28th March 2018

Dear Candidate,

I am delighted that you have expressed an interest in working at Rye Hills Academy at this very exciting time in its journey. We have recently converted to an academy, joining the nearby ‘outstanding’ Nunthorpe Academy, and becoming part of Nunthorpe Multi Academy Trust (NMAT). Rye Hills’ leadership team has a new structure which is driving change and higher levels of accountability at all levels, with a new Head of School under the strategic leadership of NMAT’s Executive Principal. The Head of Science is leading an experienced and dedicated team through a time of curriculum change and significant development.

If successful in your application, you would be joining an academy that is showing excellent improvement in a relatively new building with excellent facilities. Rye Hills Academy is a wonderful, positive place in which to work and learn. Visitors to academy regularly comment on the friendly nature of our students and their willingness to learn and progress.

We are seeking to appoint a science teacher who could lead on an aspect of science, to work in our supportive, friendly and dedicated science department. A specialism in chemistry would be beneficial, but is not essential. The staff in the department cover a wide range of ages and experiences who all work well together; we anticipate applicants will be willing to make a positive contribution to all aspects of the department and enjoy working as an integral member of a team. The successful candidate will be expected to teach across a range of ability levels at both Key Stage 3 and Key Stage 4.

The collegiate system at Rye Hills links subjects together to promote joint professional development and enables teachers to work together across subjects in new and exciting ways, with the primary focus of moving the academy forward and improving the outcomes for our students. The science department is part of the Newton College which also contains the maths and computing departments.

If you are keen to work in an academy undergoing positive change in an environment of respect and mutual support, then please complete an application form along with a letter of application of not more than one A4 side. Ensure your letter includes details on how your educational ethos, personal qualities, and experiences to date, qualify you for the post. Outline how you will teach highly engaging lessons to help students make excellent progress from their starting points and develop an aspect of science teaching across the department to ensure that all students make expected or better progress in science. Applications can be emailed to [jobs@ryehills.rac.sch.uk](mailto:jobs@ryehills.rac.sch.uk) or posted.

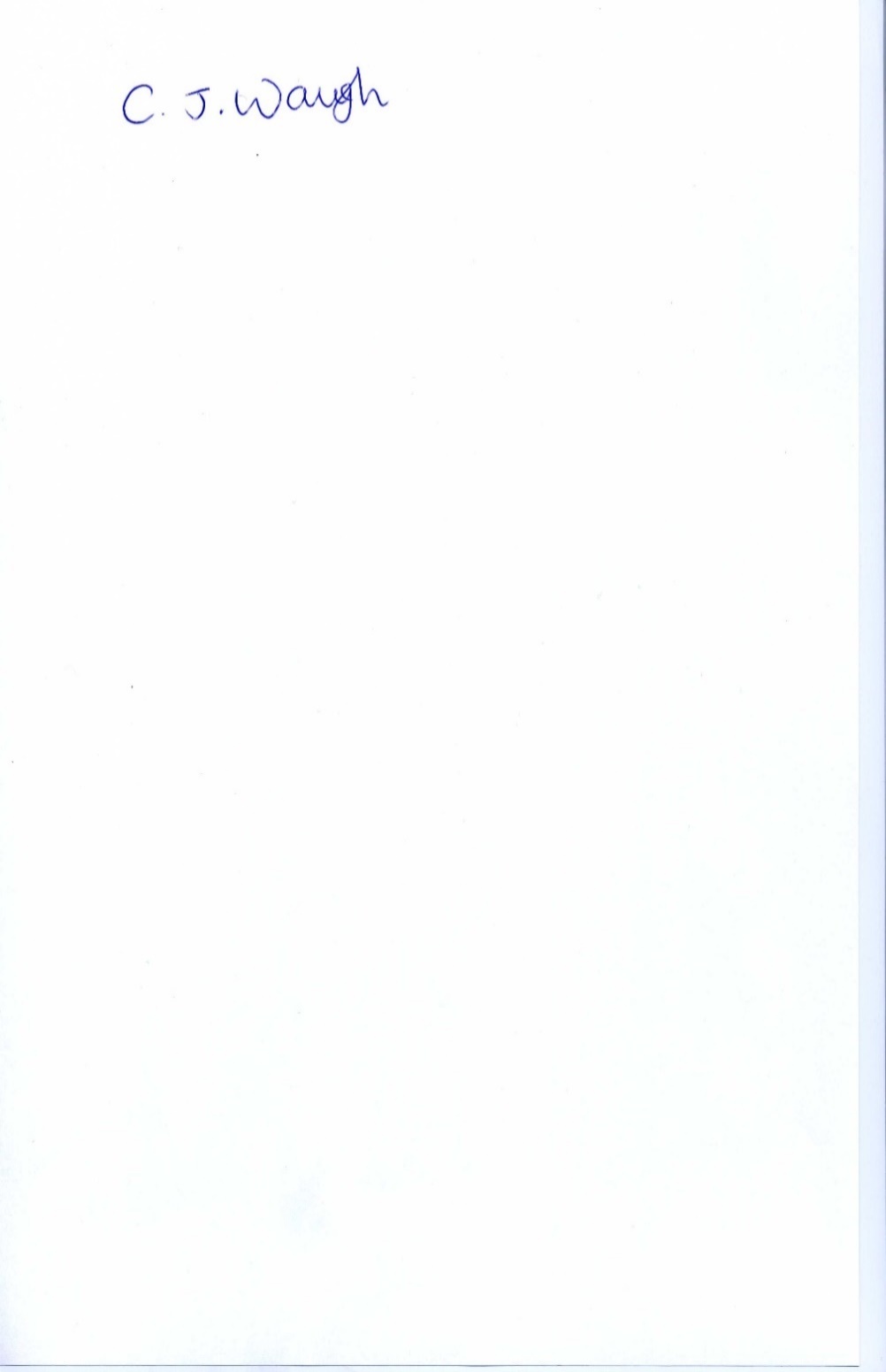
The closing date for applications is 9 am on Friday, 20th April 2018. If you wish to discuss the post or visit the academy, please contact Mr Chris Paleschi (Head of Science) on (01642) 484269. Interviews will be held shortly after the application closing date.

