



The Telford
Priory School

Candidate Information

Lead Practitioner in Science

“Education is for improving lives and for leaving your community and world better than you found it”

Dear Applicant

September 2017

Lead Practitioner in Science at The Telford Priory School

Thank you for acquiring details of this exciting opportunity to join this wonderful new school for Telford. We are all exceptionally proud of the staff and young people at the school as they settle into new ways of working, form new powerful professional partnerships, make new friends and together achieve more than they ever thought possible.

The Telford Priory School joined our Trust officially on 1st November 2015, however we have been working with the leadership since well before this date. Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years. The Trust has grown since 2012 and now comprises five secondary schools and nine primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.

We are proud of our community school based origins and organize ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Telford Priory School is in our Telford Hub that consists of two further secondary schools and a primary school.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader significantly influential on the journey of school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Telford Priory School and others across Telford and the wider Trust. This is a wonderful opportunity for an ambitious teacher. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of our staff.

Our website describes the Trust and our work in more detail –
www.communityacademiestrust.org

Good luck with your application. I look forward to meeting you.



Philip Hamilton

Executive Headteacher and Chief Executive Officer





We welcome visits to the school.
If you would like any further
information or to arrange a visit
please contact us or email
TPS.HR@taw.org.uk



Dear Applicant

These are exciting times for us all at The Telford Priory School as we move into year 3 and look to the future with continued energy, commitment and a passion for developing our students and staff.

At The Telford Priory School, we want to ensure that we embed the core values of the Community Academies Trust in everything that we do in our bid to Ensure Excellence.

We believe in the power of education and the endless possibilities which education can provide. Every day at TPS is a chance to transform lives and open doors for the young people we work with.

We value every child at TPS and welcome parents to talk to us about how best to support their child. Our half termly Parent Focus group sessions in particular are an opportunity to work with us to help develop our school.

We have high standards at TPS and insist on a professional look for our staff and students helping to create a core sense of learning and pride in everything that we do. All members of our community are dedicated to supporting one another to be the best that we can be.

We have high expectations for behaviour at TPS and expect our students to be excellent role models for one another. As part of our House system, students in our school work together for charity events and other community engagement projects.

We see TPS as being at the centre of this community whereby we provide opportunities for all to benefit from our beautiful new building and facilities including our 3G pitch, our theatre and our extensive ICT facilities.

We look forward to meeting you and welcoming you to our school.

Stacey Jordan

Headteacher

Imran Iqbal

Deputy Head-Staff

Values & Ethos - Anyone can be a hero

At The Telford Priory School, we believe that everyone can be a hero in their own way. We believe that the small things that we do can make a positive difference to someone's life and we encourage and celebrate the achievements of staff and students both inside and outside of school. We believe that it is the duty of everyone to keep learning and growing together to become the very best that they can be.

TPS is sponsored by The Community Academies Trust and as such our core values are underpinned by a set of principles that shape and define the way we work with the students in our care and the community we serve.

Our three main types of achievement are:

Academic - where students are challenged to achieve more than they ever thought possible. We aim to create learners who succeed regardless of their socio-economic background. We believe that all students who enter our school should be able to access quality learning which enables them to succeed and be prepared for the next step of their education and life.

Relationships - where excellent relationships for learning form the basis for all types of achievement. Relationships at The Telford Priory School are founded upon a mutual trust and respect between all members of our community where high standards and expectations of oneself and each other are the norm. We expect all members of our school community to be courteous, polite and treat others as they expect to be treated.

Letting your light shine - where all the young people in our care can achieve something they can and should be proud of every day, in addition to their academic achievement. We believe that all students need to find their passion and be supported to excel in these areas. All students and staff should be able to grow within our school and become the absolute best that they can be.





Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and can be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

JOB DESCRIPTION

Lead Practitioner in Science

Salary: Leadership Spine 1 - 4 (£38,984 - £41,978)

Effective Date: January 2018

Purpose:

- To model and lead improvement of teaching skills
- Contribute to the formulation of the subject area aims and policies under the leadership of the Deputy Head - Staff and working alongside the Head of Department to ensure that they are translated into action in the classroom
- Secure continuous improvement leading to transformation in the teaching and learning, raising standards and producing the highest levels of student achievement

Reporting to:

Deputy Head - Staff

Leading:

Subject area teaching staff and other relevant personnel within the curriculum area

Liaising with:

Head of Science, SLT, teachers, parents and external partners and other schools within the CAT

Principal (Core) Responsibilities

This is a dual role supporting the developments within the department and the wider whole school development. Working directly with the Deputy Head - Staff as a driving force for teaching and learning, by:

- Contributing regularly to the coordination, planning and delivery of high quality/ high impact CPD programmes
- Supporting the Deputy Head - Staff in the creation of support plans for staff
- Coordinating and leading the coaching programme for the school and with other lead practitioners
- Ensuring that T and L is high profile within the school
- Seeking out opportunities for celebrating and sharing best practice in pedagogy within the school
- Coordinating and take a lead in show case lessons and peer observations across the school
- Keeping abreast of current developments in T and L and ensure that these are shared and embedded across the school where necessary, including attending SLT meetings, leading CPD, advising colleagues and creating a publication and online resource base for T and L
- Contributing to the development of programmes which enhance staff and student performance

