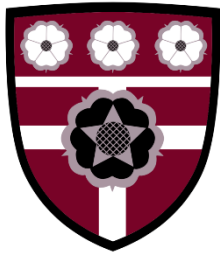


## Teacher of Science, mainscale, start September 2018



Vale of York Academy is one of three secondary schools in the **Hope Learning Trust Family**, York. This is an exciting time for the academy and, in light of recent academisation in 2017, will be an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a small close knit community but with extensive opportunities for professional development across the Trust as a whole.

Vale of York is an 11-16 comprehensive school which serves a mixed catchment extending from the City Centre of York to the satellite village of Skelton on the northern edge of the City. The school has a population of around 500 students who enter the school with attainment at around national averages, but with an increasing number of high attainers and gifted and talented pupils. Our commitment to every child is absolute and we strive to meet the needs of all our pupils whether they are capable of achieving 10 Grade 9's at GCSE or require the support of a full time teaching assistant or individual package of learning in order to reach their full potential. We believe that Vale of York should be the first choice school for every student in our immediate catchment and that we have an important role in transforming the lives of all our young people and their community.



Vale of York is a community school which expects each individual to be their very best by accepting personal responsibility and always striving to do better. These expectations extend far beyond learning. We expect the highest standards of

behaviour, creating an environment where students feel safe, sanctions are applied fairly and positive contributions are recognised and rewarded. We have a strong commitment to the personal development of your young people, which we believe enables them to responsible citizens who go on to play their part in improving their community.

### **JOB DETAILS**

All posts at Vale of York Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All teaching posts are subject to the general duties and responsibilities set out in the Teaching Standards which all staff have a copy of and which underpin the schools Teacher Appraisal policy. This sets out in detail the duties that it is the professional responsibility of teaching staff to carry out as circumstances require and forms the main source for the role specification for the Subject Teacher. All roles also involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation. All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act,

including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.



The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances. Good luck with your application!



*Mrs H Dowds,  
Principal*

<b>Job Title:</b>	Teacher of Science	<b>Job Category:</b>	Teacher staff
<b>Location:</b>	Vale of York	<b>Travel Required:</b>	None
<b>Level/Salary Range:</b>	Mainscale	<b>Position Type:</b>	Permanent. Full time.
<b>HR Contact:</b>	Ms E Lawer	<b>Date Posted:</b>	9/4/18
<b>Likely time commitment</b>	22 teaching periods out of 25 per week. Form tutor responsibilities.	<b>Posting Expires:</b>	27/4/18
<b>Will Train Applicant(s):</b>	Full training will be provided – Induction programme is led by the Deputy Head Matt Halifax	<b>Line Manager</b>	Diane Pickering – Curriculum Leader Science

#### Application Process

##### Please request an application pack from:

Mrs S Wood (PA to the Principal) at [s.wood@valeofyorkacademy.org](mailto:s.wood@valeofyorkacademy.org), Phone number: 01904 560000 or download from either the Vale of York Academy Website or alternatively the HOPE Learning trust website.

#### Applications Accepted By:

##### EMAIL:

Email applications accepted to [s.wood@valeofyorkacademy.org](mailto:s.wood@valeofyorkacademy.org)

##### Please Include:

- Fully completed application form
- Letter of application addressed to Mrs Helen Dowds, Principal, covering no more than 2 sides of A4.

##### MAIL:

Mrs S Wood  
PA to the Principal  
Vale of York Academy  
Rawcliffe Drive  
York  
YO30 6ZS

#### Job Description

##### ROLE AND RESPONSIBILITY

##### The role of the Subject Teacher

The central focus of the Subject Teacher's role is fostering the learning and progress of the pupils in his or her care. This involves being an effective teacher of pupils as well as of the subject. Quality of preparation, resourcing, planning, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which pupils' personal skills, abilities, understanding, learning and progress can be developed. Key within all of these factors is the ability to personalise learning so that pupils are captured, engaged and motivated by a series of activities designed to nurture whilst challenge all learners regardless of ability. Regular informative feedback that either corrects misconceptions, clarifies current comprehension or sets a higher level of

challenge is crucial. A teacher must employ a wide range of methods to provide feedback and differentiated development targets.

Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body.

