

## **Recruitment Pack**

**Vacancy: Teacher of Science**

**Start Date: January 2026**

**Closing Date: Monday 24<sup>th</sup> November 2025, 9am**

**Salary: £32 916 - £51 048 (MS1-UPS3)**

**Temporary: Maternity cover**



**The Weston Road Academy**

**Blackheath Lane,**

**Stafford,**

**ST18 0YG**

***Aspiring and Believing to Achieve the Extraordinary***

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# Welcome from our from Headteacher

November 2025

Dear Applicant,

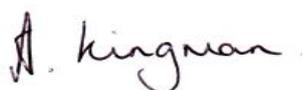
Thank you very much for requesting details for the position of Teacher of Science at The Weston Road Academy. This is an exciting opportunity for a person wishing to develop their career in an environment that is supportive of its staff.

The successful candidate will be joining the Academy at an exciting time as it continues to be a popular choice for parents. We are looking to recruit an enthusiastic and committed teacher who cares deeply about the prospects of the young people under our care, and join us on our journey to becoming an established, outstanding school.

This is an excellent opportunity for you if you are an experienced teacher of Science or if you are looking for your first teaching position. We are looking for somebody who will have a committed focus on raising attainment and achieving progress for all pupils within a caring and aspirational environment. You will benefit from working with a strong team of teachers and support staff in a purpose-built learning environment. All staff share the Academy's vision that every pupil will 'Aspire and Believe to Achieve the Extraordinary'. Pupils will leave The Weston Road Academy with excellent academic outcomes and a clear purpose for the next stage of their lives.

Our information pack gives details of the post and the recruitment process. I hope that you will be inspired to apply for this exciting opportunity and look forward to receiving your completed application. In the meantime, if you have any queries or would like to arrange to visit The Weston Road Academy, please contact us on 01785 413600.

Yours sincerely,



Ann Kingman  
Headteacher



# Vision and Values



**Vision:** *To be an outstanding academy, at the heart of the community, enabling our students to deliver the extraordinary across all areas of the curriculum and beyond.*

## Objectives

To collaborate with our community, making a difference to the life chances of every pupil, breaking down barriers to learning, building self-belief, and developing aspirations, therefore, enabling every child to achieve the extraordinary

To enable staff to achieve their best; passionate about teaching, rewarded for delivery of our priorities and supported by effective leaders

To offer a broad and balanced curriculum that inspires and encourages delivery of the extraordinary

To create a truly inclusive academy where adults build positive relationships with children and where every child feels safe, happy, confident, challenged and supported to achieve the remarkable

To develop partnerships with parents, businesses, and our local community in order that Weston Road continues to be a centre of excellence that is trusted and valued by its stakeholders and beyond

To enable all students to achieve the extraordinary through provision of a world class environment, underpinned by financial sustainability and inspired staff

To enable students to make the right choices by equipping them with the life skills, guidance and advice empowering them to be the creators of a rewarding and successful future within their local community, modern Britain and the wider world.

We will deliver our vision through our **Core Values** ensuring extraordinary outcomes for all:

|                       |                     |                  |
|-----------------------|---------------------|------------------|
| <b>Belief</b>         | <b>Togetherness</b> | <b>Respect</b>   |
| <b>Responsibility</b> | <b>Accuracy</b>     | <b>Inclusion</b> |
| <b>Organisation</b>   | <b>Excellence</b>   | <b>Integrity</b> |

## Information about The Weston Road Academy

Welcome to The Weston Road Academy. We are extremely proud of our school and new students, staff and visitors are always struck by the friendly, positive and hard-working atmosphere. Our ethos is built on traditional values such as respect, hard work, community, pride in our appearance and high expectations. We work together to instil an enjoyment in learning and strive to support each child. We work hard to develop their confidence and skills to be the best they can be and to reach their full potential. It is our pleasure to invite you to be a part of the exciting future of our academy. We are not just a school recognised by Ofsted as Good, we are also welcoming and caring, with the staff, ideas and a drive to continually improve. Our students leave us well qualified and proud of their achievements. We guide them to be mature, highly skilled and successful learners equipped for the fast-paced modern society they will eventually join.

Since opening in 1979, as Weston Road High School we have continued to deliver an excellent education to students of all backgrounds and abilities, valuing the well-being of each pupil. Serving the community of East Stafford and nearby villages, our Academy is an ideal size – not so big that it is impersonal but large enough to offer a wide variety of courses and extra-curricular opportunities.

