

29 January 2024

Dear Applicant,

Teacher of Science

It gives me a great deal of pleasure to be able to write to you as Principal and thank you for your interest in the position of Teacher Science here at Penwortham Priory Academy.

I have always believed that there are few, if any jobs, that are more important or rewarding as teaching. To be the Principal of Priory, leading a group of highly creative professionals and equally creative and progressive young people is, for me, a great privilege.

I have a passion for Priory, a passion for the pupils who attend and a strong belief that Penwortham Priory Academy can, and does, make a positive difference to the lives of pupils, parents, staff and our local community. As Principal, one of my key roles is not only to provide stability and consolidation of all that is good about Priory, but to deliver the future direction of the school. It is my belief that this future direction should be based solely on the interests and needs of each individual pupil and the community in which they live.

Our **culture** at Priory therefore; the way we work and what then makes us unique; is having a school where, first and foremost, all pupils feel safe, feel happy and feel that they belong to our school community. **Their pastoral care.**

When we have pupils, who feel safe and happy in school, we can focus on providing each with a varied and rich curriculum in order for them to gain good individual results as a stepping-stone into their futures. **Their academic care.**

Whilst all the time, gaining opportunities, from reliable adults, on how to become good citizens of the future. **Their 'Learning for Life'.**

In other words, a school where the attention we give to the **pastoral care** of our pupils is just as important as the attention we give to their **academic progress** and to the development of those skills we know our pupils are going to need to be **successful in their lives beyond Priory – their 'Learning for Life'.**

So, here at Priory, we have our **Pastoral Vertical House System**, to ensure the best pastoral care for each of our pupils. This means there are children from each year group in our tutor groups. All members of the same family will have the same tutor and will be in the same form. Your child will be in the same house with the same **House Leader**, allowing us to really get to know each family.

The House Leaders work closely with all staff in school, to track and monitor our pupils' ongoing **'Personal Development'** – their **Character and Culture** development, our **Personal Development Award Programme** (consisting of our **Priory+ Award**, our **PiXL Edge Award** & the **Duke of Edinburgh Award**), as well as our **Interhouse Competitions**, allowing pupils to contribute to, and feel a valued part of, not only the whole school community and their own particular year group, but their own house – Calder, Douglas, Hodder or Ribble.

We also have our **Academic Year Group System**, to ensure the best academic care for our pupils. This means that your child will have a specialist **Head of Year**, who works closely with subject leads, teaching staff and learning support staff, to track and monitor their ongoing academic progress from one year to the next, across all subjects, by focussing specifically on them being **'Ready to Succeed'** every day and on their **'Attitude to**



Learning'. In so doing, they coordinate any further intervention strategies that might be necessary to ensure each, and every pupil achieves their full potential.

So, in choosing Priory, our pupils agree to uphold what we call our '**Priory Standard**' – '**The highest expectations of all, from all**', and do so through our '**3 pillars of everyday learning**':

- We are '**Ready to succeed**'.
- Have the right '**Attitude to learning in lessons**' to succeed.
- Have the right '**Character & Culture (skills and attitudes)**' to succeed.

Making it clear to our pupils therefore, not only what our standards and expectations are, but also how they can meet these, every day.

Complementing all of this, we have our '**Learning for Life**' programme.

This consists of our taught **Character Development** sessions, teaching our pupils the skills, knowledge, and competencies, distinct from their academic work, but essential for employability – the **skills** of Leadership, Organisation, Resilience, Initiative and Communication (LORIC).

Our taught **Personal Development** sessions, delivered through our PSHE and Citizenship curriculum.

As well as our taught **Culture Development** sessions, to shape our pupils' understanding and **attitudes** towards the importance of community cohesion and how we can truly live together more harmoniously through a focus on kindness, respect and living without harm.

Of course, I know that teaching a skill or an attitude is one thing, seeing that become a reality in our pupils is another. So, when pupils put their Character, Personal Development, and Culture learning into practice, when they demonstrate those LORIC skills needed to help them succeed in their future employability and actively behave in ways that demonstrate what they have learnt in their personal development and culture sessions, this will be noticed, valued and accredited through our PIXL Edge certification process and, our Priory+ Award scheme: rewarding pupils for engaging in other activities that contribute further to their own personal development, just as academic progress is accredited through the awarding of GCSEs or other equivalent certificates of achievement.

I believe therefore that the curriculum offered to all our pupils, delivered in a caring and creative environment, by means of innovative resources and facilities, should reflect individual needs and aspirations and maximise our pupils' chances to achieve not, only in the time they are with us in school, but in their life beyond Priory too.

