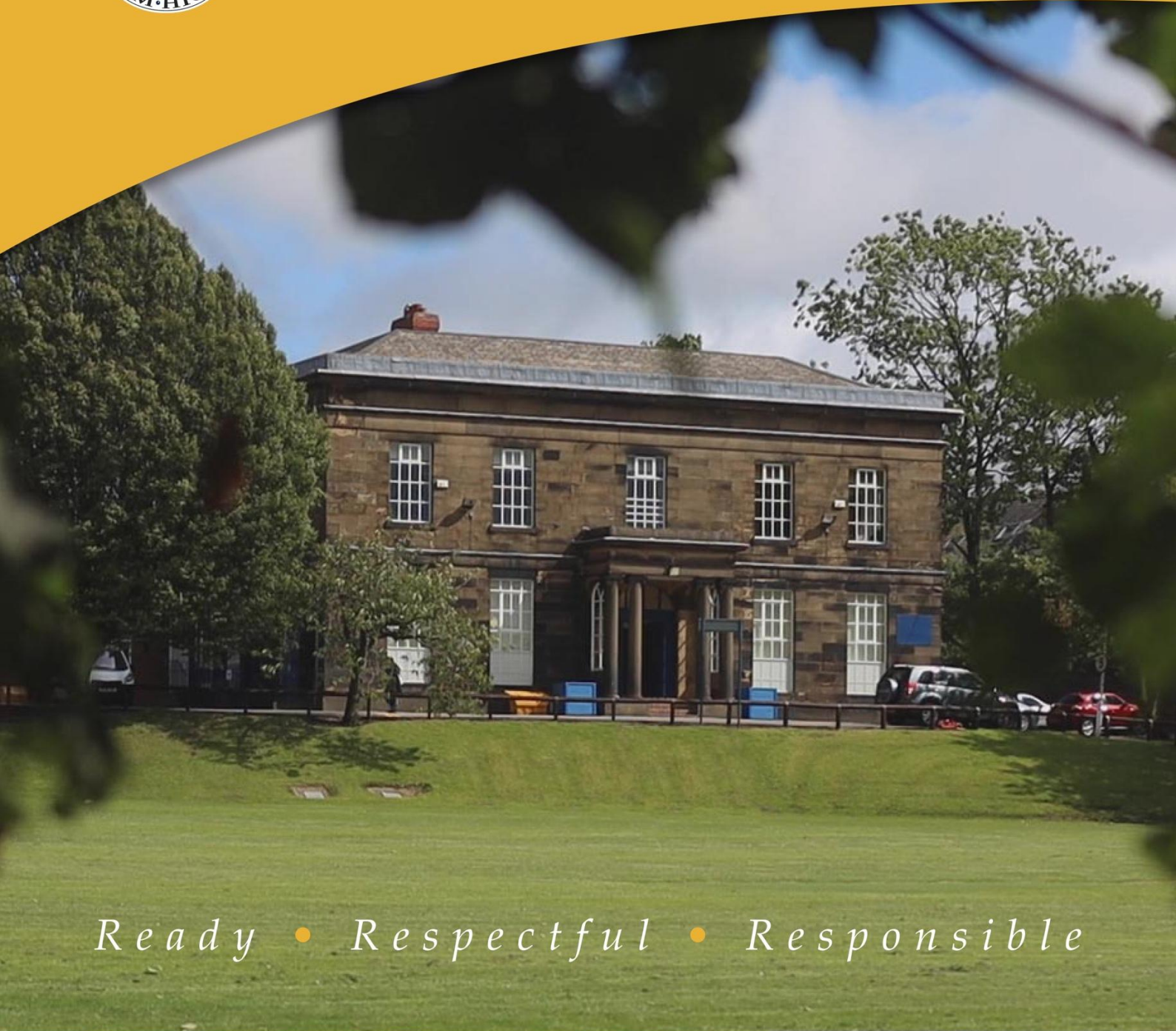




# West Hill School

*Aiming High Since 1927*



*Ready • Respectful • Responsible*





## Teacher of Science Required from 1<sup>st</sup> September 2026

***Would you like to teach and lead in a school that has a strong ethos of respect, responsibility and readiness to learn? Where students have a thirst for knowledge and a love of challenge?***

We are seeking to appoint an enthusiastic Science Teacher to join our supportive, collaborative and passionate Science department. The successful applicant will have experience of teaching across the full range of age and ability of students and will have the necessary skills and passion to contribute to the continued success of the department. Part-time applications are welcome and the role is open to all subject disciplines with Physics and/or Chemistry as a preferred teaching experience.

