HABERDASHERS' ASKE'S

CRAYFORD ACADEMY









2017-18
SECOND IN CHARGE OF SCIENCE RECRUITMENT PACKAGE

AN ALL THROUGH
3 - 18 ACADEMY

www.haaf.org.uk



From the Principal

Dear Candidate

Thank you for your interest in the post of Second in charge of Science. This is an exciting opportunity for an enthusiastic and highly committed qualified teacher to embark on a role at Crayford Academy, working with us to improve results and further increase the popularity of this core subject. The Science department is a key curriculum area within the Academy. The successful candidate will support the Curriculum Director with the overall leadership of Science across Key Stage 3, 4 and 5 and to contribute to the continuing development of the Science curriculum and to the overall development of this already strong and successful department. The School offers a broad range of Science qualifications; at GCSE we deliver combined Science and separate triple Sciences; at Key Stage 5 we currently offer Applied Science Diploma and A level Physics and Biology. We are looking for an innovative and forward–looking individual who can inspire students and contribute fully to a very active and successful Science team.

Haberdashers' Aske's Crayford Academy is a large all-through school of over 1600 children that takes pride in getting to know pupils and parents; working in partnership to get the best possible academic results for children and providing an education for character that is synonymous with the Haberdashers' ethos. Our school opened in 2009, and our facilities for learning and recreation are first class, purpose built and safe. We provide targeted support and a broad education to enable each and every one of our students to reach their full potential and to grow into well-rounded members of our community. We Offer education across all key stages which has consistently been judged 'Good' by Ofsted, most recently in December 2014.

Facilities at the school are first class, from the building itself to the resources which support the delivery of a broad curriculum including an extremely popular and well maintained Learning Resource Centre. Our playing fields, gymnasium, drama theatre and ICT facilities all contribute to ensuring we deliver an education for character, a feature of all Haberdashers' schools that is part of our DNA. Haberdashers' Aske's Crayford Academy is 30 minutes from London Bridge by train and the school's proximity to the capital is a strong factor in enabling teachers to enhance the cultural experience for our pupils through enrichment activities.

The Federation currently comprises three all-through schools and one free primary school, which totals over 5,000 students and 600 staff. The scale of expertise and leadership across our Federation gives us enormous capacity. It is this capacity that has resulted in the success of the Federation, and it is this capacity that allows us to mount new ventures and allows our staff to take on new opportunities and rapid development trajectories.

Our school and our Federation is a uniquely exciting place to be and I hope that you decide to join us in our current phase of rapid development and growth.

Mr Richard Farrow
Principal



About the Federation

A message from the Chief Executive

A very warm welcome to Haberdashers' Aske's Federation. We are a Multi-Academy Trust of three secondary schools and five primary schools organised as three all-through 3-18 academies and a primary free school:

- Haberdashers' Aske's Crayford Academy
- Haberdashers' Aske's Knights Academy
- Haberdashers' Aske's Hatcham College
- Hatcham Temple Grove Free School

Our schools are in the London Boroughs of Lewisham and Bexley and educate over 5,000 children and young people in south-east London. All our schools have a single vision and ethos and are committed to valuing tradition, as well as progress, and promoting excellence in every area of school life, and to ensuring every student in our care fulfils their potential. We have a strong ethos based on mutual respect and responsible behaviour.

Our Principal Sponsors, the Worshipful Company of Haberdashers, take a keen interest in the welfare and progress of our students and are extremely generous with their support and expertise.

Being part of a Multi Academy Trust

Our Federation brings together primary and secondary schools in an innovative and ambitious way. United by a single Trust Board, Chief Executive, Finance Director and Director of Performance, our three all-through school clusters are autonomous schools with their own Principals and senior leadership teams.

At the same time, links develop at every level and in every area of school life. There are excellent opportunities for sharing resources, learning from each other and student and teacher exchange. The Federation is at the cutting edge of national educational initiatives, committed to research and development and to adopting creative solutions that will benefit all students.

All our students are inspired to reach their full potential, no matter their ability or background; aspirations and achievements are constantly raised; the improvement of standards reflects the needs of the local and wider communities, through the highest quality academic, personal and vocational teaching and guidance. We build on the strengths and experiences of our schools so that our students become independent learners, fully equipped for the opportunities, challenges and responsibilities of adult life in the 21st century and well prepared to be the leaders, professionals and parents of tomorrow.



Our Vision

The Haberdashers' Aske's Federation is a Federation of three all-through academies, each at the heart of their community that share a vision for the education of children and young people. Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation within the context of our long tradition of providing excellent education. Based upon these values we aim to ensure all the children and young people who come to our schools:

- are happy and safe at school and are able to learn successfully within a supportive environment.
- are able to achieve their full potential personally, academically and socially.
- develop and grow as independent, resourceful and resilient individuals.
- are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults.

> "We are forward-looking and value innovation within the context of our long tradition of providing excellent education."

We will achieve these aims by providing a safe environment where all children and young people can succeed through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- High expectations of every member of our community.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self- discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge.



Role Description

Second in Charge of Science

The core purpose of this post is to support the Curriculum Director with the overall leadership of Science across Key Stage 3, 4 and 5 and to contribute to the continuing development of the Science curriculum and to the overall development of this already strong and successful department.

