



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Lead Practitioner for Science

Are you a confident team player looking for your next challenge?

Are you an experienced Teacher of Science interested in leadership responsibility?

Would you enjoy leading a large team within a successful Science department?

If you have answered yes to these questions, The Chalk Hills Academy would love to hear from you!

The Chalk Hills Academy have an exciting new opportunity for a dynamic Teacher of Science to join our lovely team as a Lead Practitioner. Our Science Department consists of 15 hardworking and self-motivated teachers who all work closely together to achieve the best results for our students. We have state of the art science facilities with fully equipped labs and a team of four Science Technicians on hand to help you deliver engaging and interactive lessons.

We are looking to recruit a dedicated and experienced teacher that will bring fresh ideas, energy and enthusiasm to our Science Department. Our team has a great mix of different strengths and abilities and we are therefore looking for someone who will bring their unique skills and experiences to lead an area of whole school responsibility. Depending on the key strengths and experiences of the successful candidate, we can adapt the leadership responsibility accordingly to best suit their preference.

If you have the drive and determination to make a real impact on students' progress and increase the effective development of the staff within the Science department, we would be delighted to hear from you!

Job Specifics:

- **Start date:** Easter 2018
- **Salary:** Lead Practitioner Scale
- **Job Role:** Full time, permanent

Why work for Chalk Hills Academy?

- £30 million state of the art building with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, forward-thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Here's what Ofsted have to say: *"The purposeful and caring leadership of the Principal and SLT have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. Students' behaviour is good, the atmosphere in lessons is calm and studious and attitudes to learning are routinely positive as students want to learn. Students are hugely proud of their academy, they wear their blazers and ties smartly, do not drop litter and look after the modern, purpose-built site impeccably. They stand without instruction when any adult enters a classroom."*

Teacher Testimonial: *"Moving from Industry to Teaching was a daunting yet exciting experience; I joined Stockwood Park Academy (known as South Luton High School at the time) as an instructor to see if teaching was for me, and have never looked back! The seamless transition into education was exciting, demanding, and the best decision I made. Like many teachers, my role has evolved and I have been fortunate enough to work across the Trust in different positions. The Trust has provided me with multiple opportunities to grow and develop. I now work as an Assistant Principal at The Chalk Hills Academy, with a focus on The Teaching Trust, Admissions and Science. I feel extremely privileged to be working for an organisation that inspires learning, growth, confidence and creativity, and challenges students to rise to their full potential in a warm and caring environment."*

Meet the lovely Science Department:



Visits to the Academy are warmly welcomed, please contact Gayle Elliott, PA to the Principal on 01582 601 221.

*'We believe in the safeguarding and welfare of children and expect **all** staff to share this view'.*

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

HOW TO APPLY

Closing Date: Monday 8th January at 12pm **Interviews:** W/C 15th January 2018

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Please read the information in this pack. If you decide to apply, please apply online via our career site on www.thesharedlearningtrust.careers.eteach.com



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

INFORMATION FOR APPLICANTS:
Lead Practitioner for Science



WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR



The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

– *We recruit people for attitude and train for skills*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME TO THE CHALK HILLS ACADEMY FROM THE PRINCIPAL, LOUISE LEE



Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

In 2016 our students achieved 60% A*-C English & mathematics, which was a fantastic achievement for our young people.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

THE TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISION & VALUES – 'Strive, Achieve, Believe'

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

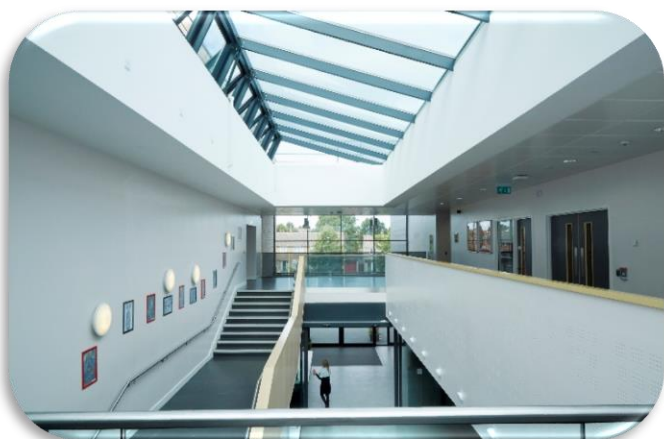
ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Leadership and Management: 'GOOD'

- The purposeful and caring leadership of the Principal and the senior team have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. The atmosphere created allows teachers to teach effectively and students to learn well.