**Specific responsibilities of Subject Teachers include:**

- ✓ planning, preparing and teaching courses and lessons, in accordance, department/subject schemes of work, and specifications of examination boards, and where appropriate, subject specific recommended guidance;
- ✓ setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all pupils for which he or she is responsible work at an appropriate pace and level;
- ✓ monitoring the progress, development and attainment of pupils, including assessing progress, marking pupils' work in accordance with the academy and department policy and providing feedback so as to encourage success and pride and support progression;
- ✓ promoting and maintaining good order and discipline among pupils, supervising them as required, and safeguarding their health and safety, when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere, including acting in loco parentis and taking charge as necessary;
- ✓ ensuring as a priority a calm, ordered and focused working environment in lessons, with pupils engaged and on task, and following up incidents of poor behaviour in line with the academy policy and guidelines;
- ✓ working with colleagues from within the academy and outside it to review schemes of work, and develop courses, activities, assessment, and teaching materials and their delivery; recording progress and attainment, writing reports at the appropriate time, and providing oral and written assessments, profiles and references on time as required, for all pupils taught;
- ✓ working to ensure that individual pupil progress and residuals for each group is in line with, or better than, academy targets and expectations; Subjects with coursework or controlled assessment elements submit work that is as a minimum at least in line with the overall target grade (extenuating circumstances apart);
- ✓ preparing and entering pupils as required for examinations, including assessing pupils, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with academy practice;
- ✓ registering and checking the attendance of pupils, offering personal support and guidance, and furthering their progress, well-being and development;
- ✓ providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside the academy to review the progress of pupils and to further their needs;

- ✓ completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over pupils whose learning, conduct or development give cause for concern;
- ✓ working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the academy;
- ✓ participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues;
- ✓ sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department;
- ✓ participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the academy;
- ✓ ensuring that areas for which the Subject Teacher is responsible are cared for, feature displays that include pupils' work, and offer an ordered and welcoming environment;

#### **QUALIFICATIONS AND EDUCATION REQUIREMENTS**

Qualified teacher status – Essential – seen in application

Degree Level experience in relevant subject – Essential

Ability to offer a second subject specialism - Desirable

#### **PREFERRED SKILLS**

- Excellent classroom practitioner
- Flexible and adaptable
- Self-directing and reflective practitioner
- A commitment to very high standards of behavior – understands the importance of consistency
- Excellent communicator
- Understanding
- Excellent listener
- Excellent negotiator
- Team player, but can also work autonomously

#### **ADDITIONAL NOTES**

Reviewed By:	Helen Dowds	Date:	7/4/18
Last Updated:	Helen Dowds	Date:	7/4/18



## Thrive

### As learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

### As creative individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

### As caring and engaged citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early

age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2,3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

### As spiritual beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

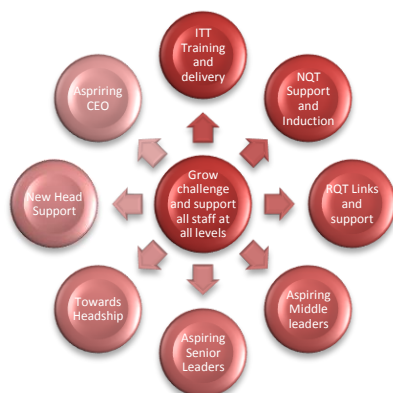
### As professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

# Benefits of working at HOPE

## Continuing Professional Development (CPD)

HOPE Multi Academy Trust is committed to the Professional Development of all staff and we have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues. From NQT through to CEO the trust links with its sister Teaching School – EBOR HOPE, to provide high quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the HOPE team to succeed, develop and aspire to the next challenge.



## Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on

earnings level) HOPE MAT also pays into the scheme on your behalf at the following rates (regardless of earnings):

**Teachers' Pension Scheme** HOPE MAT contributes an additional 16.48% of your salary.

**Support Staff Pension Scheme** LGPS – HOPE MAT contributes an additional 19.9% of your salary.

For more information please visit:

[www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://www.nypf.org.uk)

## Cycle to Work Scheme



**[cyclescheme.co.uk](http://cyclescheme.co.uk)**

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be. For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)

## Childcare Vouchers

HOPE MAT use Fideliti as the childcare voucher provider. Once you have registered with them they will send invoices to the MAT on a monthly basis for the value of the vouchers you want. The MAT will then deduct the same value from your gross pay each month so that your taxable pay is lower than it otherwise would be. Fideliti deal with all of the administration of childcare vouchers with you and your childcare provider directly.

For more information about the scheme please visit:

[www.fideliti.co.uk/default.aspx](http://www.fideliti.co.uk/default.aspx)