On 1st October 2011 we proudly became Stafford's first academy. As a single academy converter, The Weston Road Academy is answerable directly to the Department for Education and has used its freedoms to develop an innovative curriculum and pastoral care system. Inevitably, this document cannot convey the inspiring atmosphere and vibrancy of the academy and we invite you to visit us to find out first hand, why so many parents choose The Weston Road Academy as the preferred choice for their child's secondary education.

## Academy Facilities

The Weston Road Academy is a purpose-built school which is well maintained with extensive playing fields. Each department has its own suite of rooms. In addition to normal specialist classrooms, we have a 200-seat theatre, sports hall, gymnasium, eight hard playing courts, drama/dance studio, and specialist rooms for music, science, design and technology, art and ceramics, computing and ICT.

## The Academy Day

|       |              |               |                            |
|-------|--------------|---------------|----------------------------|
| 08:30 | School Opens | 13:25         | Period 5                   |
| 08:40 | Tutor Time   | 14:15         | Period 6                   |
| 09:05 | Period 1     | 15:10         | End of School Day          |
| 09:55 | Period 2     | 15:15         | Period 7 (Sixth Form only) |
| 10:45 | Break        | 16:05 - 16:55 | Period 8 (Sixth Form only) |
| 11.05 | Period 3     |               |                            |
| 11:55 | Period 4     |               |                            |
| 12:45 | Lunch        |               |                            |

## Leadership Team

**Mrs A Kingman – Headteacher**

**Mr M Smith - Deputy Headteacher - Pastoral Care**

**Mr D Bloor - Assistant Headteacher - Teaching and Learning**

**Mr N Everill - Assistant Headteacher - Assessment and Data**

**Mr J Hackett - Assistant Headteacher - Inclusion and Community**

**Mrs S Hancox - Director of Finance**

### Extended Leadership Team

**Mr C Gibbard - Associate Headteacher - Sixth Form**

**Mrs Z Breeze - Associate Headteacher - Curriculum**

Our Governing Board is made up of a group of individuals from both the Academy, parents and the wider community. The role of the Academy Governing Board is to provide strategic leadership, accountability and to act as a critical friend. The three Sub-Committees are the Finance and Premises Committee, Teaching & Learning Committee and Staffing & Students' Committee. The Term of Office for Governors, with the exception of the Headteacher, is four years.

**Mr A Hind, Co-opted Governor, Chair of Governors**

**Mr D Craig, Governor appointed by The Academy Trust**

**Mrs E Mather, Governor appointed by The Academy Trust**

**Mrs L Lewis, Co-opted Governor**

**Miss L Kinvig, Co-opted Governor**

**Mrs J Brazier, Co-opted Governor**

**Mr S Cranston, Parent Governor**

**Mrs C Brain, Parent Governor**

**Mrs N Tonks, Parent Governor**

**Mrs G Coghlan, Parent Governor**

**Ms E Smith, Parent Governor**

**Mrs M James, Staff Governor**

**Mr A Piercy, Staff Governor**

**Mr E Plant, Staff Governor**



# Ofsted

On 21<sup>st</sup> and 22<sup>nd</sup> March 2023, The Weston Road Academy, Stafford, was subject to an Ofsted inspection, the first since January 2018. Following an intensive and rigorous inspection, we are delighted to report that the view of the inspection team corresponded with ours in that the school continues to be good and that safeguarding is effective.