Behaviour and Safety of Students: 'GOOD'

- The behaviour of the students is good. Students are calm and orderly when moving between lessons and at breaks and lunchtimes. They are unfailingly polite and courteous to staff and each other. The atmosphere in lessons is calm and studious, attitude to learning are routinely positive as students want to learn and these characteristics have a strong impact on their progress.

Quality of Teaching: 'GOOD'

- Teachers help create positive learning environments in their classrooms. Constructive, trusting relationships have been developed throughout the academy and teachers and students share an expectation that learning will begin as soon as each lesson starts. Students are confident to engage actively in lessons and feel safe to venture answers to questions and make mistakes. Teachers are committed to improving their own skills and they regularly take advantage of the high quality professional development opportunities available at the academy. This has enabled continuous improvement in the quality of teaching.

Achievement of Pupils: 'GOOD'

- The proportion of students that attain five or more good GCSE passes including English and mathematics is higher than the national level. When compared to other schools nationally the progress made between Key Stage 2 and Key Stage 4 at the academy overall is extremely high. Most ability groups make very strong progress and finish Key Stage 4 with standards of attainment which are above average.

CPD and Training: Our Teaching Trust – We invest in you!

All four Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater to specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

CPD and Training: Our Teaching Trust – We invest in you!

"Having worked in London schools for over 12 years and overseas for a couple of years, I hadn't really considered a move to Luton. There is something about the diversity of London schools, both culturally and socially that I love and I genuinely didn't think that this would be replicated unless I working in another big city. The opportunity to work at Chalk Hills Academy came up and after looking at the website and Ofsted report, I decided to apply and have been here since January 2017. Chalk Hills Academy and The Shared Learning Trust (this is my first time working in a small academy trust) has certainly exceeded my expectations. Everything that I loved about working in London - diversity, atmosphere, forward thinking and generally wanting the best for all students is at Chalk Hills. In addition, working in a school that is part of a small multi-academy trust means that there are regular opportunities for collaborative working and partnerships. As well as the working environment, salary is always a consideration and I have been pleasantly surprised to find that there isn't a great deal of difference between The Shared Learning Trust and an Inner London salary. I would unreservedly recommend Chalk Hills Academy, The Shared Learning Trust and Luton; have a look I am sure you will too will be pleasantly surprised!"

- **Ms Richards, Assistant Principal**

JOB DESCRIPTION

Title:	Lead Practitioner
Salary details:	LP Scale
Responsible to:	Assistant Principal

General Principles

- To assist in improving the academic outcomes of all students. To ensure that all students achieve challenging targets. To assist in providing high quality leadership of learning for all staff and students in the Department.
- To carry out the functions of a lead practitioner at TCHA and Shared Learning Trust in accordance with the stated aims.
- To support the development of Teaching & Learning & an International dimension across the academy or such other aspect of whole academy Teaching & Learning responsibility
- To be committed to safeguarding and promoting the welfare of our young people.

Job Outline

The Lead Practitioner is responsible for the standards and day-to-day management of the department. It will include other subjects dependent on the expertise and interest of the successful candidate. They will be responsible for monitoring the academic progress of all students taught within the department/s, encouraging high aspirations and achievement.

Principal Duties and Responsibilities/SLT responsibilities

- To support the school's educational vision and direction in securing effective teaching, successful learning and achievement by students within an inclusive environment.
- Work with other members of SLT contributing and establishing the core values of the leadership team/s and the wider community.
- To contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan and other plans for improvement.
- To establish outstanding relationships, encourage excellent working practices which support and lead teachers and support staff.
- To develop systems and structures which secure the highest achievement for each student.
- Support the school/s in securing and sustaining outstanding teaching and learning; monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.
- To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- To ensure outstanding communication to parents regarding student progress.

