



Lord Grey Academy
Lord Grey Can



TEACHER OF SCIENCE

MPS/UPS

**With TLR 2b £5,872 for
Head of Department Physics 0.4 FTE at
first with opportunity to grow into 1.0 FTE**

Required for September 2026

Application pack contents

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





Information about the Faculty

SCIENCE FACULTY

Science is a large, inclusive faculty. We teach Science to all students in years 7-11 and our post-16 Science courses are extremely popular. Students in years 7, 8 and 9 have three lessons of Science a week and these lessons are taught by a highly professional and enthusiastic group of teachers. At KS4 we have 5 lessons per week. A-Level and Level 3 AAQ Sciences and have 5 lessons per week in Years 12 and 13.

The Science course at Lord Grey Academy is designed to develop independent scientific learners. It is a structured course that develops thinking, practical and analytical skills, with the emphasis on experimental work wherever possible. We are developing our Schemes of Learning so that we have a continuous five year curriculum in Science and work closely with the Mathematics faculty to sequence our curriculum to ensure the Maths students require to be successful in Science is taught beforehand.

In Year 10, students begin their Key Stage 4 studies, studying AQA Combined Science, with our most able students studying AQA Physics, Chemistry and Biology as a Triple Science course. A Level Sciences are popular and successful. We are proud that our A-Level Science students have successful Post-18 destinations including both Oxford and Cambridge University in recent years.

We are well supported by a team of dedicated and experienced technicians, and have a large and very well stocked prep room in addition to a dedicated staff base with reprographics facilities.

We are currently going through a period of rapid improvement within the Science faculty and the past 4 years have seen a consistent improvement in students' grades as well as their enthusiasm for the subject. With the changes currently taking place, now is the right time to join this forward thinking and dynamic team. With your help we can make the Science faculty the best in the school and inspire a new generation of Scientists.

If you wish to contact me for an informal discussion about this post I would be happy to speak with you.

Dino Vallender
Head of Science
d.vallender@lordgrey.org.uk



Advertisement

TEACHER OF SCIENCE - PHYSICS

TLT MPS/UPS SCALE with TLR 2b £5,872 for Head of Department Physics 0.4 FTE
with the opportunity to grow and develop to a 1.0 FTE TLR

PERMANENT

We require a Teacher of Science for September 2026. The successful candidate will be a good classroom practitioner and will have excellent subject knowledge. This post also comes with the added TLR for Head of Department for Physics first starting at 0.4 FTE with the opportunity to grow and develop into 1.0 FTE TLR.

The successful candidate:

- will have a strong commitment to teaching and learning in Science
- will be an effective classroom practitioner committed to raising standards for all students
- will be able to teach Science at Key Stages 3 and 4 and, if appropriate, in the Sixth Form
- will be fully committed to enabling all students to achieve well and make good progress
- the drive and determination to motivate colleagues and students
- a creative and energetic approach to teaching and management
- good organisational skills
- the vision to develop the courses currently offered
- open to change, new ideas and innovation.

Why choose Lord Grey Academy?

- Culture of high expectations and a strong belief that all can achieve
- Very clear routines for learning so that teachers can teach and students can learn
- Culture of support and feedback for staff
- Highly visible student-centred Leadership Team
- Positive, supportive and friendly colleagues
- Weekly CPD and regular opportunities to benefit from working with other schools in the Trust.

The right candidate will be totally aligned to our values of encouraging all students to be ambitious, determined, independent, respectful and successful and completely committed to promoting our mantra of Lord Grey Can!

A lesson observation and a formal interview will form the selection criteria. A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: <https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to hr@lordgrey.org.uk by 9am on Wednesday 6 May 2026. Interviews to be held on Wednesday 13 May 2026.

Only successfully short listed candidates will be contacted. CVs will not be accepted.



Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science, Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

1. Teacher & support staff pension schemes
2. Continuous Professional development (CPD)
3. Training School Alliance
4. Networking opportunities
5. Specsavers eyecare voucher
6. Free Flu vaccine
7. Employee Assistance Programme (EAP)
8. Medicash - Health Cash Plan:
 - 24/7 GP Appointments & prescription services
 - Dental treatment
 - Optical care
 - Physiotherapy
 - Skinvision - skin health tracker
 - A range of essential healthcare expenses
 - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



JOB DESCRIPTION - TEACHER OF SCIENCE

Role: Teacher of Science
Responsible to: Head of Faculty
Based at: Lord Grey Academy
Grade: MPS/UPS

Job Context

To ensure student progress in the learning of Science through good quality teaching and achieving very positive outcomes for all students in public examinations, demonstrating a significant contribution to each student reaching their Target Grade.

Key Responsibilities

- under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- to comply with "Health and Safety" at Work legislation
- all teaching staff must adhere to all aspects of the Teachers' Professional Standards
- a commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- job descriptions are subject to review and amendment

Job Description

Responsibility Area 1 - Teaching and Learning

1. To teach Science in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
2. To teach in line with faculty and academy policies on e.g. assessment, teaching and learning, homework, student behaviour
3. To contribute to learning opportunities within the formal and extended curriculum
4. To ensure student progress against prior attainment, at least in line with national averages and progress targets
5. To contribute to the profile of your teaching subject(s) within the Academy
6. To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
7. To regularly review and evaluate teaching and learning in lessons and across schemes of work
8. To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
9. To involve parents in behavioural issues in line with academy policies
10. To ensure the effective and efficient deployment of classroom support
11. To work as a member of designated teams and to contribute to the building of teams within the Academy
12. To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.



Responsibility Area 2 - Continuous Professional Development (CPD)

1. To take responsibility for personal CPD needs within the Academy's Appraisal framework
2. To monitor the impact of CPD on your own teaching and learning
3. To seek advice and support within Academy policies
4. To be familiar with and contribute to the Academy Improvement Plan and Academy Self-Evaluation systems.

Responsibility Area 3 - Curriculum and Assessment

1. To plan appropriate lessons to meet the learning needs of all students including those of: the higher prior attaining, Looked After Children, of EAL and 'groups within groups' students and of those students with Special Education Needs or who are Pupil Premium
2. To evaluate and review lesson plans
3. To contribute to the planning of Subject Schemes of Learning
4. To create and manage resources for the teaching of lessons
5. To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and Academy policies
6. To use assessment to inform curriculum planning, teaching and learning
7. To assess accurately to help students meet their Target Grades
8. To act on feedback from examination boards on the quality of marking, moderation and assessment
9. To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
10. To work within Academy curriculum policies on key themes e.g. Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda
11. To inform and involve parents in their children's learning in line with Academy policies and procedures.

Responsibility Area 4 - Management Information and Its Use

1. To maintain appropriate records and to provide relevant accurate and up-to-date information
2. To complete the relevant documentation to assist in the tracking of students
3. To track student progress, analyse data and use information to inform teaching and learning, on time and as per the Academy calendar of assessment, with all deadlines met on time.

Responsibility Area 5 - External Communication

1. To take part in Open Evening, Information Evenings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
2. To contribute to the development of effective subject links and other links with external agencies
3. To contribute to extra-curricular activities, and to support them with attendance, where possible.



Other

1. To undertake Academy duties in line with Academy policies and procedures
2. To cover lessons and registration sessions for absent colleagues in line with the Academy Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
3. To attend assemblies as required
4. A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy
5. To comply with any other reasonable requests from the Principal when there are exceptional circumstances
6. To undertake such duties as may from time to time be reasonably assigned by the Principal.

Form Tutor Responsibilities

1. The post holder is expected to be a Form Tutor or Co-Tutor

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities, which could include break/lunch duties, first aid, invigilation, chaperoning and minibus.

