



## **Head of Department (Science)**

### **RECRUITMENT INFORMATION PACK**

Ash Hill Academy  
Ash Hill  
Hatfield  
Doncaster  
DN7 6JH

## RECRUITMENT INFORMATION PACK

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May 2018

Dear Candidate

Thank you for your interest in working at Ash Hill Academy.

This is an extremely exciting time to be associated with the school as we converted to an academy in September 2011 sponsored by Delta Academies Trust (formerly School Partnership Trust Academies).

As an academy within the Delta Academies Trust group of schools, we aspire to build upon our strengths, whilst also seeking to deliver transformational change and sustainable improvement. Through working in partnership, we shall seek to provide the best possible opportunities for young people raising achievement, improving well-being and raising aspirations both within school and the wider community.

The academy serves an area in the North East of Doncaster supporting the communities of Hatfield, Stainforth, Duncroft and Dunsville. As a Delta Trust Academy, we work closely with our partner secondary and primary academies in the surrounding area.

The specialisms of the academy are Mathematics and Visual Arts. This along with an innovative and transformational curriculum ensures that students are given the opportunity to exceed their expected progress, developing a wide range of skills in the support of lifelong learning.

Ash Hill Academy has a rigorous focus on learning and teaching, standards and student well-being. This will continue into the new academy. The expectations of our staff are high and we are seeking to appoint creative, enthusiastic and hardworking colleagues.

The successful candidate will have the opportunity to join a dedicated and hardworking staff who shares the common values and ethos of Ash Hill Academy.

I hope that the information provided within this pack gives you sufficient information to be able to apply for the post and I look forward to receiving your application. Should you require any other information or wish to visit the academy, this can be facilitated by contacting the Recruitment Team on 0345 196 0033.

Yours faithfully

**John Higgins**  
**Principal**

## INTRODUCTION

Delta Academies Trust is a not for profit charitable organisation that is committed to changing outcomes for children in the academies it sponsors and the wider education system. We are a teaching school, training teachers, school leaders and other professionals who work with children.

Delta Academies Trust firmly believes that an outstanding education should be the right of every child and should not be determined by a post code lottery. The Trust will strive to ensure that all pupils and students in our academies attend an outstanding school.

We are determined that local children can attend a local school and we will place those children who need extra help first in our admissions policy.

In our family of academies we currently have a range of educational provision that includes: Secondary, Primary, Infant, Junior, Alternative Provision and Pupil Referral Units.

Delta places at the heart of its school improvement a commitment to high quality professional development for all staff who join the Trust. We understand that by investing in our staff we will create an organisation with a shared vision and values that will transform education for the children and young people we serve.

You can find out more details about Delta and our academies at [www.deltatrust.org.uk](http://www.deltatrust.org.uk)

## **VISION AND VALUES**

### **VISION 'CHANGING LIVES'**

#### **Mission Statement**

To improve educational outcomes for communities in the North of England, creating a sustainable organisation that improves our society and the wider environment.

#### **Strategies**

1. To ensure high quality sustained performance and educational outcomes for all Delta academies.
2. To operate a financially sustainable organisation, characterised by high value for money.
3. To collaborate with others to establish a Northern Alliance of powerful MATs and other stake holders that will transform educational outcomes in the North of England.
4. To develop high quality education leadership to enhance the capacity to drive improvement.
5. Train and develop high quality teachers and staff.
6. To create a generation of young people who are socially and environmentally responsible.
7. To ensure that young people are confident, employable and have the knowledge and skills to challenge received wisdom.

### **CORE VALUES**

We will:

- Place children and pupils at the heart of everything we do.
- Place collaboration before competition, working with others for the betterment of all.
- Develop and support professionals in our own and other academies and schools to establish practice that improves lives.
- Ensure that all children make good progress irrespective of their starting point and those young people facing disadvantage are lifted from educational poverty.
- Never to anything to the detriment of learners, staff or other stakeholders, in a neighbouring community.
- Adhere to the 'Seven Principles of Public Life'.
- Promote environmental awareness and protection locally, nationally and globally.