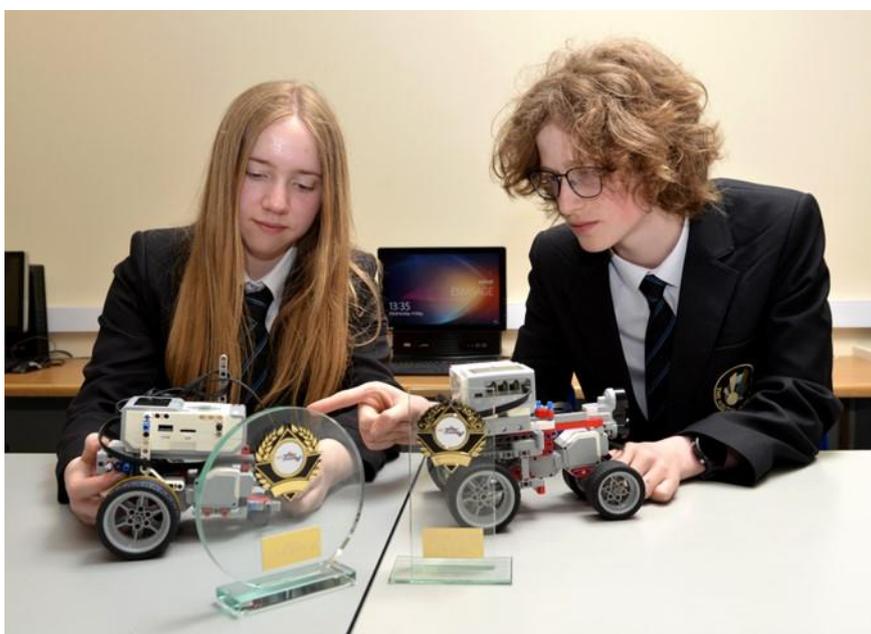
There were many positive comments in the report and it is evident that our superb staff, who are happy and proud to work at the school, our curriculum that ensures that academic rigour sits at the heart of a broad and balanced curriculum and our high and ambitious expectations all contribute to the school's success. We have ensured that the school has a strong culture of safeguarding and this has been recognised.

The positive outcome is testament to the hard work and dedication of our staff and students and the support of our amazing parents.

Ofsted remarked:

***The Weston Road Academy is a calm, caring school in which students can thrive and feel safe. Staff know students well and support them to achieve their full potential. Students appreciate this support and are happy at school. They respond by working hard and achieving high standards.***

The rest of the report can be read at [Weston Road latest Ofsted Report](#)



# Workload and Wellbeing

We have reviewed the workload of staff and will continue to do so, this includes:

- Introducing new technology systems to be more efficient with appropriate and adequate training
- Focusing on our priorities
- Only sending emails during the working week, not at weekends or in holidays, unless it is an emergency
- Reviewing our meeting schedule giving staff more opportunity to talk with each other through our Teaching and Learning Coaching Network
- Introducing a comprehensive CPD programme with support for individuals
- Reviewing our marking policy, altering the frequency and quantity
- Simplifying our reports to parents
- Dedicating time to collaborative planning
- Reviewing the school calendar
- Reducing the number of data collection points

## Wellbeing

- Introduced various secret buddy schemes
- Gives staff monthly thank you messages
- Organised staff socials
- Organised staff events, including yoga classes, mud runs and Leadership Team cook breakfast

## We can offer through external agencies:

- Nurse Support Services
- Physiotherapy
- Counselling
- Weight Management
- Menopause Support
- Private Medical Operations in some instances
- Cancer and Chronic illness Support
- GP helpline
- Speech Therapy

***In our most recent staff survey, 100% of staff feel listened to, are proud and happy to work here and say the Academy is improving. Staff are highly complementary in the way that they are involved.***

## Admissions

The Weston Road Academy is the admission authority and has responsibility for setting the admission arrangements and for making decisions regarding admissions applications.

Students in Years 7 to 13 can apply directly to The Weston Road Academy for a school place and we will liaise with Staffordshire County Council Admissions on your behalf.

Secondary School Admission applications for transition at the end of Year 6 are managed by the Staffordshire School Admissions Service.

### Admission number

The Year 7 PAN (Pupil Admission Number) is 182.

### Admissions over-subscription criteria:

- 1) Children in Care and children who ceased to be in care because they were adopted (or became subject to a residence order or special guardianship order)
- 2) Children who have an elder sibling in attendance at the academy who will still be attending at the proposed admission date
- 3) Staff children
- 4) Children living within the catchment area of the Academy
- 5) Children who satisfy both of the following tests: on medical grounds or by other exceptional circumstances and the child would suffer hardship if they were unable to attend the academy.

## Curriculum

The Weston Road Academy is committed to providing for all of its students a broad, balanced and personalised education. The emphasis, in all years, is upon providing students with a varied diet of studies across a wide range of subjects. Personalisation is achieved through high quality teaching. Further, corrective literacy and numeracy schemes and one-to-one tuition are used to support the literacy and numeracy of those students who need this.

In Year 9, students are given the opportunity to choose some of their courses to study, in order to pursue particular interests or strengths. At this "Options stage", students are guided along a particular pathway according to their own individual strengths and weaknesses, but can ultimately make their own choices. This allows students to follow a curriculum which is balanced, stimulating and of interest to them.