To support our successful candidate to be the best that they can be, at West Hill, we offer:

- A welcoming, inclusive and collaborative staff, passionate about our school.
- A supportive, inclusive and encouraging Senior Leadership Team.
- Bespoke CPD and opportunities to work collaboratively beyond departments.
- A fully supported ECT programme.
- Ongoing investment into your career development.
- Smart working practices to help support work-life balance.

Applications are most welcome from both experienced teachers and ECTs. To find out more about us please visit the school website [www.westhillschool.co.uk](http://www.westhillschool.co.uk) or review our Instagram and Facebook social media handles to get a sense of our school community and ethos.

Informal visits beforehand are welcome and should be arranged by contacting the school Reception Office on 0161-338-2193 or e-mail: [admin@westhillschool.co.uk](mailto:admin@westhillschool.co.uk)

Applications should be emailed to [recruitment@westhillschool.co.uk](mailto:recruitment@westhillschool.co.uk). Please ensure that applications are clearly marked for the post you are applying for.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Shortlisted candidates may be subject to online searches as part of pre-recruitment checks.

**Closing Date for applications: Friday 8<sup>th</sup> May 2026, at 12:00 noon.**

**Interviews to be held on Friday 15<sup>th</sup> May 2026.**



## **Department information**

At West Hill School, our ambition for students is rooted in our ethos of Aiming High and our core values of Respect, Responsibility, and Readiness to learn. We take pride in fostering a warm yet disciplined environment, where positive relationships are at the heart of everything we do.

Our Science Department is dedicated to equipping students with a strong foundation in scientific knowledge and methodology. We aim to develop critical thinking, problem-solving skills, and a lasting curiosity about the world around them. Our engaging curriculum nurtures a passion for science among our students.

At Key Stage 3, students are taught in mixed-attainment groups, following research-based evidence from B.E.S.T, which is available for review on the school website. At GCSE, we offer both Separate Sciences and Combined (Trilogy) Science, following the AQA specification. We have a strong uptake in Separate Sciences, as all students are given the option to take it, reflecting our students' enthusiasm and ambition in the subject.

Our department consists of eight science specialists, each bringing a range of expertise, supported by a dedicated Science Technician. We are well-resourced, with seven fully equipped labs. Additionally, one member of the Senior Leadership Team and one from the teaching Heads of Year contribute to Science teaching, ensuring a broad base of experience and leadership.

This is an exciting opportunity to participate in the development of a department in a forward-thinking school that values innovation, collaboration, and professional growth. We are committed to empowering staff, enabling them to deliver a world-class curriculum experience for our students.

If you are a passionate and ambitious practitioner looking to make a meaningful impact, we would love to hear from you.



## A message from the Headteacher

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

**Why West Hill?** As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20 minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September with around 400 first choice applications for 170 spaces per year.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place, and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this.

Claire Cronin  
Headteacher





At West Hill, our ethos runs through all that we do, teach and offer. Our core values of Respect, Responsibility and Readiness; our three Rs underpin our biggest asset, relationships.

### **Our vision**

At West Hill, we have an uncompromised, aspirational vision that:

- Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.
- Every lesson enables individual success through quality adaptive teaching and shared expectations.
- Everybody matters and has a right to be safe, valued and treated with kindness.
- Everybody will be supported to develop a healthy understanding of themselves and respect for others.
- Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.
- Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.

**This forms our West Hill Way.**



## Job Description: Teacher of Science

<b>Purpose:</b>	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and adapted curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/Form Tutor.</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student achievement.</p>
<b>Responsible to:</b>	The Headteacher/SLT Link/ Curriculum Leader.
<b>Responsible for:</b>	No line management responsibility.