Lead Practitioner specific responsibilities

- To provide further professional development, the LP will lead an area of whole school responsibility – likely to be related to Teaching & Learning as well as developing International links.
- In addition to the duties laid out in the latest edition of the School Teachers Pay and Conditions Document and those detailed in the general job profile for teachers, the Lead Practitioner will be expected to:
- Ensure the highest possible standards in the subject and the other subject areas within the department/s
- Work to build a department/s identity as a cohesive group through collaborative activities and events and appropriately organised department/s meetings
- Develop a strategic view and plan for the department/s which supports the vision, ethos and policies of the school contributing to the Academy Improvement Plan and securing its objectives
- Ensure that the department/s reviews the effectiveness of its work through the completion and maintenance of the school/s self-evaluation form (SEF)
- Use National, Local and School data effectively, to monitor standards of attainment and progress and across the department/s including disadvantaged and vulnerable groups
- Use data to plan and implement appropriate interventions across the department/s liaising with the Raising Standards, teaching staff and tutors where appropriate
- Ensure that the department/s meets the appropriate school expectations for reporting to parents such as completing student reports and attending parent evenings
- Develop the leadership and management skills of the department leaders at all key stages
- Ensure the school/s procedures for performance management are followed
- To liaise and work positively with the senior leadership team/s, teachers, colleagues, parents and governors
- Regularly collect and act on student, parent and teacher views of the department/s

Teaching and Learning

- Provide professional leadership to a large team of teachers and support staff in the delivery of the full range of the subject and related teaching
- Ensure that appropriate innovative schemes of learning and differentiated teaching materials are available for all courses within the department/s and monitor their delivery by team members
- To present themselves as a model of great teaching in the department
- To monitor the quality of teaching and learning of the subject and other associated curriculum areas
- To coach and support teachers in the department to overcome barriers to good learning
- To lead the department in planning and delivering consistently good and outstanding lessons
- Promote high expectations and secure standards in terms of student behaviour, well-being and safety throughout the department/s by monitoring the effectiveness of sanctions and praise within the department/s and developing systems as required

- To ensure the team create a positive 'behaviour for learning' within the department/s and intervening, supporting, coaching and making changes where necessary
- Monitor the quality of teaching and learning by undertaking learning walks, work scrutiny, lesson observations and stakeholder feedback and by supporting whole school monitoring activities such as year reviews
- To support and work with the team to achieve an outstanding department
- Ensure trainee teachers or supply / cover teachers are inducted to the department and adequately supervised. Provide access to the relevant lesson plans and behaviour procedures to ensure these lessons maintain the department standards

Assessment and Feedback

- To ensure that assessments are completed both accurately and at appropriate times during each key stage course
- To ensure that teachers are acutely aware of the demands of individual assessments in the KS3, KS4 and KS5 curriculum
- To lead the department in the accurate assessment of mock examinations
- To lead moderation of assessments and ensure consistent standards across the department
- To develop a working folder of exemplar work
- To monitor the quality of feedback offered to students at all levels ensuring that it results in progression

PERSON SPECIFICATION

The successful candidate will be experienced professional who is energetic, innovative and influential, reliable and committed to working as part of a team. More specifically candidates should be able to demonstrate the following minimum requirements:

Essential	Desirable	Source of Evidence
Qualifications and Experience: <ul style="list-style-type: none"> Qualified Teacher Status A good honours degree or related qualification 	<ul style="list-style-type: none"> Successful middle leadership experience Evidence of further subject-based professional development A minimum of 2 years teaching experience 	A A A,R
Teaching: <ul style="list-style-type: none"> An excellent classroom practitioner Has strategies for raising standards in Secondary Education The ability to engage, enthuse and motivate students 	<ul style="list-style-type: none"> Experience of the use of ICT to enhance the teaching and learning process 	A,R A,R,I
Assessment: <ul style="list-style-type: none"> Can use monitoring strategies to inform intervention and lead to positive learning outcomes Evidence of improved student outcomes 		A,R,I A,R,I
Management <ul style="list-style-type: none"> Shows awareness of whole school issues Has the ability to translate vision into practice Has the ability to lead the development of new ways of thinking about learning and teaching 	<ul style="list-style-type: none"> Has experience of managing budgets 	A,R,I A,I A,R,I A,I
General and Personal Qualities: <ul style="list-style-type: none"> Has the ability to work with a range of partners both within the school and beyond in the wider community Demonstrates the ability to drive projects forward and successfully completes projects Maintain high professional standards Is a team player, has excellent health, strength and stamina Excellent written & oral communication skills 	<ul style="list-style-type: none"> An interest in enrichment activities Has the potential for further advancement 	A,R,I A,R,I A,R,I A,I
Personal Characteristics <ul style="list-style-type: none"> Commitment to excellence Impact and influence 		A,R,I A,R,I A,I

<ul style="list-style-type: none"> • Holds People accountable • Challenges and Support • Develops potential in others • Challenges and Supports • Sense of humour and perspective 		A,R,I A,R,I A,R,I A,R,I A,I
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A= APPLICATION FORM

I = INTERVIEW

R= REFERENCE

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'