## **WHY WORK FOR DELTA ACADEMIES TRUST?**

Delta Academies Trust is committed to transforming education across the North of England and as such we are recruiting a range of the very best educationalists to join us in our mission. We are looking for talented and driven professionals who share our drive, passion and enthusiasm to enhance the life chances of young people. We recognise you may not have all the skills or confidence at the start of your journey as part of our team and we are committed to ensuring you get the very best high quality leadership training, much of which is directly delivered by the CEO who has a national profile and reputation for rapid school improvement.

You will work alongside professionals in a fast-paced and dynamic environment.

You will develop your skills alongside like-minded colleagues.

Delta academies work and collaborate as a family of schools. This provides colleagues with a conduit to share best practice and affords our professionals the opportunity to develop their own skills, that of others, and seek further promotion as they take on responsibilities across academies or at a whole Trust level.

Career Development – Delta Academies Trust offers personal development through a range of flexible opportunities. All new staff members receive a comprehensive induction. The Trust offers a central CPD programme involving a range of training, which can include the full range of NPQs delivered in association with Ambition School Leadership. The Trust also provide a range of bespoke CPD and is committed to developing all staff.

Pension – Every employee of Delta Academies Trust has access to a pension scheme.

There is a range of benefits available to staff which include childcare vouchers and cycle to work scheme.

## THE APPLICATION PROCESS

Further details about the work of Delta Academies Trust including academies it currently sponsors can be found at [www.deltatrust.org.uk](http://www.deltatrust.org.uk)

Completed applications should be returned to [jobssouth@deltatrust.org.uk](mailto:jobssouth@deltatrust.org.uk) or by post to Delta Academies Trust, Recruitment Team, Education House, Spawd Bone Lane, Knottingley, WF11 0EP

All applications that have been submitted electronically will receive an email from the recruitment team confirming receipt.

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

### Queries

If you have any queries on any aspect of the application process or need additional information please contact the Recruitment Team on 0345 196 0095.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on our recruitment website at: <http://recruitment.deltatrust.org.uk>



## **HEAD OF DEPARTMENT (SCIENCE) – ASH HILL ACADEMY**

**Leadership 7 – 11  
(£45,743 - £50,476)**

**Full Time / Permanent**

**Required for September 2018**

We are seeking to appoint for September 2018, a well-qualified, enthusiastic and resourceful Head of Science to lead the Science Department and teach across the age and ability range in this 11 – 18 academy.

We are looking for someone with the dedication, vision and drive to lead and inspire our teachers, taking them to the next level.

If you believe you have the experience, vision and drive to take our Science Department forward then we would like to hear from you.

Visits to the academy are warmly welcomed by arrangement via the Recruitment team.

Delta Academy Trust is committed to pursuing the very best for every student to ensure that “no individual is left behind”.

**Closing Date: Wednesday 23 May at 12 noon**

**Interviews to take place on Friday 25 May at 12 noon**

An application pack can be downloaded from [recruitment.deltatrust.org.uk](http://recruitment.deltatrust.org.uk)  
or by contacting our recruitment team on 0345 196 0095  
or email [jobssouth@deltatrust.org.uk](mailto:jobssouth@deltatrust.org.uk)

Delta Academies Trust is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced DBS Disclosure.



## **ASH HILL ACADEMY'S SCIENCE DEPARTMENT**

The Science team consists of 6 teachers, ably supported by 2 excellent technicians. There is also significant support from the Delta Science Director team. Science is taught in a well-equipped complex consisting of 7 laboratories, preparation rooms, staff room, offices and storerooms. All of the laboratories are fitted with a desktop computer and interactive whiteboard. This enables our staff to use a range of strategies to engage students and develop their knowledge.

Students in Years 7 / 8 follow a two year Key Stage 3 course and choose their Key Stage 4 course to start in Year 9. In Years 9 - 11, students can opt for either a GCSE double award or GCSE triple award pathway.

