



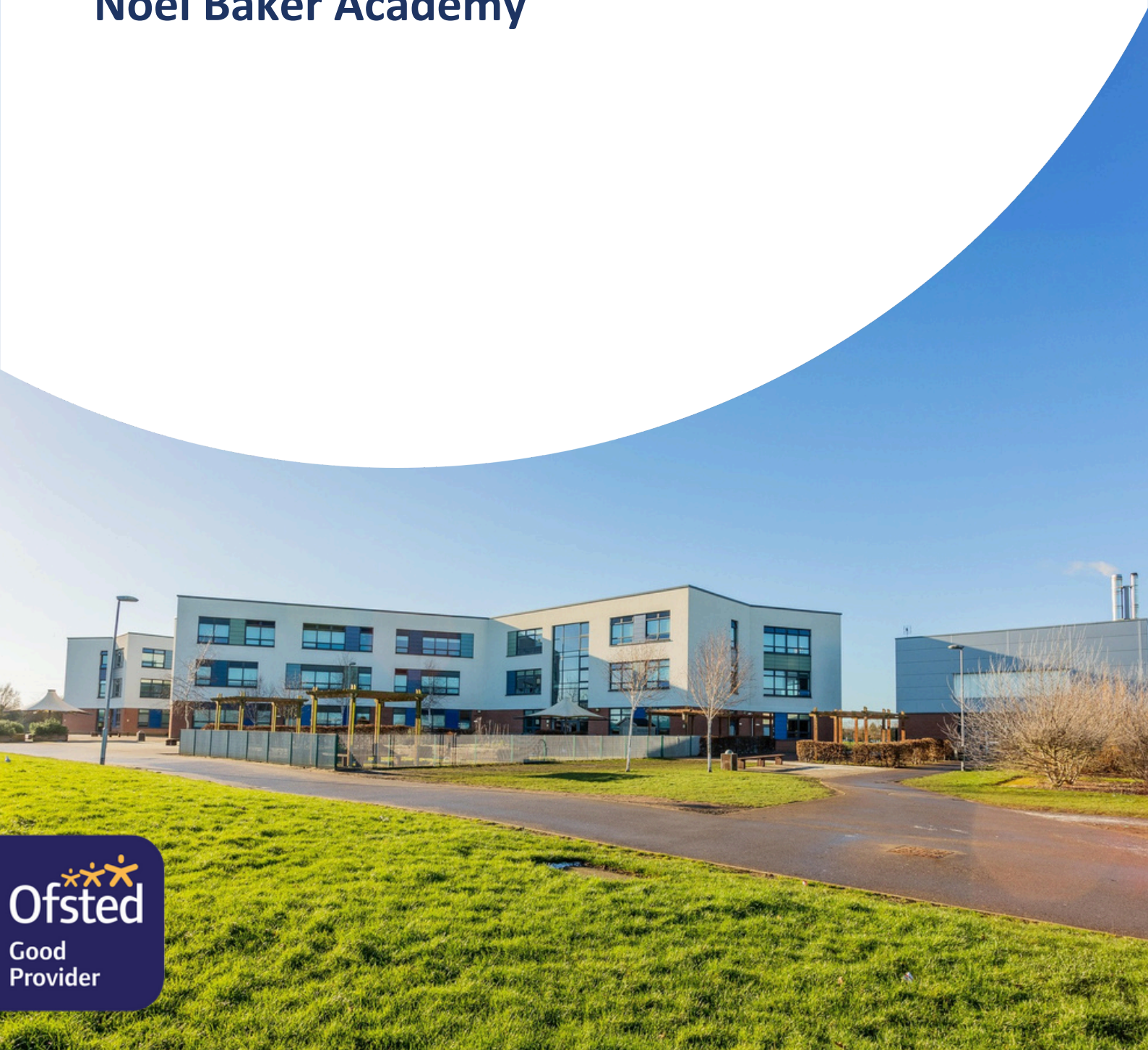
Noel-Baker Academy

A L.E.A.D. Academy

Candidate Information Pack

Lead Practitioner - Science

Noel Baker Academy





Welcome from the Headteacher

I am incredibly proud to be the Headteacher of Noel-Baker Academy. We recognise that there is always opportunity for continual improvement; we want Noel-Baker Academy to not only be the Academy of choice in the local community, but to continually be improving in every aspect. It's an amazing place to work and I strongly encourage anyone considering applying for one of the roles below to get in touch with us via vacancies@noelbakeracademy.co.uk to arrange a visit to the school.



