Teacher of Science

Candidate Information Pack



University of Kent

Brompton Academy

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A Message from the Principal

Dear Applicant,

Thank you for requesting details of the advertised post at Brompton Academy. I hope you will be as excited as I am by the challenges and potential of this post.



Brompton Academy is an 11-18 years academy with specialisms in arts and science, sponsored by the University of Kent. The Academy is situated in brand new state of the art accommodation, complete with Apple learning technologies where students benefit from one to one ownership of iPads.

The sponsors and myself are looking for a dynamic, visionary, talented career professional who has the energy, drive, creativity and a passion for making a difference, working within disadvantaged communities. Brompton Academy, through its curriculum and cutting edge technologies, is radically transforming pedagogical practice, building learning power and breaking down the barriers that impede the progress of so many young people and their families.

This is a great and exciting opportunity for you to be part of building the future, and of establishing educational excellence that will be nationally and internationally recognised. Our previous two Ofsted inspections, the last one in October 2012, graded us as 'good' but we are ambitious and are striving to achieve 'outstanding'.

If you want to make a difference, have an outstanding career opportunity and be part of a successful and dynamic team, then this is the place to be.

I look forward with anticipation to receiving your application.

Yours sincerely,

Judy Rider

Judy Rider
Principal

What is an Academy?

An Academy is a publicly funded state school, with an independent governing body accountable to the government, which provides free education for students of all abilities in its local and wider communities. Whilst Academies are independent of the Local Authority, they are nonetheless part of the wider family of schools and other educational institutions in their area.

About the Sponsor

The Lead-sponsor for the Academy is the University of Kent and they drive the strategic direction of the Academy. The relationship with the sponsor is very strong and they have established wide-ability excellent and outstanding provision at Brompton Academy.

The lead sponsor is committed to the provision of high-quality learning. Academy students benefit from the knowledge, experience and resources that the University of Kent has to offer. The Academy's specialisms of Science and the Arts are effectively supported by the internationally recognised expertise that the University has established. The University is pivotal in ensuring the new Academy is at the cutting edge of pedagogy and that Academy learners will be able to respond successfully to the complex and uncertain world of the 21st century.

Science & Arts Specialisms

Our specialisms are Science and Arts. These specialisms complement each other; students have the benefit of a balanced curriculum that helps to ensure that they achieve in the core subjects of English, Mathematics and Science. This is fundamental to their ability to gain employment, training and entry into further and higher education.



ICT Vision

Brompton Academy and its sponsors view ICT as essential and integral to the educational vision of the Academy, helping to support the educational needs and aspirations of all parties to enhance the teaching, learning and management support services as well as engaging parents and carers. It has created an ICT infrastructure allowing learning to be accessed whenever and wherever needed.



Science Department

The Department is characterised by a blend of youth and experience, using the latest Apple technologies to enhance teaching and learning.

Teachers and students use a range of apps to develop various science skills.

At GCSE level students follow the AQA syllabus and in sixth form can study for Biology, Chemistry of Physics following the OCR syllabus.



Recruitment Incentive Payments

The Academy will offer recruitment incentive payments to successful candidates with a track record of outstanding teaching, student progress and experience.

All recruitment incentive payments will be reviewed annually and are subject to satisfactory Performance Management and attendance. Governors reserve the right for any additional payments to be reviewed or withdrawn if appropriate.

The Academy Curriculum

Locally there is under-achievement in level 1 and 3 qualifications and considerable underachievement in numeracy. The Academy has significantly changed its curriculum offer in recent years to develop a more academic programme in line with the English Baccalaureate. It also offers a wide range of vocational courses and since 2012 has built a large 6th Form of 200 students offering a range of AS and A2 courses and BTECs.