So, it's our combined, equal focus on a curriculum that best supports the **pastoral progress** of all our pupils, the **academic progress** of all our pupils, their **personal development** through PSHE and Citizenship, as well as the development of their **Character and Culture**, that I believe makes Priory **unique** and what I believe makes Priory pupils **unique**.

It is this outstanding care and guidance, coupled with the learning experience each individual pupil receives, that is of the utmost importance to me as Principal.

There is no doubt that our pupils' achievements continue to strengthen our local and national recognition as a school, where both girls and boys thrive, succeed academically, and excel in all areas.

Our most recent Ofsted report is available to read on our school and [Ofsted website](#). The report is overwhelmingly positive and provides a very strong vote of confidence for all we are doing.



But of course, we will not be complacent, and despite the report providing a strong indication that we already have solid foundations on which to base the future success of Penwortham Priory Academy, we are now on the next phase of our journey, taking the school from 'good to great' – making Priory a great place to learn and a great place to succeed, everyday.

This 'good to great' vision for the school, is based around the following principles:

Who are we?

We are Penwortham Priory Academy – a **great school, where every pupil 'Learns to Succeed'**

What's our Vision?

Our Journey - **Taking Priory from Good to Great.**

What's our value set as staff to achieve this vision?

We are **Committed, Positive** and **Willing to Evolve**

So how do we achieve this Vision?

By **all our adult teams** being part of our daily, ongoing **mission** to achieve our vision.

So, what's our daily Mission?

To uphold our '**Priory Standard**' – ensuring the highest expectations of all, from all, so that all pupils '**Learn to Succeed**' and leave Priory, equipped with the right **skills** and **attitudes** to help them succeed in life, contribute positively to society, and go on to further education, employment, or training.

- ✓ We have the teams, facilities, and motivation to become an even better school than we currently are – a **GREAT** school.
- ✓ We are on our journey together – our journey from **good to great.**
- ✓ We have the same overall generic school **vision, value set** and **daily mission.**
- ✓ But in addition, each individual adult team in school (Governors, support staff, teachers etc), can and does contribute uniquely, by the specific work they do, to our shared vision, through their own specific **Team's missions.**

With each team's missions also ensuring we are continuously focussing on those aspects that we, and Ofsted, consider to be essential to be a **great** school.

Our journey to great then, and our ability to stay there, relies upon the values and behaviours of us, the adults in school, in all our teams, to create the right culture throughout the school, to propel continuing improvement. Our focus now is to continue working collaboratively to improve the quality both of new staff and existing staff, cultivating peer learning within school and between schools, encouraging innovation to discover future leading practices and ultimately ownership and accountability by ourselves of outcomes and the quality of a pupil's educational experience at Priory.

Staff at Priory **must** therefore be willing to work to our value set. We are **committed**, we are **positive**, we **evolve**. The 3 pillars of Priory.



We are therefore seeking to appoint a creative and enthusiastic Teacher of Science, with a genuine desire to help develop standards in KS3 and 4. This individual will join our Science team at an exciting, yet challenging time on our 'Journey to Great' and be someone who would relish working in our stimulating and rewarding environment, being prepared to contribute fully to Priory's wider school life and strategic priorities.

They must, first and foremost, always have the highest expectations of all, from all. Someone who will ensure the learning in their classroom is suitably challenging, who will be the best teacher, ensuring the Science team best supports the:

- Academic progress of our pupils – by ensuring the best outcomes for our pupils. The post holder will be entrusted with the challenge to accelerate progress in all areas and improve Progress 8 outcomes of all pupils.
- Learning progress of our pupils – by ensuring the best teaching, teaching support and therefore learning in lessons takes place, delivered by the best teachers and teaching assistants.
- Pastoral care of our pupils – by ensuring the best pastoral care, personal development and nurturing of our pupil's Character and Culture.

This is because, at Priory, we constantly strive to do things better and do things differently to ensure our system is one in which **all** children and young people achieve. We believe we can have a great school that delivers quality and equality for **all** our students. This involves imagination, courage and collective action, with capacity building at its heart – leadership capacity, pedagogical capacity and the capacity for creativity and action.

Therefore, should you feel Priory is the right school for you, and you still wish to apply for this post, then I very much look forward to the possibility of working with you here at Priory, **a great school where every pupil 'Learns to Succeed'**.

For an informal discussion about the role, or for a tour of the school, please contact Mr Bedford, Head of Science - e-mail: d.bedford@priory.lancs.sch.uk.

An application form and job / person description are available from the TES and school website.

Penwortham Priory Academy is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. Appointments are subject to satisfactory DBS clearance and satisfactory employment references which will be taken up prior to the commencement of the post.

Yours sincerely



Mr Matt Eastham
Principal