Paul Greenough – Headteacher

About Noel-Baker Academy

At Noel-Baker Academy everything we do is underpinned by our passionate belief that outstanding schooling is the right of every child, and a determination that such a vision is achievable. We believe that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We are on a journey towards excellence and that with persistent effort, hard work and patience amazing things can and will be achieved for and by our young people. We believe in and aspire to provide an inclusive education for all. That is, high expectations of and for all pupils, an insistence on excellent behaviour, equal access to an academically rigorous curriculum taught by highly skilled subject specialists and a sharp focus on high value enrichment opportunities that will enable all students to excel. We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.





About the Role

We are seeking an ambitious, inspiring and highly effective Lead Practitioner of Science to join the team at Noel Baker Academy. This is an exciting opportunity for an outstanding classroom practitioner who is passionate about securing excellent outcomes for young people through exceptional teaching, curriculum excellence and the development of teaching and learning across the academy.

The successful candidate will play a pivotal role in driving the quality of education within the Science department and across the wider school. You will model outstanding practice, share expertise and support colleagues to continually improve their teaching, ensuring all pupils, including disadvantaged pupils and those with SEND, achieve their full potential. While all science specialisms will be considered, Physics or Chemistry specialism would be particularly desirable.

Working closely with senior leaders and colleagues across the Trust, you will lead on improving teaching and learning through coaching, mentoring, instructional coaching, professional development and the sharing of best practice. You will use assessment information, research and evidence-informed approaches to help raise standards of attainment, achievement and pupil engagement across Science.

As Lead Practitioner, you will contribute to curriculum development, quality assurance activities, self-evaluation and school improvement planning. You will support colleagues in developing highly effective classroom practice, promote high expectations of behaviour and achievement, and help foster a culture of continuous improvement and professional growth.

The role offers an exciting opportunity to influence teaching and learning beyond your own classroom, working collaboratively with leaders across the academy and Trust to secure the very best outcomes for pupils. You will also contribute to enrichment opportunities, transition activities and wider academy priorities while promoting the Trust's values of Lead, Empower, Achieve and Drive.

This role would suit an inspirational teacher with a proven track record of excellent classroom practice who is committed to inclusive education and motivated by making a lasting difference to the life chances of young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

What We Are Looking For

We are looking for a highly skilled, reflective and enthusiastic Lead Practitioner of Science who can inspire pupils and colleagues alike through exceptional teaching, strong subject knowledge and a relentless focus on improving outcomes.

The successful candidate will:

- Hold a degree qualification in a Science-related subject and Qualified Teacher Status (QTS).
- Be an outstanding classroom practitioner with a proven record of securing strong outcomes for pupils.
- Have excellent subject knowledge across Science, with a specialism in any science discipline; however, Physics or Chemistry specialism would be desirable.
- Have experience of supporting, coaching or developing colleagues to improve teaching and learning.
- Demonstrate a strong understanding of curriculum design, assessment and effective pedagogy.
- Use assessment and performance data effectively to identify priorities and drive improvement.
- Be committed to evidence-informed practice and continual professional development.
- Have excellent communication, organisational and interpersonal skills.
- Be able to influence and motivate others through effective coaching, mentoring and professional learning.
- Be committed to high standards of behaviour, achievement and inclusion for all pupils.
- Be able to work collaboratively with colleagues, parents, carers and external stakeholders.
- Demonstrate a commitment to safeguarding, equality, diversity and ongoing professional development.
- Have the vision, enthusiasm and credibility to lead improvements in teaching and learning across Science and the wider academy.

This role offers an excellent opportunity for an exceptional teacher looking to extend their impact beyond the classroom and contribute strategically to the continued improvement of teaching, learning and pupil outcomes at Noel Baker Academy.



Why Join Noel Baker Academy

This is an excellent opportunity to join a supportive and values-driven academy where you will have a significant impact on pupil achievement, teaching excellence and the professional development of colleagues through your leadership of teaching and learning within Science.

By joining our team, you will benefit from:

- Working as part of a committed and collaborative Science department that is dedicated to delivering high-quality teaching and securing strong outcomes for all pupils.
- The opportunity to influence and improve classroom practice across the department and wider academy through coaching, mentoring and the sharing of evidence-informed teaching strategies.
- A varied and rewarding role where you can model outstanding practice, inspire colleagues and help drive continuous improvement in teaching, learning and assessment.
- The chance to work with enthusiastic pupils across a range of ages, abilities and backgrounds, helping them to develop a deep understanding of Science and achieve their full potential.
- Opportunities to lead professional development, contribute to whole-school improvement priorities and support the implementation of innovative and effective approaches to teaching and learning.
- The opportunity to contribute to intervention programmes, curriculum development, enrichment activities and wider learning experiences that enhance pupil engagement and achievement.
- Opportunities to work closely with colleagues across the academy and Trust, sharing best practice and benefiting from high-quality professional development and leadership opportunities.
- The chance to play a key role in raising standards and improving outcomes across Science, while supporting the academy's vision for excellence, inclusion and achievement for all.
- A role that will allow you to extend your impact beyond your own classroom, developing others and shaping the educational experiences of young people across the academy.

