



Supporting Information

Teacher of Science (Biology Specialism)

MPS - UPS



**'This is a
GOOD School!'**

"...leaders place a high priority on pupils' academic success. They ensure that pupils are well prepared for their next steps in education, employment or training."
Ofsted July 2019



Welcome

Thank you for taking an interest in this important role through the Red Kite Learning Trust, based at Crawshaw Academy. This is an exciting time to be working for the Trust; the successful candidate will play an important role in shaping the future of this rapidly improving academy.

Key to this role is the opportunity to shape the future of Crawshaw Academy. Our students have huge potential and we want to inspire them to aim high and develop in them the confidence and determination to be successful learners and members of society.

I have had the privilege of leading Crawshaw Academy since September 2014. In this time, I have observed a school with massive potential, a school in which the staff care immensely for their students, where parents are highly supportive and one which has a clear vision for outstanding education. This was confirmed in 2019 with another 'Good' overall Ofsted judgement.

We are a mixed 11-18 Academy with a comprehensive intake; the majority of whom live in the Pudsey Area. The proportion of students supported by the pupil premium is average as is the proportion of students supported at school action plus or with a statement of special educational needs. We have strong links with the Pudsey Community and work in partnership with Priesthorpe School at Post-16 level.

Our curriculum organisation has an established subject-based structure with Programme Leaders and Assistant Programme Leaders supporting the Subject Leader in their drive for excellence. We have developed this further in the core areas, introducing Executive Head of Department roles, to further strengthen the leadership of these important areas.

We are looking for staff who have a drive and determination to ensure that our students are given the very best opportunities to succeed. They will be passionate about improving the life chances of our young people and have a clear vision on how to secure improvement through our Crawshaw Community standards.

For additional information please take a look at our website
www.crawshawacademy.org.uk

If you feel you have the skills, knowledge and experience to make a difference at Crawshaw and the wider Trust, we would welcome an application. If you have any questions I would be extremely pleased to talk with you.

Adam Daly
Principal



Our **STRIVE** philosophy underpins everything that we do and we Strive for success through:

• EXCELLENCE •

We strive to **improve** and **progress** each day, allowing ourselves to achieve our personal best.

• PURPOSE •

We apply reason to all that we do, **determined** to achieve our goals.

• AMBITION •

We have the **desire** and **enthusiasm** to aim higher, with the **motivation** to succeed in our plans for the future.

Our Values and Vision

The C.R.A.W.S.H.A.W. acronym captures our aspirations for everybody involved with the academy. These aspirations are the starting point for all improvement planning and decision making. We want our students to develop these attributes to ensure that, in addition to outstanding examination results, they are ready to lead happy and successful lives. These aspirations are inclusive of our staff and our wider community as only by working together will we achieve the best possible outcomes for all our young people.

Our Commitment to You

Our People Vision is for all staff to enjoy being part of a caring and progressive learning community where there is a passion to be the best we can be.

To be the best we can be we have to hold ourselves to account and continually review our practice to drive standards and improvements in our pupil achievement, quality of teaching, behaviour and safety of pupils and leadership and management. We have to grow strong leaders for now and the future as well as focusing on core people activities.

To support us in the next stage of our development to be the best we can we need to attract the best talent to work with our people leaders in raising standards and driving change. Our commitment to you is to develop you by providing the support and development in this role to enable you to showcase your capabilities. We will also work with you to understand your future aspirations and ambitions and how we can facilitate these.

CARING

We show support and consideration to our school community and those beyond it.

RESPONSIBLE

We recognise that we make the difference to benefit ourselves and others.

ADVENTUROUS

We are bold and ambitious, open to opportunities that come our way, unafraid to try new things.

WORK READY

We prepare ourselves for the future by understanding what is required of us to fulfil our career ambitions.

SUPPORTIVE

We help each other to achieve our goals, inspiring others to be the best they can be.

HONEST

We are truthful and sincere to ourselves and our school community. We are welcoming, understanding and accepting of others.

ACTIVE

We want to participate, and are ready to engage in physically energetic pursuits to keep our bodies healthy.

WILLING

We are ready, eager, or prepared to do something asked of us as part of our school community.

Science Faculty Overview

Faculty Vision:

Our science faculty is committed, hardworking, innovative and motivated to provide excellent teaching and learning to all students so that they may progress in their studies, achieve their potential and gain the necessary skills to be both confident and literate in science.

