

Application Pack

Assistant Head of Science

Required for September 2018

March 2018

Dear Applicant

Thank you for your interest in the Assistant Head of Science position at Harper Green School.

Harper Green is a dynamic secondary school situated in the South of Bolton and serves a varied community.

Our vision is to ensure that all students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve the outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

If you are inspired by what you read and share our vision I would welcome your application and I look forward to meeting you.

Yours faithfully

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Stephen Gribbon

Headteacher

**About the school**

Harper Green School is a proudly comprehensive school catering for students of all abilities and backgrounds. We seek not only to enable students to achieve their academic potential but also to develop the character, skills and values needed to be successful in life and make a positive contribution to society as a whole.

To these ends we have excellent facilities, alongside a talented and highly committed staff, both teaching and associate. This allows us to provide a broad and balanced curriculum as well as the diverse opportunities in extra-curricular learning which are so crucial to developing wider skills and confidence in students.

**Mission Statement**

1. To give equal value and importance to the education of each individual child regardless of ability, to encourage curiosity and promote a love of learning and pride in themselves, their school and community.

2. To give each student the opportunity to fulfil his or her potential, personally, socially and academically within a rewarding and stimulating school environment which provides qualifications where possible to assist progression in life and learning.

3. To provide each student with the appropriate care, information, advice and guidance to help them achieve their potential and lead happy and fulfilling lives.

4. To provide each student with a broad education which balances practical skills and knowledge, with creativity and enterprise.

5. To develop characteristics of independence, a strong work ethic and the transferable knowledge & skills to adapt in a fast-changing environment and thrive in the world of work.

6. To promote within the child an understanding of social, moral, cultural and spiritual values and to develop a caring community based upon mutual respect and consideration for all individuals and cultures.

7. To instil high standards of behaviour and self-discipline and prepare students to be active and productive members of society.

8. To develop in students an understanding of issues associated in making healthy choices in life and protecting personal safety & wellbeing.

**About the role**

This is a high profile role within the school for an outstanding and enthusiastic Assistant Head of Science. The successful candidate will be well-qualified, dynamic, an innovative leader with drive and ambition to lead a team of talented and committed staff.

This is a superb opportunity for an ambitious person to contribute significantly to the leadership and development of learning and teaching in Science.

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| Key School Facts and Statistics | |
| Type of School | Comprehensive |
| Age Range | 11-16 |
| Location | Bolton |
| Number of Students | 1252 |
| Date School Established | 1927 |
| Student Premium | 655 students (50%) |
| Students with EAL | 253 students (20%) |

**HOW TO APPLY**

You must give details of all employment, training and unemployment since leaving secondary education to the present day. Any additional information, which you wish to bring to the notice of the school, should be included in your supporting statement.

References must cover the previous five years of employment. As well as a postal address please provide an email address for your referees so we can contact them. Please inform your referees when you apply that they may be contacted. References are normally requested after shortlisting.

You may submit your application and supporting statement by email. The full application should be sent to [vacancies@harpergreen.net](mailto:vacancies@harpergreen.net)

Please provide a supporting statement outlining your vision and detailing how your experience to date has prepared you for this position. The supporting statement should be clear, concise and related to the specific post. It should be no longer than **two x A4 typed pages in length using Arial point 11.**

**The closing date for receipt of application is 10.00 am on 23rd April 2018.**

**Interviews will be held W/C 30th April 2018 at Harper Green School.**

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| **Assistant Head of Science** |

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| **Job Title: Assistant Head of Science**  **Grade: TLR 2A**  **Directly responsible to: Head of Science** |

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| **PRINCIPAL RESPONSIBILITIES:**  1. to have responsibility for the leadership of the department in liaison with the Head of Department and to deputise when necessary;  2. to be accountable for the Science achievement of all students in liaison with the Head of Department;  3. to lead, develop and enhance the teaching practice of all the Science teaching staff to ensure good learning takes place consistently;  4. to take Line Management responsibility for all the staff belonging or linked to the Science Department in liaison with the Head of Department;  5. to help the Head of Department administer the smooth-running of the Department within the school;  6. to take a negotiated and agreed selection of responsibilities from the following.  These may change from year to year to aid development of the Assistant Head: |