This is a role where your passion for Science, commitment to exceptional teaching and learning, and dedication to developing both pupils and staff will have a lasting impact every day.

What do our pupils say

Noel-Baker Academy is a place where pupils and teachers work together to help each other succeed. As a Year 11 head pupil, I've experienced first-hand how supportive, dedicated and passionate the staff are. This is an academy where teachers genuinely make a difference - not just in the classroom, but in the wider community too.

Join Noel-Baker Academy and become part of a passionate teaching team committed to high expectations, strong relationships and outstanding learning. As we are supported as pupils, you will also be supported to make a lasting impact on our lives every single day.

At Noel-Baker Academy, all staff play a vital role in our success and wellbeing as pupils. From my experience, you will be welcomed into a supportive, respectful and hardworking community where your contribution genuinely matters. Noel Baker is a place where staff can thrive, feel valued and truly enjoy coming to work every day. We do! As a Year 11 head pupil at Noel-Baker Academy, I can honestly say that the teachers here make a huge difference to our lives. We notice when teachers believe in us, push us and help us grow- not just in our subjects, but as people. If you join our academy, you won't just be teaching lessons. You'll be inspiring pupils, building relationships that really matter and helping us achieve things we didn't always think we could. We appreciate teachers who care, who understand us and who want to see us succeed. If that sounds like you, we'd love to have you as part of our academy community.

Our Location and Community

Noel-Baker Academy is ideally located in an area that combines excellent connectivity with a high quality of life making it an attractive place to both live and work. The academy is well connected to nearby towns and cities, by a good road network providing easy access to a wide range of professional, cultural and leisure opportunities while retaining a strong local identity.

The local area benefits from a welcoming community, good amenities and affordable cost of living, making it particularly appealing for those looking to settle, relocate or achieve a healthy balance between professional commitment and personal life. Many staff value the sense of community and the supportive, down-to-earth environment in which the academy sits.



One of the standout features of the area is the close proximity to the Peak District National Park, offering exceptional access to some of the country's most beautiful landscapes. Within a short distance, you can enjoy:

- Walking, cycling and wide range of outdoor pursuits
- Stunning countryside, reservoirs and historic villages
- Space to unwind, recharge and maintain physical and mental wellbeing

Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.

Job Description



The Role: Lead Practitioner - Science

Location:	Noel-Baker Academy
Salary scale:	Lead Practitioner 3-7
Hours:	Full time
Closing date:	Friday 16th October 2026 at 8am
Interview Date:	Wednesday 21st October 2026

JOB PURPOSE SUMMARY:

To lead and drive the development of outstanding teaching and learning within Science through the promotion of evidence-informed practice, high-quality pedagogy and a culture of continuous professional development. The Lead Practitioner of Science will work collaboratively with colleagues to improve classroom practice, raise standards of attainment and achievement, and ensure that all pupils receive an excellent Science education.

The Lead Practitioner will have a timetabled teaching commitment commensurate with the role, exemplifying the Teachers' Standards and modelling outstanding practice for others. The postholder will support the professional development of colleagues, contribute to whole-school improvement priorities and champion excellence in teaching and learning across the academy.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Direction and Development of Teaching and Learning

Support the development and implementation of the academy's teaching and learning strategy in line with the school improvement plan and Trust priorities.

Champion high-quality, evidence-informed teaching and learning across the academy, with a particular focus on Science.

Act as a role model for outstanding classroom practice and professional conduct.

Provide inspirational and purposeful leadership for all pupils within a caring and secure environment.

Support senior and middle leaders in evaluating the impact of teaching and learning initiatives and identifying areas for further development.

Contribute to the school's self-evaluation and quality assurance processes.

Promote and develop innovative teaching strategies that improve pupil engagement, progress and achievement.

Support the implementation of whole-school policies and initiatives that contribute to raising standards and improving outcomes.

Work collaboratively with colleagues across the Trust to share best practice and contribute to wider school improvement.

Lead and support research-informed approaches to teaching, learning and assessment.

Promote inclusion and ensure that teaching strategies effectively meet the needs of all learners, including disadvantaged pupils and those with SEND.

2. Teaching and Learning

Be an outstanding and supportive member of the Science department, contributing to its continued success and development.