It is expected that the successful candidate will consistently plan and deliver good and outstanding lessons within the department. The School offers a broad range of Science qualifications; at GCSE we deliver combined Science and separate triple Sciences; at Key Stage 5 we currently offer Applied Science Diploma and A level Physics and Biology. We are looking for an innovative and forward–looking individual who can inspire students and contribute fully to a very active and successful Science team.

From September the amount of curriculum time devoted to Science at Key Stage 3 will be increased and will be timetabled as Biology, Physics and Chemistry.



Key responsibilities

- To support the Curriculum Director of Science in the leadership of Science across all key stages.
- To lead the development of the Science curriculum in at least one of the three disciplines so that it is engaging and exciting
- To support in the leadership and management of the day-to-day operation of Science, including supporting colleagues with planning and any student concerns should they arise
- To promote the attainment of students
- To line manage other members of department
- To support in mentoring and supporting beginner teachers/NQT's within the department
- To work within and contribute to established Federation, School and Departmental frameworks for
  - Lesson planning, delivery and evaluation
  - student behaviour and care
  - student assessment
- To actively contribute to the teaching of Science across all age and ability ranges
- To remain informed of current developments in the subject area, to participate in INSET and to initiate change where appropriate
- To devise innovative, challenging schemes of work
- To consistently plan and deliver good and outstanding lessons, ensuring that a variety of teaching resources are utilised
- To set, mark and moderate internal examinations and tests as required
- To demonstrate good knowledge of a wide range of teaching methods and to implement these in the classroom
- To be fully committed to and actively contribute to the department enrichment activities programme
- To possess excellent ICT skills and use these as a tool in the teaching of Science
- To provide accurate information for parents as directed by the School and to attend parents' evenings and other presentation meetings as directed
- To assist the Curriculum Director of Science in lesson observations, learning walks and work scrutinies
- To contribute to departmental self-evaluation
- To assist in the implementation of the subject area improvement plan based upon self-evaluation.
- To monitor the quality of teaching; based on evidence, self-evaluation and development, ensuring a consistent and continuous focus on achievement and aspiration.
- To maintain an organised and effective learning environment in the classroom and shared areas.
- To take responsibility for own professional development in discussion with the Head of Dept.



Key Responsibilities

General Responsibilities

- Promote the principle of equal opportunities in the school.
- Promote the single Federation ethos.
- Promote the school's commitment to the continued professional development of all staff.
- Undertake any duties as may reasonably be required by the Principal or CEO.
- Work within the school's framework with regard to Health and Safety.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Report any safeguarding concerns in accordance with the Federation's safeguarding policies.



Person Specification

Criteria	Essential	Desirable	How identified and assessed*
Education/qualification and training			
Degree	✔		AP,R
Teaching Qualification	✔		AP,R,I
Experience/Knowledge/Skills			
Can teach Science at KS3 and KS4 and who has some knowledge of the Primary Science curriculum		✔	AP,I
Is committed to students continuing to study Science beyond KS4	✔		AP,I, R
Is able to teach their particular Science discipline to A Level		✔	AP,I, R
knowledge of the National Curriculum, GCSE and A Level devlopments	✔		AP,AS,I,R
Is committed to individual learning pathways and assessment for learning	✔		AP,AS,I,R
Can motivate students at all levels of ability, thus ensuring that all students fully access the Science curriculum	✔		AP,I, R
Will play a full and active role in the wider development of the School	✔		AP,I
Has keen organisational skills and the ability to multi task and delegate	✔		APi
Proven track record of raising education standards	✔		AP/I
Curriculum and/or Pastoral experience		✔	AP/I
Personal characteristics/other requirements			
Is Passionate. energetic, versatile and creative about their subject area and teaching in general	✔		AP,I,R
Is a can-do person who works positively and collaboratively	✔		AP, AS,I, R
An innovator - excited by change, able to turn innovative thinking into practical and successful classroom outcomes	✔		AP,I, R
is a strong team player	✔		AP,I,R
Student focused commitment	✔		AP,I,R

* AP: application, AS: assessment, I: interview, P: presentation; R: references



Additional Recruitment Information

Recruitment Schedule

- Closing date: 20th April 2018, 12 Noon
- Interview date: To be confirmed after review of applications

Recruitment Process

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you attain high scores you will then be invited to attend an interview assessment.

This may include:

- Psychometric assessment
- Biographical and competency based interview
- Classroom observation
- Visit around the school
- Case study
- Presentation
- Software tests

References

Before you are invited to interview, the Academy will obtain references from your referees. In order to prevent a delay please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK

Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview you will be asked to produce original and up to date documentary evidence of your right to work in the UK.



Additional Recruitment Information

Data Protection

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form you are giving consent to the processing of your data.

Criminal Convictions

All education establishments in the UK are exempted from the Rehabilitation of Offenders Act 1974. In practice this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anymore who will be working or coming into contact with children; and must be received by the Academy before employment can commence.

Equality and Diversity

We recognise the benefits of a diverse workforce such as ideas and talent. We are committed to eradicating discrimination in the workplace; and becoming an employer of choice.

Newly Qualified Teachers (NQTs)

NQT's who have been qualified for less than 12 months are welcome to apply for our teaching vacancies.

Special requirements

If you require reasonable adjustments prior to your interview, these can be arranged by emailing crayfordhr@haaf.org.uk and were practical we will support your request.

Visiting the Academy

If you are successfully shortlisted to attend an interview you will be given the opportunity to have a tour of the school.

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