Signed: _____ Date: _____



PERSON SPECIFICATION

Experience/Knowledge	Essential	Desirable	How evidenced
Qualified teacher status or the credentials to gain QTS or to teach in the UK	✓		A
Up to date knowledge and understanding of teaching and learning strategies	✓		A I
Up to date knowledge of the national curriculum and public exam syllabuses in Science	✓		A I
Up to date knowledge of school systems to support students in their learning, e.g. SEN, pastoral and assessment systems in schools	✓		A I
Skills and Abilities	Essential	Desirable	How evidenced
An effective classroom practitioner	✓		A I R
The ability to work in partnership	✓		A I
Organisational and administrative skills	✓		A
Good written and oral skills	✓		A I
IT literate	✓		A
Personal Job Related Skills	Essential	Desirable	How evidenced
Belief that barriers to learning can be overcome	✓		A I R
A commitment to professional standards	✓		A I R
A commitment to quality and continuous improvement	✓		A
The ability to work under pressure	✓		A
Confidentiality: awareness and sound judgement	✓		A I R
A team orientated approach	✓		A
A commitment to equal opportunities, all aspects of the Equality Act and to narrowing the gap on inequality	✓		A I
A commitment to follow all of the Academy's Health and Safety requirements	✓		A I
A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy	✓		A I

A – Application form

I – Interview

R - Reference



JOB DESCRIPTION - HEAD OF DEPARTMENT

Our motto is: Lord Grey Can. Our Core Values are: Determination, Ambition, Curiosity, Integrity and Civility. Our expectations are high and we believe that Lord Grey Can! It is expected that the post holder will carry out his/her responsibilities within this philosophy.

The job description defines the responsibilities of the post holder as being:

- under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- to comply with "Health and Safety" at Work legislation
- all teaching staff must adhere to all aspects of the Teachers' Professional Standards
- a commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- job descriptions are subject to review and amendment

Specific tasks in addition to those of a School Teacher:

As Head of Department with a Teaching and Learning Responsibility

To assist the Head of Faculty in the delivery of his or her role for negotiated tasks e.g. responsibility for a Department including responsibility for key stages within your department, for monitoring and evaluation, for able, gifted and talented students and EAL students, for student behaviour for learning, for schemes of work, for work related learning relevant to your area, for curriculum development, resources and other negotiated areas of responsibility.

Purpose of the Job

1. To provide effective leadership and management of a department and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.
2. To monitor and evaluate the teaching in the department and to take the initiative in identifying strategies to support consistency of practice.
3. Play a major role in the academy's middle leadership and management assisting your Head of Faculty in creating a vision, sense of purpose and pride in the department and its work.
4. To ensure student progress is in line with national averages.
5. To ensure that courses are staffed and resourced effectively.
6. To ensure that staff teaching in your department are fully briefed as to the requirements of the appropriate specifications.
7. To ensure student entitlement to Help Children Achieve More Outcomes.
8. To act as a Team Leader within the Academy's Appraisal Policy.
9. To identify and encourage the CPD needs of staff within your remit, in conjunction with the Head of Faculty.
10. To work individually and as part of a team.
11. To give and to seek advice and support within academy policies.
12. To be familiar with and adhere to academy policies and procedures.
13. To be familiar with and contribute to the Faculty Improvement Plan and faculty self-evaluation system.
14. To take an active part in mentoring NQTs, instructors and trainee teachers.



Teaching, Learning and Student Engagement

1. To ensure consistency of practice within the department.
2. Teaching in line with department and Academy policies on e.g. assessment, teaching and learning, homework and student behaviour.
3. Monitoring and evaluation of student progress against prior attainment for all areas covered by your department.
4. Contribute to raising the profile within the academy of your department.
5. Responsibility for a classroom or teaching area and its impact on learning through, for example, display and the good organisation of learning resources.
6. Reviewing and evaluating teaching and learning in lessons and across schemes of work in your department.
7. Working with SEN, EAL and support staff (including prior discussion and planning) to maximise achievement within your department.