Deliver consistently high-quality teaching across Science, modelling exemplary classroom practice.

Demonstrate excellent subject knowledge and pedagogical expertise across Science, with all specialist sciences considered. A specialism in Physics or Chemistry would be advantageous.



- Use assessment information effectively to monitor progress, identify underachievement and support colleagues in improving outcomes.
- Model innovative, engaging and challenging lessons that inspire pupils and promote a love of Science.
- Support colleagues in developing effective teaching strategies, classroom routines and approaches to behaviour for learning.
- Coach and mentor teachers at all stages of their careers, helping them to refine and develop their classroom practice.
- Lead professional development activities focused on effective pedagogy, curriculum delivery, assessment and adaptive teaching.
- Support the induction, development and retention of early career teachers, trainees and new staff.
- Work alongside colleagues to evaluate the effectiveness of teaching and learning and implement evidence-based improvements.
- Promote the effective use of assessment, feedback and questioning strategies to maximise pupil progress.
- Contribute to intervention programmes and strategies that accelerate pupil achievement in Science.
- Support curriculum development within Science to ensure pupils receive an ambitious, coherent and knowledge-rich curriculum.

3. Leadership and Management

Under the direction of the Director of Science and Senior Leadership Team:

- Support the continuous development of teaching and learning across the Science department, ensuring high standards of classroom practice and pupil outcomes.
- Lead and facilitate professional development opportunities for staff, helping colleagues to develop the knowledge, skills and confidence required to deliver outstanding teaching.
- Coach and mentor colleagues to improve classroom practice through instructional coaching, lesson modelling, collaborative planning and effective feedback.
- Promote evidence-informed approaches to teaching and learning that secure sustained improvements in pupil progress and achievement.
- Support colleagues in adapting teaching strategies to meet the needs of all pupils, including disadvantaged pupils and those with SEND.
- Develop and lead professional learning activities focused on effective pedagogy, adaptive teaching, assessment and curriculum implementation.
- Inspire and motivate colleagues through exemplary classroom practice, enthusiasm for Science and a commitment to continuous improvement.
- Work collaboratively across the academy and Trust to share best practice and contribute to wider school improvement initiatives.
- Support the development of positive learning environments which promote high expectations, pupil engagement and academic success.
- Plan and deliver high-quality training sessions, workshops and coaching activities for teaching and support staff.
- Contribute to the induction, training and development of Early Career Teachers, trainee teachers and new members of staff.

4. Planning and Development

- Support the evaluation and improvement of teaching and learning through the effective use of assessment data, lesson observations, learning walks and other quality assurance activities.
- Analyse pupil progress and attainment information to identify strengths, areas for development and appropriate strategies for improvement.
- Maintain an up-to-date knowledge of educational research, curriculum developments and effective pedagogical approaches, applying these to practice across the academy.



- Play an active role in the Teaching and Learning Team, helping to shape and deliver whole-school improvement priorities.
- Lead professional dialogue focused on effective teaching, curriculum implementation and assessment practice.
- Research and disseminate innovative teaching approaches that can improve outcomes for pupils across the school.
- Work alongside leaders and colleagues to support the effective implementation and evaluation of school improvement initiatives.
- Encourage reflective practice and continuous professional development among all staff.
- Support colleagues in setting ambitious expectations for pupil achievement and maintaining consistently high standards of teaching and learning.
- Assist in the development of intervention strategies that improve progress and attainment in Science.
- Maintain a detailed understanding of curriculum design, assessment principles and effective teaching methodologies.
- Contribute to the development and implementation of whole-school teaching and learning policies and practices.
- Promote the effective use of questioning, feedback, retrieval practice, metacognition and other evidence-informed strategies to maximise pupil learning.
- Develop and sustain high-quality teaching and learning within Science whilst supporting improvements in practice across the wider academy.

5. Monitoring and Evaluation

- Analyse and interpret relevant national, Trust and academy performance data to support the evaluation and improvement of teaching, learning and pupil outcomes in Science.
- Monitor the quality and effectiveness of teaching and learning within Science, identifying strengths and areas for development and implementing appropriate improvement strategies.
- Use assessment information and pupil performance data to identify trends, gaps in knowledge and areas of underachievement, supporting colleagues to implement effective interventions.
- Contribute to quality assurance activities, including learning walks, lesson visits, work scrutiny, pupil voice and curriculum reviews.
- Evaluate the impact of coaching, professional development and teaching and learning initiatives on staff practice and pupil outcomes.
- Seek the views of pupils and colleagues regarding the quality of teaching and learning, using feedback to inform future improvement priorities.
- Support the evaluation of curriculum implementation and assessment practice within Science.
- Use analysis to identify areas where individuals or groups of pupils may require additional support or challenge.
- Review the impact of evidence-informed teaching strategies and share findings with colleagues to support continuous improvement.
- Assist leaders in identifying areas where individuals or groups of colleagues may benefit from additional coaching, mentoring or professional development.