Operational Responsibilities

- Model excellence in day to day teaching
- Collaboratively establish and implement a vision for teaching and learning in the subject area
- Collaboratively contribute to the subject area transformation plan under the leadership of the Head of Department
- Day-to-Day:
 - Contribute to regular subject team meetings
 - Contribute to the direction of the wider school curriculum under the guidance and leadership of the Head of Department
 - Engage in and encourage innovation
 - Implement and operate the school's Health and Safety policy in the subject area
- Work with subject staff to ensure the subject reflects the school's ethos and aims
- Liaise with Head of Department to ensure ICT enhances student learning

Teaching, Learning and Curriculum

- To liaise with Head of Department to ensure the delivery of an appropriate, inclusive, high quality, innovative curriculum programme that is in line with the school's wider plans and enhances them
- To liaise with Heads of House to ensure a coordinated approach to learning support for each student
- With the Head of Department, be accountable for the delivery of the subject
- To constantly explore improvement, innovation and personalisation
- To keep up to date with national developments in the subject area including teaching methodologies
- Ensure effective targeted intervention systems across KS3 & KS4
- Contribute to our international dimension
- Develop eLearning and work related learning

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage.

This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for all employees and volunteers. We are a no smoking site.

Relationships

- Promote an excellent climate for learning across the department of Science and more widely across the school
- To ensure positive relationships for learning as part of the House system and a form tutor
- To work with other leaders and teachers, ensuring an intelligently consistent approach to the management of behaviour, sanction and reward
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning

Staff

- Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to:
 - Working practices and relationships with students, including the management of behaviour for learning
 - Working practices and relationships with staff, including team working and mutual support
 - The delivery of Ensuring Excellence and in particular our values
- Help to identify and respond to the professional learning needs of staff
- Provide support for new staff and trainee teachers
- Develop effective working relationships with SLT, other leaders and staff in the school
- Contribute to an effective support for staff in student disciplinary matters that is in line with whole school disciplinary procedures
- Undertake performance management review(s), acting as a reviewer for staff in the subject area
- Participate in recruitment and selection
- Act as a positive role model for staff on a day-to-day basis

School Self Evaluation

- Support the Head of Department in meeting the expectations described in school wide policies, including reporting procedures and deadlines

Communication

- To ensure effective collaboration with staff, parents and students
- To liaise and work with partner schools and other relevant external agencies
- Excite and engage visitors at Open Evenings, and other events
- Liaise with partner primary schools to ensure continuity of learning and progression from KS2 to KS3, using innovative transition activities

Resources

- Set priorities for expenditure and with the Head of Department, manage budgets in line with improvement plans
- Ensure the effective management of accommodation and learning resources including ICT
- Help deploy staff

Other Specific Responsibilities

- Comply with any reasonable request from the Head Teacher to undertake work of a similar level that is not specified in this job description
- This job description may be changed by the Head Teacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title

PERSON SPECIFICATION

1. Professional Qualifications and CPD

- Good honours graduate
- Qualified teacher status
- Competence in the effective use of ICT on a day to day basis
- Evidence of relevant professional development relating to school management and current educational developments
- Interest in/already registered for professional leadership development qualification
- Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people

2. Experience

- Proven high standards of classroom practice
- Teaching experience across the full ability and age range in a variety of school contexts
- Successful leadership experience in a secondary school
- Proven record of raising standards of achievement and sustaining improvement through self evaluation and strategic planning
- Experience of building and maintaining effective relationships with parents, carers, partners and the community
- Experience of working with SLT and other stakeholders

3. Personal Qualities

- Excellent attendance and punctuality record
- High level of commitment to inclusive education and Equal Opportunities
- Committed to raising standards for all students in pursuit of excellence
- High level of integrity, honesty and fairness
- High professional standards
- Demonstrate high levels of energy and ability to work under pressure
- Have leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school
- Ability to lead, inspire, motivate and manage people
- Committed to effective working relationships, giving and receiving support from others
- Lead by example and model excellent practice
- Ability to communicate as an active listener, orally and in writing

- Good reasoning powers and the ability to make considered decisions in a variety of situations
- Readiness to reflect on practice
- Self motivated and able to work with initiative
- Demonstrate effective time management skills
- Strong commitment to the school ethos
- Committed to developing the global dimension of the school
- Has a real presence and personal impact within school

4. Leadership and Management

Ability to:

- Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment
- Monitor and evaluate own and others work, acknowledging excellence and challenging poor performance
- Assess impact of work on outcomes for students and stakeholders
- Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward
- Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility
- Implement and manage change to effect improvement
- Challenge, influence and motivate others to set appropriate and challenging targets.
- Promote the development of staff and to build capacity
- Commit to developing and managing high performing teams
- Work with other agencies for the well being of all students and their families
- Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement

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We welcome visits to the school. If you would like any further information or to arrange a visit please contact us or email TPS.HR@taw.org.uk