The Basis of the Curriculum

The curriculum design has been based on the following principles:

- a compulsory core comprising of the English Baccalaureate subjects and thereafter a guided degree of choice for students from age 11 to 19 over their learning pathway to improve motivation and engagement
- enjoyable learning for all students and teachers
- promotion of higher order learning and thinking skills
- mini schools within the Academy to nurture students' self esteem and aid a learners' sense of belonging to a family
- a wide choice of qualifications, learning routes and levels for students with flexible delivery
- student wellbeing and preparedness to live in a 21st century world
- development of resilience to cope with situations and events outside students' comfort zones
- varied progression routes, all underpinned by a changed pedagogy

Curriculum Offer

The focus of each phase of learning is as follows:

Phase 1: two year phase for younger learners (Yrs 7 & 8)
Phase 2: a three year phase for 13- 16 year olds
Phase 3: a two or three year phase for 17-19 year olds.

The Academy expects, in line with the RPA agenda, that all students will remain in full-time education or training until at least 19 and will take full advantage of the many qualification routes and other curricular opportunities for personal development open to them to build an extensive personal portfolio.

The use of ICT underpins almost every aspect of teaching and learning across the school and all students have a Mini iPad to support their learning as well as access to suites of iMac computers. Teachers also teach using iPads and have MacBook Pro's for design of curriculum materials.

Throughout all phases the Academy, supported by the University of Kent, will offer a range of curriculum programmes linked to specific school learning areas; providing students with some additional excellent and enjoyable experiences. The University will also work with specialist staff to support them in developing high quality, cutting edge resources.

The Context

The Academy, sponsored by the University of Kent, is located in a new, state of the art building with excellent ICT facilities.

The Academy has a phased approach from six to eight forms of entry plus 200 post-16 places.

Floor Target Information (un-validated 2016)

- 45% A*-C in English and Maths (combined)
- Progress 8 score of +0.55 (1/2 grade better per qualification than other students starting at the same level)
- Attainment 8 – D+
- EBACC 7% (minority of students take EBACC)
- Student progress in English and Maths exceeds national median
- Level 3 (sixth form performance) A2/AS Alps progress indicator 2 (top 25% of schools nationally)
- BTEC progress indicator 2 (top 25% of schools nationally)

Other Contextual Data

- Ofsted: October 2012 – Brompton Academy rated *'**Good**'*.
- 27.4% of students are eligible for free school meals, the Medway average is 9.1% and the national average 13.1%.
- The Academy is heavily oversubscribed with an admission limit of 240.

Admissions

The Academy operates fair banding to its admissions criteria in order to secure an all-ability, comprehensive intake for the future.

Job Description
Teacher

Accountable to: Subject Leader

Core Purpose:

To promote the development of the abilities and aptitudes of the students in any class or group assigned.

Key Responsibilities:

1. To plan, prepare and teach outstanding and good courses and lessons.
2. To teach, according to students educational needs, the students assigned, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
3. To assess, record and report on the development, progress and attainment of students.
4. To promoting the general progress and well-being of individual students and of any class or group of students assigned.
5. To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
6. To write records and reports on the academic, personal and social development progress and needs of the students as required.
7. To communicate professionally and effectively with the parents/carers of students.
8. To communicate and co-operate with persons or bodies outside of the Academy.
9. To participate in meetings arranged for any of the purposes described above.
10. To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
11. To participate in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations or Academy PM policy for the appraisal or review of the teacher's performance and that of other teachers and staff.
12. To participate in ongoing self review and further training and development, particularly those identified and outlined through the Performance Management process.
13. To participate in cross Academy development planning.
14. To implement all Academy policies.
15. To advise and co-operate with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
16. To ensure to adhere to all the examination regulations of the examinations board.
17. To ensure that students are taught in accordance with all examination regulations.
18. To ensure to keep up to date with all examination requirements of all courses taught.
19. To maintain good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere.
20. To participate in all scheduled meetings which relate to the curriculum for the Academy or the administration or organisation of the Academy, including pastoral arrangements,

options evenings, Open evenings or the annual Saturday morning open days , achievement evenings and other evenings as requested by the Principal.