Teaching and Learning:

We strive to deliver lessons which are centred around quality first teaching (QTF) by using research-informed strategies which take individual learning needs into account. Our lesson planning framework underpins high quality teaching and learning coupled with explicit teaching of learning behaviours. Student progress is monitored through a very effective student-centred marking and feedback policy and rigorous assessment.

Science Team:

Within our faculty, which comprises of 10 specialist science teachers and two technicians, there is a wealth of experience, enthusiasm, and a strong commitment to teamwork. Members of the faculty are friendly and supportive and thrive on sharing ideas and expertise so that we can work together towards a common goal: the success of our students.

Curriculum:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity.

At KS3 our students follow a 2-year programme in which science topics are based around core questions which are used to assess portable knowledge. Y8 topics build on the knowledge covered in Y7 in a mastery approach to knowledge development. Y9 Students study a foundation science course which is used to bridge the KS3 content with the demands of KS4.

At KS4 we follow the AQA specification and are able to offer combined science as well as triple science.

We currently offer both Physics and Biology at A-Level, also following the AQA specification.

Extra-Curricular/ Community Involvement:

All members of the science faculty contribute towards extra-curricular activities whether this be STEM club, after school tutoring, catch-up sessions or revision sessions.



Job Specification

1	Duties as Main Scale Teacher
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2	Teaching and Learning
2.1	To manage student learning through effective teaching in accordance with the science faculty's schemes of work and policies.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
2.4	To ensure continuity, progression and cohesiveness in all teaching.
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs and ensure equal opportunity for all students.
2.6	To set home learning work regularly, (in accordance with the Academy home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	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.
2.8	To work effectively as a member of the science faculty team to improve the quality of teaching and learning.
2.9	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
2.10	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
2.11	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
3	Monitoring, Assessment, Recording, Reporting & Accountability
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
3.2	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.
3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
3.4	To be familiar and comply with Academy and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.

4	Subject Knowledge & Understanding
4.1	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.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
5	Professional Development
5.1	To be a role model to students through personal presentation and professional conduct
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
5.3	To cover for absent colleagues according to the national workload agreement.
5.4	To cooperate with the employer in all matters concerning Health & 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.
5.5	To be familiar with the Academy's Staff Handbooks and the Department handbook.
5.6	To support and implement all the Academy's policies, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the Academy's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-Academy clubs and visits.
5.10	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.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the Academy and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: Have SEN - Are gifted and talented - Are not yet fluent in English.
6	Pastoral
6.1	Every subject teacher will be expected to have pastoral responsibilities.

Person Specification			
		Essential	Desirable
7	Experience		
7.1	Demonstrate excellent teaching skills.	✓	
7.2	Ability to teach all age and ability levels.	✓	
7.3	Subject expertise in ICT.		✓
7.4	Experience of more than one Academy.		✓
8	Qualifications/Training		
8.1	A recognised teaching qualification (QTS)	✓	
8.2	A good honours degree in a relevant science qualification	✓	
9	Knowledge		
9.1	Up-to-date knowledge of curriculum related issues 11-19	✓	
9.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning		✓
9.3	Thorough understanding of best practice in raising student attainment		✓
9.4	Knowledge of current guidance and regulations in relation to inclusion.		✓
10	Aptitudes		
10.1	Skilled classroom practitioner	✓	
10.2	Highly effective communication skills	✓	
10.3	Ability to form good working relationships & influence others.	✓	
10.4	Ability to work within and contribute to an effective team.	✓	
10.5	Capacity to evaluate and improve	✓	
10.6	Willingness to try out new ideas and to contribute to the development of department strategies.	✓	
10.7	Keenness to continue and improve upon professional development.	✓	
10.8	High level of skill in dealing with issues relating to student behaviour.	✓	
10.9	Ability to contribute to wider Academy life.	✓	
11	Characteristics		
11.1	Passionate belief in the ability of every student to achieve	✓	
11.2	A clear educational vision and sense of direction	✓	
11.3	Good organisational skills and high levels of self-motivation	✓	
11.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it	✓	
11.5	Ability to work under pressure and to meet deadlines	✓	
11.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions	✓	
11.7	Record of good attendance and punctuality	✓	
12	Safeguarding and Promoting the Welfare of Students		
12.1	Has appropriate motivation to work with students	✓	
12.2	Ability to maintain appropriate relationships and personal boundaries with children and young people	✓	
12.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	✓	