Social, Moral, Spiritual and Cultural Education, Citizenship, Literacy, Numeracy, Economic Awareness, Health Education, Internationalism and Careers are delivered across the Curriculum, often in SHARE (Social, Health and Relationship Education).

In the Sixth Form we work in collaboration with four other schools in Stafford. This allows students to choose from a wide variety of academic and vocational courses.

# Curriculum

The timetable operates on a 30-period week with lessons being in either doubles or singles.  
The following table gives the breakdown of lessons.

## Timetables

| <u>SUBJECT</u>                 | <u>YEAR 7</u> | <u>YEAR 8</u> | <u>YEAR 9</u> |
|--------------------------------|---------------|---------------|---------------|
| ENGLISH                        | 4             | 4             | 5             |
| MATHEMATICS                    | 4             | 4             | 4             |
| PERFORMING ARTS                | 2             | 2             | 1             |
| COMPUTING AND DIGITAL LITERACY | 1             | 1             | 1             |
| SCIENCE                        | 4             | 4             | 4             |
| TECHNOLOGY                     | 2             | 2             | 2             |
| ART                            | 2             | 2             | 2             |
| HISTORY                        | 2             | 2             | 2             |
| GEOGRAPHY                      | 2             | 2             | 2             |
| FRENCH                         | 3             | 3             | 3             |
| PHYSICAL EDUCATION             | 3             | 3             | 3             |
| SHARE                          | 1             | 1             | 1             |

| <u>SUBJECT</u>     | <u>YEAR 10</u> | <u>YEAR 11</u> |
|--------------------|----------------|----------------|
| ENGLISH            | 5              | 4              |
| MATHEMATICS        | 4              | 5              |
| SCIENCE            | 6              | 6              |
| PHYSICAL EDUCATION | 2              | 2              |
| SHARE              | 1              | 1              |

## Curriculum

4 BLOCKS each of 3 periods and containing a mix of the following (one of which must be an EBacc subject)

ART AND DESIGN  
 PERFORMING ARTS  
 BUSINESS STUDIES  
 COMPUTER SCIENCE  
 FOOD TECHNOLOGY  
 FRENCH  
 GEOGRAPHY  
 HISTORY

ICT  
 MUSIC  
 PHOTOGRAPHY  
 PHYSICAL EDUCATION  
 PRODUCT DESIGN  
 ENGINEERING  
 TEXTILES  
 CREATIVE MEDIA

GCSE courses are offered in all of the above subjects, but where appropriate some students are following a more vocational pathway. These include Cambridge Nationals in ICT, Cambridge Nationals in Enterprise and BTEC Performing Arts.

The Learning Support department assists students with learning difficulties or Special Educational Needs and this is organised by the Special Educational Needs Co-ordinator in close consultation with Subject Leaders. Students with SEND are able to access the full curriculum.

## Sixth Form

Sixth Form students benefit from Weston Road's relationship with the Stafford 14-19 Partnership. The academy delivers English Literature, Maths, Physics, Chemistry, Biology, History, Geography, Art, Psychology, Business Studies, at A Level. Others are available through the other Stafford High Schools.

### **Content: Years 12 and 13 (The Sixth Form)**

Sixth Form students at The Weston Road Academy usually follow a curriculum of three courses of their choice. The intention is that the courses are pursued to full qualifications, although individual circumstances are considered.

Further information about the Stafford Sixth Form Partnership can be found in the Prospectus.

[Prospectus](#)

# Department Specification

The successful candidate will join a strong and committed team of teachers. Drive and determination are essential qualities, as we are a busy and forward-looking department, wanting to build on our strengths and to broaden our capabilities. We are supportive of each other and often work collaboratively. Professional development opportunities have allowed us to liaise with other schools and to undertake additional training with exam boards. We are committed to mentoring students and together we form a team of specialists with complementary areas of interest.

As a department, we have good relationships with our pupils who are very positive about Science. They enjoy the diverse and challenging nature of their learning and appreciate the regular and constructive feedback, which allows them to progress.

Teachers are issued with laptops and there are interactive whiteboards in all of our classrooms. We have software to support learning which encourages an enjoyment of Science. The school has eight Science Laboratories, with another due by 2026.

## **Curriculum Structure**

The school operates a 30-period week, with lessons of 50 minutes.

Pupils are taught in sets, either in half-year or full-year blocking. Whether to support a particular learning need or to stretch and challenge, identified pupils often work with our subject specific Teaching Assistant in a classroom designed for this provision.