21. To supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (teachers should be required to cover only rarely, and only in circumstances that are not foreseeable. This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).
22. To participate in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students presentation for, and conducting, such examinations.
23. To invigilate in emergency situations where invigilators cannot be found any public exams.
24. To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.
25. To assist the Principal in carrying out threshold assessments of other teachers for whom the teacher has management responsibility.
26. To co-ordinate or manage the work of other staff.
27. To take such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
28. To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.
29. To attend and take assemblies as requested.
30. Register the attendance of students and supervise students, whether these duties are to be performed before, during or after Academy sessions.
31. To carry out clerical and administrative nature which call for the exercise of a teacher's professional skills and judgment.
32. To mentor and coach small groups and individual students as part of the Academies pastoral and academic mentoring sysytem.

A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.

Guaranteed planning and preparation time

A teacher will be given reasonable periods of time ("PPA time") to enable the teacher to carry out duties usually not less than 10% of the teacher's timetabled teaching time.

Professional Standards

1. To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role
3. Maintain an up-to date knowledge and understanding of the professional duties of teachers .
4. Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
5. Communicate effectively with students, young people and colleagues.
6. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
7. Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
8. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
9. Work purposefully, collaboratively and co-operatively with all stakeholders.
10. Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
11. Developing projects with the sponsor.
12. Act upon advice and feedback and be open to coaching and mentoring.
13. Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
14. Ensure full use of the Academy VLE and new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
15. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
16. Know a range of approaches to assessment, including the importance of formative assessment.
17. Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
18. Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
19. Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
20. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
21. Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

Person Specification
Teacher

Attribute	Essential	Desirable
Qualifications / Training:	• Good honours degree • Qualified Teacher Status. • Ongoing relevant CPD and a commitment to continuous learning for life.	• Masters level or PHD qualification
Experience	• Evidence of successful and excellent classroom practice. • Evidence of securing regularly good/outstanding student attainment and achievement outcomes • Evidence of a commitment to the pro active promotion of the equalities and diversity agenda. • Evidence of the successful use of ICT for learning • Evidence of excellent /good student behaviour management • Experience of being a well organised and efficient and effective administrator • Excellent ICT skills and ability to use a range of software packages to support learning • Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work.	• Experience of working in a school in challenging circumstances • Innovative classroom practice using ICT learning tools including handheld technologies and games
Knowledge, Skills and Abilities	• Understanding of the current education scene • Ability to accept and give constructive criticism • Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community. • Excellent written and presentational skills. • Excellent interpersonal skills and sensitivity to cross cultural issues. • Collaborative approach to decision making. • Ability to reflect and analyse and action both independently and collaboratively. • Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances. • Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines. • High expectation of oneself and others • Personal integrity, commitment to fairness and equity. • Ability to take, implement and follow through unpopular decisions. • Commitment to the Academy's specialisms	• Understanding of the future education scene • Commitment to community learning. • Knowledge and practical application of leadership, management and educational theory and philosophy

How to apply

Please apply as soon as possible. We intend to review applications as they are received and call those shortlisted for immediate interview. An early application is advised, as once we have appointed, we will close the recruitment process.

Person Specification
The person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Job Description
This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Applying
To apply, please complete one of the following:

- Click on the link to apply on-line - https://ats-bromptonacademy.jobsgopublic.com/vacancies/list
- Download an application form from our website
- Submit your CV via email to recruitment@bromptonacademy.org.uk (clearly stating the role you are applying for). Note, applicants invited to interview will be required to complete an application form.
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Prepare a formal letter of longer than 2 sides of A4 application (or complete the supporting statement section of the application form) addressing how your experiences and achievements **specifically** match the job descriptions and person specification in this pack. Please read all the information regarding the Academy and ensure your supporting statement/letter of application makes reference to the Academy and is not a generic letter**.**

Brompton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Academy Location

Brompton Academy is located on the outskirts of Gillingham in the Medway area of Kent. The Academy has excellent transport links from the M2/A2 and Gillingham railway station is just a 10-15 minute walk away. We are located in Marlborough Road, Gillingham, ME7 5HT. Follow this link for a map.

Additional Information

Information on the UoK, the Sponsor: www.kent.ac.uk