In Key Stage 3, the students are assessed using skills / knowledge / application tests. This gives opportunities for students to experience a variety of learning activities, with a particular emphasis on practical skills. In Key Stage 4 students develop skills using the AQA GCSE courses. The Science Department has been achieving above rapidly improving levels at KS4.

In Years 12 and 13, students may follow an A2 Physics course at Ash Hill. Key Stage 5 students are taught other A2 Science courses through our partnership with other local academies.

The successful candidate will be joining a forward-thinking and dynamic department committed to raising achievement in Science for all learners. They will have the qualities to drive standards of teaching and learning, which will excite and engage all learners.

## **JOB DESCRIPTION**

**POST TITLE: HEAD OF DEPARTMENT (SCIENCE)**

**SALARY: L7 – L11**

**REPORTING TO: PRINCIPAL**

### **Job Purpose:**

- Carrying out the professional duties of a teacher as circumstances may require and in accordance with academy policies, under the direction of the Principal.
- Communicating clear purpose and vision to the department.
- Contributing to the strategic development of the academy by implementing whole academy new initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets.
- Providing clear, cohesive leadership and direction in department and motivating teaching and support colleagues in developing innovative strategies to enhance the quality of learning, teaching and achievement.
- Ensuring the implementation of the intervention model following every data collection cycle across the department.
- Promoting the achievement of high standards through effective teaching and learning within subject areas, preparation, evaluation and action planning.
- Modelling the vision and values of the academy.
- Implement the department development Plan / SEF to secure continuous improvement and quality outcomes for all students.
- Receiving and acting on feedback to build on the strengths and improve personal performance within the academy systems.
- Taking into account and constantly reviewing academy contextual factors and prior attainment when planning and teaching lessons.
- Working in a cross-curricular way to support subjects across the academy in the use of active learning approaches to enrich curriculum and skills delivery.
- Recognising, promoting and celebrating diversity.

**Responsible for:**

- Line management of department staff.
- All department resources and budget.
- Supervision and progress of students in allocated classes.
- Supervision of work of any classroom support staff during times they are allocated to classes.

**Develop and sustain DEEP LEADERSHIP across the academy through:**

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To actively monitor student progress and ensure appropriate intervention is put in place.
- To work with the Vice Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the department's support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget.
- Maintain departmental tracking data with evidence of intervention and impact.
- Champion best practice, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.

**Develop and sustain DEEP LEARNING across the academy through:**

- To liaise with the Vice Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Development Plan.
- To be accountable for the development and delivery of the department's curriculum.

- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- To produce an analysis of data following every data collection cycle to identify students and staff who require intervention and support.
- Devise, implement and monitor SoL to ensure they focus on consistent and effective learning and teaching to produce progression for all, including appropriate differentiation.
- Analyse and interpret data on students' achievement and attainment across the department and identify intervention strategies to improve these.
- Monitor the quality of learning and teaching across the department through the use of observation, work scrutiny, student data and student voice.
- Work to student targets and ensure that the impact of intervention is tracked through a range of strategies.
- Take account and review academy contextual factors and prior attainment when planning and teaching lessons.
- Reflect on the success of teaching strategies, individual lessons and SoL in meeting the needs of students.
- Take part in coaching and mentoring programmes to support colleagues and develop own practice.
- Strive for outstanding lessons across the department.
- Provide good quality assessment using formative and summative methods in conjunction with the academy's AfL policy.

**Develop and sustain DEEP EXPERIENCE across the academy through:**

- To ensure all staff feel confident in the accurate assessment of students' progress through departmental moderation procedures.
- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the Academy Development Plan.
- To disseminate information from HoD meetings.
- To ensure effective communication / consultation as appropriate with the parents of students.
- To liaise with partner schools / academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- Develop communications and training with staff in department methodology.
- Take responsibility for co-ordination, planning and execution of immersion days.
- Adapt lessons and identify next steps in response to evaluation of student progress.
- Set effective homework and extension work to encourage and enliven student learning.

- Ensure differentiation and personalisation of learning for all students.
- Co-ordinate displays with regards to events, opportunities and work which promote the department / academy.

