



Ellesmere Park  
High School

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Teacher of Science



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Ellesmere Park High School.

Our aims as a school are founded on the values that are encapsulated by our motto 'Vibrant, Inclusive, Proud'. We will ensure that all of our students experience the fullness of life by:

- Providing them with an exciting, engaging and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our school and our community to the full.

I am very clear in what I want our school to deliver to our current and future students: the education that they deserve in a school that prepares them for successful and enriching lives. They deserve the very best education that can be provided. My leadership of the school will be defined by a desire to deliver this, to serve our community and to help make the ambitions of our community and young people a reality.

We are seeking to appoint a qualified, creative and enthusiastic individual to join our motivated team in a School that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

I can't think of a better time to join Ellesmere Park High School as we look forward to an exciting and bright future.

I look forward to hearing from you.

Kind regards,

J I Ross  
Headteacher



## About the School

Ellesmere Park High School is a co-educational academy, part of Consilium Academies, based in Salford, with approximately 750 students on role.

Our values of Vibrant, Inclusive, Proud are at the core of everything we do.

**Vibrant:** Our school is a vibrant school, where all are encouraged to be expressive, creative and enjoy their learning in a positive atmosphere.

**Inclusive:** Our school is an inclusive school, where all are valued and thrive in a safe, caring and supportive environment. We welcome everyone to our diverse community and encourage friendly and mutually respectful relationships.

**Proud:** Our school is a proud school, where all aspire to be successful in whatever they do. We strive to enable all to be lifelong learners, equipped to fulfil our dreams.

We aspire to make education lively, memorable and exciting. Ellesmere Park welcomes and nurtures people from diverse backgrounds with wide-ranging talents and abilities, and we actively strive to remove barriers.

Ellesmere Park High School will always strive to fulfil each child's potential and provide our students with a broad and balanced curriculum which will enable them to move on to college or work with the right skills and qualifications needed to maximise their life chances.

# About the Trust

## The Consilium Mission

*“Enriching Lives, Inspiring Ambitions”*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Interim Chief Executive, Tracey Greenough. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## **WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:**

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# About the Role

**Job Title: Teacher of Science**

**Start date: To be agreed**

**Hours: Full time**

**Contract: Permanent**

**Salary: MPS/UPS**

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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 Hayley Silcock at [Hayley.silcock@consilium-at.com](mailto:Hayley.silcock@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 3<sup>rd</sup> October 2023 at 9am**

**Interviews will take place on a date TBC**

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: | Head of Department         |
| Based at:   | Ellesmere Park High School |
| Grade:      | MPS/UPS                    |

### Main purpose of the Role

- The provision of a full learning experience and support for pupils.
- To carry out the duties of a teacher in accordance with the provisions of the current School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.
- To carry out such duties within the framework of the School's agreed aims, objectives and policies

### Core Responsibilities & Tasks

#### Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- Take account of wider curriculum developments which are relevant to their work.
- Planning and Setting Expectations.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.
- To contribute to the Curriculum Area's development plan and its implementation.
- To assist the Director of Learning and the Leadership Team to ensure that the curriculum area provides a range of teaching which complements the school's development plan.
- Demonstrate consistent and effective planning of courses and lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.

#### Teaching and Managing Pupil Learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour, and discipline.
- Support the identification of, and provision for students with additional educational needs within the classes they teach.
- Regularly evaluate the effectiveness of their teaching and learning as part of the performance development process.
- Ensure setting of realistic and challenging expectations of students in the classes they teach.
- Liaise effectively with staff to ensure the successful transition of students through the school.
- Contribute fully to meetings, discussions, and management systems necessary to coordinate the work of the school as a whole.
- Show a willingness to teach across all Science disciplines up to KS4.
- To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- To assess, record and report on the attendance, progress, development, and attainment of pupils and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- To ensure that ICT, Literacy, Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for pupils which meets internal and external quality standards.
- To prepare and update subject materials.

- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of curriculum content.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice regarding punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### **Assessment and Evaluation**

- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information effectively to inform teaching and learning.

### **Pupil Achievement**

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

### **Managing Own Performance and Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Development Process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Pastoral Duties**

- To be a Form Tutor to an assigned group of pupils as required and to carry out the duties associated with that role as outlined in the generic job description.
- To promote the general progress and well-being of individual pupils and of the Form Group as a whole.
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of pupils and keep up-to-date student records as may be required.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE and citizenship and enterprise according to school policy.

### **Communication**

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

- To take part in activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools as required in the conditions of service documentation.
- To contribute to the development of effective subject links with external agencies.

**School Ethos**

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's corporate policies.

**Corporate Responsibilities**

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- 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 |
|---|-----------|-----------|
| Qualified Teacher Status; degree level or higher  | X         |           |
| Honors Degree   | X         |           |
| Awareness of current GCSE syllabus development  |           | X         |
| Experience, Knowledge and Skills  | Essential | Desirable |
| Able to enthuse, motivate and discipline students   | X         |           |
| Experience of teaching across the full age and ability range of an 11-16 school   | X         |           |
| Ability to teach to KS3 and GCSE  | X         |           |
| To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them  | X         |           |
| Enthusiasm to inspire in students a desire to learn and participate   | X         |           |
| Ability to have the vision to plan ahead and to get things done   | X         |           |
| Efficient manager and administrator   | X         |           |
| Good, up-to-date subject knowledge and skills   | X         |           |
| Full working knowledge of the National Curriculum requirements for science  | X         |           |
| To be able to work as a member of a team  | X         |           |
| To be able to work effectively with pupils, staff, parents and members of the community   | X         |           |
| Interest in innovation in the classroom including interactive whiteboard skills   |           | X         |
| To be able to assist in the planning and organisation of school trips/visits  |           | X         |
| Personal Attributes   | Essential | Desirable |
| Suitability to work with young children   | X         |           |
| Able to form and maintain appropriate relationships and personal boundaries with children and young people  | X         |           |
| Emotional resilience in working with challenging behaviors  | X         |           |
| Positive attitude and authority in maintaining discipline within both the practical and classroom environment   | X         |           |
| English Fluency   |           |           |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad   | X         |           |
| Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad. |           | X         |