# Teacher of Science (Maternity Cover)

## Required January 2026

### £32 916 - £51 048 (MS1-UPS3)

### Are you an inspiring teacher with a real passion for Science?

#### We can offer you:

- An employer placing staff welfare and wellbeing at the heart of our school
- A stimulating working environment with a platform to share your ideas
- Career development opportunities
- A supportive and dedicated team of colleagues
- Enthusiastic and well-behaved students

We are seeking an inspiring teacher with excellent subject knowledge to teach inspirational lessons and to use their drive, passion and teaching dynamic to make a significant contribution to our successful Science department.

#### Who we are:

Weston Road is a friendly, harmonious, progressive, over-subscribed 11-18 Academy, located on the edge of an attractive county town. The Academy has an outstanding reputation for pastoral care. Ofsted recently judged the Academy commenting that students “are well behaved, hardworking and keen to succeed”.

The successful candidate will join a strong and committed team of teachers. This is a temporary post – maternity cover. All scientific disciplines will be considered.

Applications are welcomed from experienced teachers and ECTs.

*We are strongly committed to promoting and safeguarding pupil welfare and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act.*

**Closing date: Monday 24<sup>th</sup> November 2025, at 9am.**

Please see the academy website ([www.westonroad.staffs.sch.uk](http://www.westonroad.staffs.sch.uk)) for further details.

Completed applications should be returned to [lbirks@westonroad.staffs.sch.uk](mailto:lbirks@westonroad.staffs.sch.uk)



**The Weston Road Academy, Blackheath Lane, Stafford, ST18 0YG**

**T: 01785 413600 E: [office@westonroad.staffs.sch.uk](mailto:office@westonroad.staffs.sch.uk)**

# Job Description: Teacher of Science

## Job Description – Teacher of Science

|  |  |
|--|--|
| <b>Job title:</b>                          | <b>Subject Leader</b>  |
| <b>Grade:</b>                              | Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document |
| <b>Responsible to:</b>                     | The Headteacher, and the Governing Body  |
| <b>Responsible for the performance of:</b> | Students in classes taught and support staff and other adults in classes taught                      |

### Main purpose of the job:

- Be responsible for the learning and achievement of all students in allocated classes ensuring equality of opportunity for all.
- Be accountable for achieving the highest possible standards in student progress and attainment.
- Be responsible for creating and maintaining a positive Climate for Learning.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of students.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers' Pay and Conditions Document and Teacher Standards (2021)*.

### Duties and responsibilities

#### Responsible For:

- Staff whose posts are primarily within the department: teaching staff, support staff designated to work primarily in the subject area.
- To lead the development of personalised learning through the development of appropriately differentiated schemes of work, resources, and teaching strategies within the subject area.
- To ensure that assessment and marking within the department supports and promotes effective learning.
- The day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To monitor and follow up pupil progress, ensuring an effective department system for this.
- To implement academy policies and procedures, e.g. Equal Opportunities, Health and Safety, etc.
- To lead department colleagues in formulating aims, objectives and improvement plans for the department which have coherence and relevance to the needs of pupils and to the aims and objectives of the academy.
- To lead the financial management of the department and ensure that it reflects the needs of pupils within the subject area, and improvement plan objectives.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Officer.

### Teaching & Learning

- Undertake a designated programme of teaching using a variety of delivery methods appropriate to student needs and demands of the syllabus and which will stimulate learning and is in line with Weston Road pedagogy.
- Be responsible for the preparation and development of teaching materials, teaching programmes and tutor programmes as appropriate.
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn.
- Assist in the identification of resource needs and the efficient/effective use of physical resources, including classrooms.
- Plan and communicate the role of learning support staff in the classroom, liaising with them as appropriate.

- Contribute to the development of effective subject links with external agencies.
- Be accountable for the attainment, progress and outcomes of students taught.
- Have a clear understanding of the needs of all students, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and literacy including the correct use of spoken English.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of achievement.
- Make accurate and productive use of assessment to secure students' progress.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback effectively, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Assess, record and report on the attendance, progress, development and achievement of students and maintain such records as required.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate.
- Promote the students' spiritual, moral, social and cultural development in line with school and curriculum area priorities.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly and in line with the school behaviour policy.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Undertake supervision duties at break/lunch and immediately before/after school as set out in the annual duty rotas.

