

Candidate Briefing Pack

Teacher of Science



Dear Applicant

Thank you for showing interest in this post and our school. We are seeking to appoint a highly motivated, enthusiastic Teacher of Science with the ability to inspire our Science department from September 2025.

You will be joining a well-led and motivated team, committed to continuous improvement. You must have high expectations of all stakeholders including a belief that exceptional progress can be made with strong teachers and dedicated pupils working together. You will be supported by a strong leadership team as well as subject experts from the United Learning advisory team. The school will expect you to continually develop your staff whilst also supporting and developing your skill set in both teaching and leadership.

We believe in classrooms which are free from disruption and maximise learning time by using 'Teach Like a Champion' techniques to create purposeful classrooms. Every member of staff at our school plays a pivotal

role in our 'Education with Character' programme, which is driven through teaching staff, middle leaders and senior staff. We welcome applications from those who would like to work flexibly.

George Eliot Academy is a rewarding and professionally stimulating place to work. We are a mixed secondary school where pupils feel a real sense of belonging and there is a culture of mutual respect. We are passionate about our vision to develop successful pupils who are independent, well-rounded, behave well and with integrity and live happy and fulfilled lives.

Our vision is “We aim for excellence and improved pupils’ achievement, through an inclusive academic culture based on high aspirations and expectations. Our excellent daily practices embed our culture of kindness, gratitude and hard work; our STAR values and family ethos shape the character of our pupils.”

If you share our vision and would like to work in our close knit and family-orientated school, we would be delighted to hear from you.

How to apply- See Application pack

Our offer:

- You will be working in an academy that “.... places kindness alongside ambition in the values it promotes” (Ofsted 2021)
- You will be working within an experienced, ambitious, forward thinking and highly effective team
- You will have the opportunity to work collaboratively with other United Learning schools
- We will support your ongoing continuing professional development
- You will be fully supported by your colleagues within the school to ensure you have the tools to deliver success and reduce your workload

You will be:

- An outstanding Teacher of Science
- Able to build effective working relationships with pupils and staff
- Able to provide stimulating and engaging experiences for our children, challenging them to achieve beyond their expectations and supporting them to become lifelong learners
- Willing and committed to developing and sharing outstanding teaching practice
- Able to work in partnership with children, parents, staff, governors and the wider community

Benefits of working for United Learning:

- Westfield Health Cash Plan – claim money back on the cost of dental, optical & physio services plus much more (eligibility after 6 months’ service)
- Free lunch for staff on duty
- Car lease scheme
- Childcare vouchers
- Gym membership
- Westfield Rewards – discounted shopping platform (eligibility after 6 months’ service)
- Employee Assistance Programme, offering mental health and wellbeing support
- Cycle to work scheme
- Free tea and coffee

We thank you for your interest in this role. If you are looking for an exciting, challenging and highly rewarding role that offers a strong commitment to professional development and well-being, we encourage you to apply.

As a teacher of Science, you have a unique opportunity to shape and support the successful futures of the pupils of George Eliot Academy.

George Eliot Academy joined United Learning in December 2023. United Learning is an exciting organisation to work for; there is a real focus on developing people and empowering innovation where staff are appreciated and celebrated. A key benefit of being part of United Learning is to have the support of colleagues across a wider group and ample opportunities to network; we recognise the powerful impact that collaboration and partnership have on colleagues. The group's aim is to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that leaders can focus on educational leadership.

United Learning is an inclusive employer and is committed to creating and sustaining a more ethnically diverse workforce. Therefore, we would very much welcome applications from professionals of all backgrounds who share our commitment but especially those of minority ethnic origin. We do hope you will get in touch with any questions ahead of submitting your application.

We very much look forward to hearing from you.

Homeira Zakary
Principal
George Eliot Academy

About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We uniquely comprise schools in both the state and the independent sectors and currently educate over 60,000 students and employ over 9,000 members of staff.

The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interactions between independent and state schools in the country; creating benefits for all the schools involved whilst respecting both traditions and learning from each other.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ underpinned by our core values:

AMBITION – to achieve the best for ourselves and others.

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause.

CREATIVITY – to imagine possibilities and make them real.

RESPECT – for ourselves and others in all that we do.

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests.

DETERMINATION – to overcome obstacles and achieve success.

Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

‘THE BEST FROM EVERYONE’

We expect the best from everyone, all the time, we are all capable of extraordinary things. So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best. We also expect this from our staff; they must be determined and resilient, they must pass those expectations on to the children in all they do. We act with the utmost love, care, and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside school, which frees them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject- based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think, and learn.

‘EDUCATION WITH CHARACTER’

Academic success is very important, Exam passes are an important aspect of that. But we believe there is more to a good education; we aim to develop character, compassion, and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

‘LEADERSHIP IN EVERY ROLE’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone, and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children. All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams, and create the space for others to lead. All leaders listen, develop relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

‘CONTINUOUS IMPROVEMENT’

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren’t working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

Continuing Professional Development

Our staff are one of our most important assets, we are passionate about supporting our staff, bringing out ‘the best from everyone’. We work on the basis that each of us, however effective, can always learn and develop. This role is given a particular priority, given the wide-reaching impact that leaders have on the life of staff and students alike.

Job Description – Teacher of Science

United Learning Pay scale (£35,000-£51,000)

Directly reporting to: Director of Learning, Science

Responsible for: Pupil Progress and Outcomes

Job Purpose

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.
- To be a member of the Science Curriculum Team and under the direction of the Programme Leader/Teacher of Faculty, contribute to the high standards of teaching and learning and the raising of standards of achievement.
- To make a significant contribution to the vision and direction of George Eliot Academy, where innovative and inspirational learning for all is the core value.

Safeguarding

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

Responsibilities and Tasks

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

1. Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy
- Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to students, give attention to errors and misconceptions

- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaise with the Programme Leader to ensure the implementation of department policy and best practice.

2. Monitoring, Assessment, Recording, Reporting

Plan teaching based upon thorough monitoring and rigorous assessment through:

- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Marking and monitoring students' work and setting targets for progress
- Assessing and recording students' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the students' are achieving
- Undertaking assessment of students as requested by examination bodies, departmental and academy procedures
- Preparing and presenting informative reports to parents
- Undertaking assessment of students and participating in the academy's system reporting to parents

3. Pastoral Duties

- If required, be a form tutor to an assigned group of students or a link form tutor.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Pastoral team to ensure the implementation of the academy's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- Contribute to the preparation of Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students.

4. Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to the Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and students.
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
- Take part in marketing and liaison activities such as Open Evenings and Parents Evenings.

- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after school activity once per week; either curriculum based or an extra curricular club.

General

All academy staff are expected to:

- Fully subscribe to the Academy Values of Respect, Determination, Ambition, Tolerance and Integrity in regard to themselves, the academy and our young people
- Work towards and support the academy's vision and the objectives.
- Support and contribute to the academy's responsibility for safeguarding students.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the academy and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing need of the service, always in consultation with the post holder.

Every member of staff George Eliot Academy has a responsibility to promote and safeguard the welfare of children and young people with whom they come into contact.

We are an inclusive academy and strive to be a learning, caring and thriving institution.

This post is subject to an enhanced DBS disclosure. We take the safeguarding of pupils and staff seriously at George Eliot Academy. All staff are expected to support this ethos.

How to Apply

Please complete an online application form explaining the motivation for your application for this specific role and why you would be a good match for the role and stakeholders. This supporting statement should be no longer than 8,000 characters. In line with our compliance with safer recruitment, we will take references for all those candidates who proceed to interview, as well as asking candidates to complete a standard application form. Please provide us with 2 referees when prompted to do so.

The deadline for receipt of applications is **8am on Monday 19th May 2025**. We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of candidates for the post.

Further information

To arrange an informal discussion regarding the role please email enquiries@georgeeliotacademy.org.uk

Terms and Conditions of employment

Please note the final detailed terms and conditions are subject to agreement between UL and the successful candidate:

- **Location:** George Eliot Academy
- **Start date:** September 2025
- **Starting salary:** UL Teacher Scale (£35,000 - £51,000)

Benefits of working for United Learning:

Our pledge, to all our academy teachers, is that by working for us you will benefit from **more pay, more time, and more support**.

More pay...	more time...	and more support
<ul style="list-style-type: none"> • We pay an average of 5% above national scales – the best rates of pay in the sector • Cash towards medical treatment • Generous staff discount scheme 	<ul style="list-style-type: none"> • Three extra INSET days for planning • At least one personal day a year 	<ul style="list-style-type: none"> • Great training for your career • Exceptional curriculum resources • Expert subject advice • Support for your wellbeing