Applicants who are subject to the provisions of the Disability Discrimination Act and other such legislation may wish to note that the academy takes its obligations in this respect very seriously, and, as far as is both practical and reasonable, we will attempt to meet your needs in both the application process and ultimately your employment if successful.

Potential applicants should note that a full Disclosure and Barring Service check will be carried out before appointment can be confirmed. The successful applicant will also be required to undertake training in the academy’s Child Protection and Safeguarding procedures on appointment.

I look forward to receiving your application, and meeting you if you are invited for interview.

Yours faithfully



**Mrs C Waugh**

**Head of School**

**Person Specification for Teacher of Science**

|  |  |  |
| --- | --- | --- |
|  | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS AND TRAINING** | 5 good GCSEs including English, Maths and Science.  A-Level Science.  Good Science based Honours Degree.  QTS Status. | Evidence of recent, relevant CPD.  Exam Board training. |
| **EXPERIENCE** | Experience of teaching science to Key Stage 3 **and** Key Stage 4.  Experienced science (chemistry of benefit) teacher to Key Stage 4. | Experience of form tutor role.  Teaching of science across all disciplines |
| **KNOWLEDGE AND SKILLS** | Excellent understanding of subject requirements at both key stages.  Knowledge and experience of using relevant pedagogy to improve learning and teaching.  Excellent understanding of appropriate assessment processes.  Understanding of safeguarding procedures.  Outstanding classroom practitioner or potential to become one.  Excellent interpersonal skills.  Excellent communication skills.  Demonstrable high professional standards. |  |
| **PERSONAL QUALITIES** | Excellent health and attendance record.  Able to develop positive relationships with a variety of adults and young people.  Ability to motivate young people.  Team player, with experience of collaborative planning.  High expectations of self and others.  Willingness to make a commitment to support the success of young people through extra-curricular activities.  Resilient and reflective individual able to work on his or her own initiative.  Desire to develop professionally. |  |

**JOB PROFILE – TEACHING STAFF**

**Name:**

**Post:** Classroom Teacher – MPS / UPS plus TLR for leading an aspect of science (TBC on

appointment) (chemistry beneficial) (£2,664)