### **Role as a Tutor**

- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- Contribute to a positive pastoral ethos through a range of activities including promotion of the charity events and delivery of competition within and between the groups.
- Liaise with Pastoral Leaders and Pastoral Support Managers to implement student management systems.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- Contribute to the preparation of any necessary reports.
- Alert the appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of students, after consultation with the appropriate staff.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods.
- Ensure that colleagues are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

**Fulfil wider professional responsibilities**

- Play a full part in the life of the school community, supporting its distinctive mission and ethos including support of charity work and wider curriculum activities.
- Work collaboratively with others to develop effective professional relationships.
- Take part in marketing and liaison activities such as Open Evenings and activities in partnership with local primary schools.
- Participate in the school's monitoring and self-evaluation procedures.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

**Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

**Professional development**

- Regularly review the effectiveness of own teaching and assessment procedures and its impact on students' progress, attainment and well-being, refining approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving own teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal.
- Proactively participate with appraisal arrangements.

**Other**

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.

**Notes**

- This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either with contract changes or as the organisation of the school is changed. This job description is current at the date shown, but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

# Person Specification

| Attribute                                  | Essential  | Desirable   |
|--|--|---|
| <b>Education &amp; qualifications</b>      | <ul style="list-style-type: none"> <li>Graduate in degree subject relevant to the post</li> <li>QTS</li> </ul>   | <ul style="list-style-type: none"> <li>Good honours degree in relevant subject</li> </ul>   |
| <b>Experience</b>                          | <ul style="list-style-type: none"> <li>Successful teaching experience in KS3/4</li> </ul>  | <ul style="list-style-type: none"> <li>Successful post-16 teaching experience</li> <li>Successful teaching of exam courses</li> <li>Experience as a Form Tutor</li> </ul> |
| <b>Teaching</b>                            | <p>Ability to</p> <ul style="list-style-type: none"> <li>Set high expectations which inspire, motivate and challenge students</li> <li>Promote good progress and outcomes by students</li> <li>Demonstrate strong subject and curriculum knowledge</li> <li>Plan and teach well-structured lessons</li> <li>Adapt teaching to respond to the strengths and needs of all students</li> <li>Make accurate and productive use of assessment</li> <li>Manage behaviour effectively to ensure a positive and safe learning environment</li> </ul>                                     |   |
| <b>Skills and abilities</b>                | <ul style="list-style-type: none"> <li>Ability to work well with colleagues</li> <li>Effective communication skills both written and oral</li> <li>Good ICT skills and able to use relevant applications</li> </ul>  |   |
| <b>Wider professional responsibilities</b> | <p>Ability to</p> <ul style="list-style-type: none"> <li>Make a positive contribution to the wider life and ethos of the school</li> <li>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>Deploy support staff effectively</li> <li>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>Communicate effectively with parents with regard to students' achievements and well-being</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of extracurricular contribution in current role</li> </ul>  |

|   |   |   |
|---|---|---|
| <b>Professional knowledge and understanding</b> | <ul style="list-style-type: none"> <li>• Knowledge and understanding of current developments in the relevant area of the curriculum and assessment</li> <li>• Understanding of the process of staff appraisal</li> <li>• Understanding of successful behaviour management strategies</li> <li>• Understanding of a teacher's duty of care and safeguarding</li> <li>• Good understanding and use of assessment to maximise progress</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of strong commitment to own professional development</li> </ul> |
| <b>Motivation and Personality</b>               | <ul style="list-style-type: none"> <li>• Ability to cope with the duties and responsibilities of the post</li> <li>• Stamina, drive, resilience, energy, enthusiasm and determination to succeed</li> <li>• Good team worker</li> <li>• Ability to demonstrate sound and balanced judgement, and flexibility</li> <li>• Understanding and sensitivity</li> <li>• Ability to establish relationships built on trust</li> <li>• Ability to promote excellence</li> <li>• Commitment to and belief in the equal value of all students</li> </ul> |   |

## Selection Procedure



Applicants are asked to send a fully completed application form to the Academy, highlighting any gaps in employment. No other letter or CV is required.

The appointment decision will take account only of the application form, lesson observation and interview. References will be used to confirm the decision. No unofficial soundings will be asked for or considered in the selection process.

The Weston Road Academy is strongly committed to safeguarding and promoting pupil welfare and expects all employees to share this commitment. The successful candidate will therefore need to undertake a List 99 and criminal record check via the DBS and provide references to cover a full three-year period.