches in accordance with our responsibilities under keeping children safe in education. An enhanced check with the disclosure and barring service will be undertaken for this post.

Application Forms should be sent with a covering letter to the Headteacher, Mr Steven Henneberry, by email to [s.henneberry@dallamschool.co.uk](mailto:s.henneberry@dallamschool.co.uk).

For further information, please visit:

[www.dallamschool.co.uk](http://www.dallamschool.co.uk)

[www.southlakesfederation.co.uk](http://www.southlakesfederation.co.uk)

# Thank you!

015395 65165

dallamschool.co.uk



Belong here | Learn here | Thrive here