**Line Managed by:** Subject Leader

**Line Manager for:** N/A

**Performance Manager:**

**PM Team Leader for:**

**Pay Spine**

**Contractual Arrangements:** This post is subject to the contractual arrangements as set out in current version of the STPCD. The School Teachers’ Pay and Conditions Act, as from time to time amended, lays down the basic contractual responsibilities for all non-leadership group teachers. Such contractual responsibilities apply to all teachers in this category and are non-negotiable. Teachers are therefore required to:

* Teach classes as set out in the academy’s curricular and timetable arrangements
* Prepare lessons and mark students’ work in line with the academy’s requirements
* Assess the progress of students accurately and report on this to parents in line with the academy’s requirements
* Undertake up to 1265 hours per annum of directed time activities as reasonably directed by the Head of School
* Take part in Appraisal arrangements as set out in statute
* Undertake any other activity reasonably directed by the Head of School

Teachers are also subject to the provisions of the Workload Agreement. Teachers already on or aspiring to the progression on the Upper Pay Spine must take increasing responsibility for the coaching and development needs of others, and must contribute to the wider life of the academy.

**Hours:** 1265 hours over 195 days as set out in relevant calendar year, to include Directed Time outside the student day, plus such additional time as required to meet the professional requirements set out in the first three bullet points above.

**Generic Responsibilities:**

All teachers have a responsibility for adherence to statutory requirements and current academy policies, particularly as they relate to the following areas:

* Observation and implementation of any regulations and procedures pertaining to Health and Safety;
* Observation and Implementation of the academy and statutory procedures relating to the welfare of students, particularly child protection and safe-guarding;
* Observation and implementation of procedures relating to looked-after children, those with SEN and those who are covered by legislation such as the Equality Act 2010;
* Observation and implementation of the academy and any statutory procedures relating to the use of ICT equipment, software and the internet;
* Compliance with statutory requirements for Date Protection and Freedom of Information, and observation of good practice in the maintenance of confidentiality as it applies to the activities of the academy, its students, staff and governors;
* Participation at an appropriate level in the academy’s systems of Appraisal and Continuing Professional Development. If necessary acting as an Appraisal Team Leader for staff as directed by Head of School;
* Participation as a tutor or in a corresponding role in the academy’s systems for support, care and guidance for students;
* The maintenance of professional ethics, courtesy and behaviour in any dealings with colleagues, students, parents, governors, visitors and the general public, be this in writing, by phone or electronically.

**Details of Responsibilities:**

**Planning, Teaching and Classroom Management**

* Understanding and applying effective classroom organisation and management to ensure a safe and purposeful learning environment
* Understanding and applying a range of teaching strategies to engage all learners
* Differentiating appropriately by adapting teaching and activities to meet the needs of all learners
* Communicate learning objectives clearly to students
* Positively targeting and supporting individual learning needs to ensure progress
* Maintaining high levels of behaviour and discipline
* Effectively using homework and other extra-curricular learning opportunities where appropriate
* Effectively manage other adults in the classroom where appropriate
* Ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught to enable them to make progress

**Monitoring, Assessment, Recording and Reporting**

* Mark students’ work to a high standard in line with the academy’s expectations
* Use performance data to evaluate students’ progress and set appropriate targets for improvement
* Use assessment to inform planning and teaching
* Report on progress to all stakeholders

**Pastoral Duties**

* Be a form tutor to assigned group of students
* Promote the general progress and well-being of individual students and of the form tutor group as a whole
* Contribute to the preparation of action plans and progress files and other reports as required
* Alert appropriate staff to problems experienced by students and make recommendations to how these may be resolved
* Ensure all safeguarding and child protection procedures are followed in line with academy policy

**Other professional Requirements**

* Have a working knowledge of teachers’ professional duties and legal liabilities
* Operate at all times within stated policies and practices of the academy
* Maintain a high standard of subject knowledge
* Maintain up-to-date knowledge of good practice in teaching techniques and strategies
* Respond to curricular change and policy as and when necessary
* Take account of wider curriculum developments

**Anything else reasonably directed by the Head of School.**

**Signature of Post Holder Date:**

**Signature of Line Manager: Date:**