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| **KEY DUTIES AND RESPONSIBILITIES:**  1. in conjunction with the Head of Department establish and implement structures which will provide early identification of underachieving students and to establish structures to improve progress;  2. in conjunction with the Head of Department to be responsible for defining the clear aims and objectives of the Department;  3. in conjunction with the Head of Department to be responsible for producing a syllabus and schemes of work;  4. in conjunction with the Head of Department to pursue the highest possible academic standards within the Department and to develop schemes to monitor these structures;  5. to encourage and participate in extra-curricular activities;  6. to ensure that appropriate work is provided for students when a subject teacher is absent;  7. in conjunction with the Head of Department to take responsibility for the achievement of all identified groups of students within the school:   1. Able, Gifted and Talented students; 2. Students with Special Educational Needs; 3. Boys; 4. Girls; 5. Students with an ethnic minority heritage.   This will involve the development of a wide range of good teaching methods and approaches.  8. to ensure good student behaviour in the Department;  9. in conjunction with the Head of Department allocation of staff to groups – to be vetted by the relevant Assistant Headteacher;  10. in liaison with the relevant Assistant Headteacher to supervise the activities of student teachers, supplying appropriate reports on this as and when necessary;  11. in conjunction with the Head of Department to advise on in-service training to the relevant Assistant Headteacher;  12. to be involved as a Team Leader in appraisal issues;  13. to ensure that all staff follow all agreed school and Department procedures;  14. in conjunction with the Head of Department to ensure that the Department takes a full part in the school Teaching and Learning strategy;  15. to work in a year team consisting of Assistant Headteacher, Head of Year to help monitor and supervise the personal progress of students in one form group;  16. to liaise with and offer advice to members of other year teams in matters affecting the academic progress of students within the Department;  17. in conjunction with the Head of Department to take responsibility for all internal examination or test papers including KS3 Tests and for appropriate marking schemes;  18. in conjunction with the Head of Department to take responsibility for mode of examination, vocational or academic, and choice of papers for external candidates in consultation with the relevant Assistant Headteacher;  19. in conjunction with the Head of Department to take responsibility for external examination entries in consultation with the relevant Assistant Headteacher;  20. liaison with the Head of Department with regards to setting arrangements and setting policies within the Department;  21. in conjunction with the Head of Department to assess the financial needs of the Department and present this information at the end of the financial year;  22. to take shared responsibility for the ordering, receiving, checking, recording and safe-keeping of all stock, equipment and teaching aids;  23. to make recommendations to the Librarian for the inclusion on the Library requisition of books relevant to his/her subject;  24. to take shared responsibility for the care of the fabric in Department areas; the appearance of rooms and corridors and responsibility for the standards of display in rooms and corridors;  25. to furnish the relevant Assistant Headteacher with a homework timetable for the Department;  26. where appropriate to arrange and act as Chairperson at regular Departmental meetings and to produce the agenda and minutes of such meetings and to ensure that the Headteacher receives copies;  27. where appropriate to attend all other relevant meetings and to contribute to policies across the curriculum;  28. in conjunction with the Head of Department to contribute to the school self-evaluation profile;  29. in conjunction with the Head of Department to be accountable for the Department self-evaluation profile.  The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team. This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions. |

**Assistant Head of Science Person Specification**

**QUALIFICATIONS/EXPERIENCE**

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| **Essential** | **Notes** |
| 1. Qualified teacher status | Application Form |
| **Desirable** |  |
| a) Commitment to continuing professional development activities |  |

**PROFESSIONAL ATTRIBUTES**

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| **Essential** | **Notes** |
| 1. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.  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 and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.  4. Communicate effectively with young people and colleagues.  5. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.  6. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.  7. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment  8. Have a commitment to collaboration and co-operative working where appropriate.  9. Evaluate their performance and be committed to improving their practice through appropriate professional development.  10. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. | Application form  Letter of application  References  Interviews |
| 11. Act upon advice and feedback and be open to coaching and mentoring. |  |
| **Desirable** |  |
| a) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. |  |

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

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| **Essential** | **Notes** |
| 1. 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.  2. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.  3. Know a range of approaches to assessment, including the importance of formative assessment  4. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.  5. Know how to 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.  6. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.  7. 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.  8. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.  9. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.  10. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.  11. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well- being of children and young people.  12. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.  13. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.  14. Know the local arrangements concerning the safeguarding of children and young people  15. Know how to identify potential child abuse or neglect and follow safeguarding procedures  16. Know how to identify and support children and young people whose progress, development or well- being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. | Application form  Letter of application  Demonstration of teaching ability  References  Interviews |
| **Desirable** |  |
| a) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.  b) Have an extensive knowledge and well- informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.  c) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.  d) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them  e) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. |  |

**PROFESSIONAL SKILLS**

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| **Essential** | Notes |
| 1. Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.  2. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context  3. Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners’ progress and to extend and consolidate their learning.  4. Teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.  5. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion.  6. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.  7. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.  8. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.  9. Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.  10. Teach engaging and motivating lessons informed by well grounded expectation of learners and designed to raise levels of attainment.  11. Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment.  12. Provide timely, accurate and effective feedback on learners’ attainment, progress and areas for development.  13. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.  14. Use assessment as part of the teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching  15. Review the effectiveness of their teaching and its impact on learners’ progress, attainment and well- being, refining their approaches where necessary.  16. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.  17. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.  18. Make use of the local arrangements concerning the safeguarding of children and young people.  19. Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.  20. Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy  21. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self- control and independence of learners.  22. Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.  23. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.  24. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. | Application form  Letter of application  References  Interviews |
| **Desirable** |  |
| a) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well- matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.  b) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.  c) Promote collaboration and work effectively as a team member.  d) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. |  |