Curricular/Departmental Development

1. Accountable for the development and delivery of subjects within the department.
2. Lead curriculum developments for the department.
3. Actively monitor and respond to curriculum development and initiatives at national, regional and local level.
4. Liaise with the Exams Manager and your Head of Faculty to maintain accreditation with the relevant examination and validating bodies.
5. Be responsible for the development of Key Skills in the subjects within your department's remit, such as Literacy and Numeracy.
6. Ensure that the development of the subject is in line with national expectations.

Resource/Information Management

1. Manage the available resources of space, staff, money and equipment within the limits, guidelines and procedures laid down for deploying the department budget.
2. Work with the Head of Faculty to ensure that the department's teaching commitments are effectively time-tabled and roomed.
3. Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
4. Make use of analysis and evaluate performance data provided including a good knowledge and usage of GO 4 Schools.
5. Develop departmental strategies and procedures (using national and academy guidelines) for teaching and learning for students with special educational needs.
6. Work with SENCO to set subject-specific targets, and match curricular materials and approaches to the needs of students.
7. Ensure that the department supports the academy's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, and Equalities Act.

Stock/Resources Budget

1. Manage the department stock, teaching resources and finances efficiently, and obtain best value for money.
2. Maintain an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with department and academy policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and students where appropriate).



Liaison/Communication

1. Meet regularly and work with your Head of Faculty for professional support and develop effective departmental management.
2. Oversee and monitor the accuracy of exam entries and dates and work effectively with the Exams Manager and your Head of Faculty on this.
3. Act as the initial person for others to contact regarding all issues relating to the subject(s) within your department.
4. Liaise with colleagues from other key stages and sectors in order to provide a smooth transition between schools and phases for all students.
5. Liaise with curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
6. Inform staff about new developments and ideas related to the subject and the department.
7. Set and minute department meeting agendas and follow up on action points from those minutes.
8. Manage the provision of information to parents/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
9. Provide helpful and accurate responses to parent/carer enquiries.

Health and Safety

1. Undergo Basic First Aid training and update courses, where appropriate.
2. Be aware of the responsibility for personal "Health, Safety and Welfare" and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with "Health, Safety and Welfare".

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process – evaluating and improving your own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Appraisal programme, making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, TOVE colleagues, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities, which could include break/lunch duties, first aid, invigilation, chaperoning and minibuses.

Signed: _____ Date: _____



HEAD OF DEPARTMENT PERSON SPECIFICATION

Relevant experience	Essential	Desirable	How evidenced
Relevant experience as a successful teacher in a secondary school	✓		A I
Up to date knowledge and understanding of teaching and learning strategies	✓		A I
Up to date knowledge of the National Curriculum and GCSE/GCE and public exam syllabus for the subject areas within your department	✓		A I
Up to date knowledge of school systems to support students in their learning, e.g. SEN, Pastoral and Assessment systems in schools	✓		A I
Education and training	Essential	Desirable	How evidenced
Qualified Teacher Status or the credentials to gain QTS or to teach in the UK	✓		A
Degree in subject or related subject	✓		A
Evidence of a commitment to own professional development		✓	A
Specific skills	Essential	Desirable	How evidenced
Effective classroom practitioner	✓		A I R
The ability to work in partnership	✓		A I
Organisational and administrative skills	✓		A
Good written and oral skills	✓		A I
IT literate	✓		A
The ability to lead a team of colleagues	✓		A I
The ability to lead on curriculum and resource management	✓		A I
The ability to lead within a curriculum area	✓		A I
Working effectively as a personal tutor	✓		A I
Personal related skills	Essential	Desirable	How evidenced
Belief that barriers to learning can be overcome	✓		A I R
A commitment to professional standards	✓		A I R
A commitment to quality and continuous improvement	✓		A
The ability to work under pressure	✓		A
Confidentiality: awareness and judgement	✓		A I R
A team orientated approach	✓		A
Management experience in a school setting		✓	A R
Experience to call colleagues to account on professional standards within your department		✓	A I

A – Application form I – Interview R – Reference