### Teaching

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Ensure a high-quality learning experience for students.
- Prepare and update subject materials.
- Manage behaviour effectively to ensure a good and safe learning environment.

### Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.

### Staffing

- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in-line with school protocols.
- Work as a member of a designated team and contribute positively to effective working practices.

### Quality Assurance

- Help to implement school quality assurance procedures and adhere to these.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.



- Take part, as may be required, in the review, development and management of activities relating to whole school improvement.

## Assessment

- Make accurate and productive use of assessment.
- Follow the School's Teaching and Learning Policy.
- Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.
- Complete the relevant documentation to assist in the tracking of student progress.
- Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and students.
- Undertake assessment of pupils as requested by external examination bodies.

## Pastoral System

- Undertake the responsibilities of a Form Tutor.
- Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Communicate as appropriate, with the parents of students, after consultation with the appropriate staff.

## School Ethos

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example, including contributing to co-curricular provision.
- Contribute to the wellbeing and safety of all staff and students.
- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar, with and follow all school policies.
- An expectation that all Teachers' Standards are met.



## Person Specification

Post: Teacher of Science			
	Essential	Desirable	Method of Assessment
<b>Qualifications</b>			
<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	✓		Application form
<ul style="list-style-type: none"> <li>NQT status</li> </ul>			
<ul style="list-style-type: none"> <li>First degree or equivalent</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Evidence of further professional development</li> </ul>		✓	
<b>Experience</b>			
<ul style="list-style-type: none"> <li>A successful record of teaching in a secondary school</li> </ul>		✓	Letter of application
<b>Philosophy</b>			
<ul style="list-style-type: none"> <li>Commitment to the aims of the school</li> </ul>	✓		Application form and letter of application
<ul style="list-style-type: none"> <li>Commitment to continuous improvement and sharing of good practice</li> </ul>	✓		
<b>Key Skills, Attributes and Personal Qualities</b>			
<ul style="list-style-type: none"> <li>An excellent classroom practitioner</li> </ul>	✓		Lesson Observation  Interview  Reference
<ul style="list-style-type: none"> <li>Communicate effectively and have good interpersonal skills</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Work collaboratively and effectively as a member of a team</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Use own initiative and work flexibly</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Able to form and maintain appropriate professional relationships and boundaries with staff and students</li> </ul>	✓		
<ul style="list-style-type: none"> <li>A commitment to inclusive learning</li> </ul>	✓		
<ul style="list-style-type: none"> <li>The ability to motivate and inspire students</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Competent use of ICT skills to support learning and maintain electronic information systems e.g. SIMs</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Understand monitoring and evaluating systems in a secondary school setting</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Contribution to extra-curricular activities</li> </ul>		✓	



Post: Teacher of Science			
Professional Knowledge/Understanding	Essential	Desirable	
<ul style="list-style-type: none"> <li>Knowledge of current educational issues including national policies relevant to the subject(s)</li> </ul>	✓		Application form  Letter of application  Lesson Observation  Interview  Reference
<ul style="list-style-type: none"> <li>Secure knowledge of the characteristics of effective learning, teaching and assessment</li> </ul>	✓		
<ul style="list-style-type: none"> <li>A proven track record in improving results and ensuring students make ambitious levels of progress</li> </ul>	✓		
<ul style="list-style-type: none"> <li>The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy</li> </ul>	✓		
<ul style="list-style-type: none"> <li>A clear understanding of student assessment and target setting for individual student improvement and how that analysis contributes to high standards</li> </ul>	✓		
<ul style="list-style-type: none"> <li>An expectation that all Teachers' Standards are met</li> </ul>	✓		

**For information:**

**Category (E) – ESSENTIAL** - without which the candidate would be unable to carry out the duties of the post.

**Category (D) – DESIRABLE FEATURES** - which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

ECT applicants might not have had the opportunity to demonstrate all of the above. They should, however, detail in any application opportunities they have had to apply any of above to their teaching or placements.