**Develop and sustain DEEP SUPPORT across the academy through:**

- To secure accurate assessments are made for all students and that standardisation is undertaken across the department.
- To ensure that the intervention model is implemented across the department.
- To ensure that targeted intervention is put in place for all students who are not predicted to achieve their target grade.
- To comply with the academy's safeguarding procedures and to report concerns to the Designated Child Protection Officer.
- To ensure the behaviour management system is implemented in the department so that effective learning can take place.
- Take the leading role in upholding standards of behaviour and classroom management within the classroom and the academy environment.
- Through the role, develop systems which address the social health of students to raise standards.
- Promote the consistent and fair use of the consequences system within the classroom and the academy environment.
- Be the first line of contact for parents and carers concerns with regard to their child's performance and well-being.
- Perform the duties of a Vertical Mentor Tutor if required, including the provision of impartial information, advice and guidance for students.
- Ensure that the department supports the academy's implementation of all current statutory requirements e.g. SEN, Child Protection.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the postholder's professional responsibilities and duties. Elements of this job description and changes to it may be agreed at the request of the Principal or the incumbent of the post.

This post is subject to the current conditions of employment for Teachers contained in the School Teachers' Pay and Conditions Document.

Postholders will be expected to comply with any reasonable request from a Senior Leader to undertake work of a similar level that is not specified in the job description.

## PERSON SPECIFICATION

<b>Strategic Leadership of the Department</b>	<b>Ess</b>	<b>Des</b>
<b>Qualifications</b>		
A good honours degree in Science	*	
A teaching qualification together with Qualified Teacher Status (QTS)	*	
Hold AST or Excellent Teacher Status		*
<b>Knowledge</b>		
A good understanding of curriculum developments in Science	*	
Understanding of use of data to assess and inform teaching and learning	*	
<b>Key skills and awareness</b>		
Developments in education at local, national and global levels		*
Models of effective leadership and organisational structures		*
New technologies and their potential impact	*	
Strategic planning processes, tools and techniques	*	
Ways of achieving stakeholder and community engagement		*
Leading change, creativity and innovation	*	
Ways of achieving social inclusion, diversity and access		*
<b>Leading Teaching and Learning</b>		
Experience of delivering curriculum at KS3, KS4 and KS5	*	
Excellent classroom practitioner that can model best practice	*	
Curriculum design and management		*
Principles of quality learning, teaching and assessment incl. Academy review and self-evaluation	*	
Ways of applying effective practice and research evidence to improve outcomes	*	
Use of external support and expertise	*	
Behaviour and attendance management	*	

New technologies to support learning and teaching	*	
Political impact of external, community or family factors on learning		*
Strategies for improving outcomes and achieving excellence for all	*	
Tools for data collection and analysis	*	
<b>Leading the Organisation</b>		
Legal issues relating to leading and managing an Academy, derived from all relevant statutory and regulatory frameworks		*
Strategic financial planning, budget management and principles of best value		*
Organisational development, planning and implementing change		*
Employment market, effective recruitment, deployment and management of staff		*
Technology to enhance organisational effectiveness		*
Strategies to maximise contributions from the whole workforce		*
Accountability frameworks		*
Project management techniques		*
<b>Leading People</b>		
Significance of interpersonal relationships, including impact on teacher performance and student learning	*	
Performance management, continuous professional development and sustained Academy improvement	*	
Building motivation, including the importance of celebrating achievement	*	
Building and sustaining a learning community within a diverse workforce	*	
Own performance, ways of obtaining feedback and how to improve	*	
Support and development systems for individuals and teams	*	
<b>Strategic Leadership of Department</b>		
Developments in education at local, national and global levels		*
Extended service provision, commissioning and contracting		*
Diversity and community cohesion issues		*
Collaboration and partnership working (including Academy, home, community and business partnerships)		*



Wider curriculum beyond the Academy and opportunities it provides		*
<b>Other Characteristics</b>		
Willingness to undertake coaching with a small group of students	*	
The post holder will require an enhanced DBS	*	