



Buile Hill
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the Interim Headteacher

Dear Candidate

Thank you for showing an interest in this position at Buile Hill Academy, part of Consilium Academies. - ***Due to transfer to Northern Education Trust.***

Buile Hill Academy is an 11-16 inclusive secondary school that serves a diverse cohort of students from the Salford area. As headteacher, I am privileged to work with a truly dedicated staff team who are driven to ensure that each student in our care has access to the highest quality of education and wider support to ensure that they succeed in their futures. Our students here are truly remarkable and it is my honour and privilege to be able to lead a team that are so devoted to working with them each day.

Our vision here at Buile is to ensure that every child is in receipt of five excellent lessons a day that help to accelerate their academic progress, foster a lifelong love of learning and spark curiosity and opportunities for personal development that empower them as young people. Our staff are committed to engaging in regular professional development and are reflective about how we are improving as a school.

As a school, we recognise that we are on a journey to securing improvements for our students and that each day is an opportunity to continue to improve how we deliver for our students.

As a prospective candidate for our staff team, we are looking for colleagues to join us that are devoted to supporting young people to succeed in their futures, committed to being reflective and maintain high standards of themselves and others as we all work together to continue to improve our school. We have a fantastic community of staff and students and as we continue to grow our team of staff, it is vital that we attract people who are prepared to work hard, reflect and learn and are ultimately here for our students.

This is an exciting time to join Buile Hill Academy and we thank you for your interest in joining us. We are looking for a candidate with energy and commitment to ensure the highest of standards are met by all students in our all-inclusive school.

I look forward to hearing from you.

Kind regards

Mr Martin Knowles
Principal Designate

About our Academy

Buile Hill Academy is an 11 – 16, co-educational, fully comprehensive community school, serving the inner city community of Salford. We became part of Consilium Academies in 2016, a multi-academy trust that shares our commitment to inclusive education and the development of children as rounded individuals. In our recent Ofsted the school was praised for its inclusivity and both Leadership & Management and Teaching, Learning & Assessment were rated as good.

The staff at Buile Hill Academy are a dynamic team of professionals, all of whom are committed to providing high quality provision for all our students. Serving over 800 students in Years 7-11, we aim to provide an inclusive and purposeful learning environment and ultimately serve our local community.

Here at Buile Hill, we value all members of the school community as individuals. As a member of staff, you will be supported in your own professional development and career aspirations and ensure that you are able to develop to perform your role to the highest of standards. We recognise that all professionals, at every stage of their career deserve the opportunity to continue learning and growing.

Our students deserve the best quality of provision, both in and out of the classroom. Our vision is to provide an excellent education for every student and that every student will set themselves the highest standards, aiming to reach their greatest potential, becoming responsible, independent and self-motivated.

Through consistent support and strong relationships our students build resilience, which enables children to make a positive contribution to their community, both locally and beyond.

About the Role

Job Title: Teacher of Science X2

Location: Buile Academy - *Due to transfer to Northern Education Trust.*

Start date: 1st September 2024

Hours: Full time

Contract: Permanent

Salary: MPS/UPS

Are you passionate about Science and determined to make a real difference? We are seeking to appoint a committed and inspirational Teacher of Science who is able to obtain the best outcomes for their pupils.

We are looking for someone who is passionate about their subject and determined to impart knowledge, skills and understanding to all our young people, whilst exciting and engaging them in their learning. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

We are looking for:

- An inclusive individual, with high expectations of their students, who is committed to maximising rates of progress and has innovative ideas to support all pupils
- Someone with a sense of humour, who understands the importance of developing a positive culture in our organisation.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Rebecca Howarth at rebecca.howarth1@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Tuesday 28th May 2024 at 09:00 AM.

Interviews will take place on a date to be confirmed.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education Consilium Academies is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Consilium Academies might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates

for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



Job Description

Job Title:	Teacher of Science
Reports to:	Principle
Based at:	Buile Hill Academy (Due to transfer to Northern Education Trust.)
Grade:	MPS/UPS
Requirements:	Some travel may be required across NET sites.

Core Responsibilities & Tasks

Responsibilities:

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD);
- the required Standards for Qualified Teacher status;
- other current and relevant legislation.

Teachers Role

1. Set High Expectations Which Inspire, Motivate and Challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote Good Progress and Outcomes by Pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate Good Subject and Curriculum Knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

5 Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have appropriate and professional regard for the ethos, policies and practices of the Academy, maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

NET expects that all teachers are role models to students and promote the professional image of the Academy at all times in their behaviour, conduct and dress code

GDPR

1. To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality

Safeguarding

1. To follow all safeguarding and child protection policies and procedures
2. This role wholly or mainly involves working with children

GENERAL

1. To participate in wider Academy meetings and working groups as required
2. Following Academy policies and procedures especially those relating to Child Protection and health; safety, security, confidentiality and data protection, reporting all concerns to an appropriate person

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Corporate Responsibilities

- NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control

- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.



Person Specification

Qualifications and CPD	Essential	Desirable
An honours degree	X	
A teaching qualification together with Qualified Teacher Status (QTS)	X	
Experience, Knowledge and Skills	Essential	Desirable
Experience of teaching, learning and assessment to at least KS3/4, preferably KS5	X	
A good understanding of curriculum developments	X	
ABILITIES, SKILLS AND KNOWLEDGE	Essential	Desirable
Able to use a range of teaching and learning strategies	X	
Commitment to high standards in all aspects of the academy's work	X	
An understanding of how Assessment for Learning can improve student performance and how to embed this within your department	X	
Confidence in the use of standard computer packages and how these can be used to enhance student learning	X	
Able to use student level data to raise standards	X	
Enthusiasm for your subject	X	
Creative problem solving together with willingness to take on and develop and try new approaches and ideas	X	
Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues	X	
Able to communicate both orally and in writing to students and their parents	X	
PERSONAL QUALITIES		
Pleasant and friendly manner	X	
Polite and punctual	X	
Reliable	X	
A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy	X	