6. Communication and Liaison with Other Colleagues

- Develop effective working relationships with colleagues, senior leaders and external education partners to support improvements in teaching and learning.
- Promote a positive culture of professional learning, collaboration and the sharing of best practice across the academy and Trust.
- Work collaboratively with colleagues to ensure that Science contributes effectively to wider academy priorities.
- Lead and support whole-school teaching and learning initiatives, professional development activities and enrichment opportunities.



- Engage parents and carers in supporting pupils' progress, engagement and achievement in Science.
- Take a leading role in the provision of high-quality continuing professional development for teaching and support staff.
- Establish good working relationships with pupils, acting as a positive role model and setting consistently high expectations.
- Ensure the highest standards of teaching and learning are maintained and promoted across Science and the wider academy.
- Represent the Science department and academy at relevant meetings, training sessions and events.
- Maintain effective working relationships with other middle and senior leaders across the academy and Trust.
- Liaise with other schools, Trust colleagues and external providers to identify and share effective practice.
- Support colleagues through professional dialogue, coaching and constructive feedback.
- Communicate teaching and learning priorities clearly and contribute to a consistent approach across the academy.

7. Communication with Parents and the Wider Community

- Establish positive working relationships with parents and carers to support pupils' learning, progress and achievement in Science.
- Develop effective links with the wider community, including universities, employers, professional organisations and other external partners, to enrich the Science curriculum and raise pupils' aspirations.
- Promote the importance of Science beyond the classroom and provide opportunities for pupils to develop scientific knowledge, skills, curiosity and confidence through enrichment and wider learning experiences.
- Support activities that promote Science-related further study, careers and employment opportunities.
- Contribute to academy events, transition activities and opportunities that strengthen relationships with pupils, parents, carers and the wider community.
- Promote recognition that learning takes place beyond the classroom and support opportunities for pupils to apply scientific knowledge and skills in relevant contexts.

GENERAL

The Lead Practitioner of Science will be required to safeguard and promote the welfare of children and young people and follow all academy and Trust safeguarding policies and procedures.

- Be committed to safeguarding and promoting the welfare of children and young people in line with the latest statutory guidance and Trust policies.
- Maintain the highest standards of professional conduct and uphold the Teachers' Standards.
- Comply with all academy and Trust policies, procedures and expectations.
- Have due regard for the Health and Safety at Work Act and relevant health and safety requirements, particularly in relation to practical Science activities and laboratory environments.
- Build positive working relationships with teaching and support staff, pupils, parents, carers and external organisations.
- Comply with individual responsibilities under relevant equality legislation and promote equality, diversity and inclusion.
- Ensure that all duties and responsibilities are undertaken in accordance with the academy's equal opportunities requirements.
- Maintain confidentiality and comply with information governance, data protection and academy procedures.
- Undertake any training and development required to fulfil the responsibilities of the role effectively.
- Participate in the academy's appraisal arrangements and take responsibility for ongoing professional development.
- Attend relevant meetings, training sessions, parents' evenings and academy events where required.
- Undertake any other duties commensurate with the nature and level of responsibility of the role.

The Lead Practitioner may be required to undertake other duties that are broadly in line with the responsibilities and level of the post.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E= Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• Qualified Teacher Status. • A degree in relevant or related subject • Evidence of continuous professional development • Recent relevant in-service training in the subject area	• Evidence of successful coaching at classroom • level Designated SLE

Skills and Knowledge	Essential criteria	Desirable criteria
	• Ability to teach to GCSE standard. • Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. • Ability to develop and disseminate effective learning and teaching and classroom management strategies. Ability to form and promote positive relationships with staff, pupils, parents, the local community and outside agencies • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively • Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant department • Ability to use and promote a wide range of teaching methodologies • Ability to communicate, verbally and written, with a range of people and groups • ICT skills to develop, manage and report on performance data.	• Ability to teach to A Level standard. • Ability to assess the performance of others and respond appropriately • Ability to devise effective support packages for colleagues, based on accurate identification of need

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E= Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	• Proven track record of outstanding teaching Successful and sustained delivery of outstanding attainment and progress • Innovation and creativity to engage, enthuse and progress learners' • Making effective use of Assessment for Learning to engage Pupils as partners in their learning • Leading the delivery of coaching and INSET sessions to support the professional development of others Use of data to plan and implement intervention strategies to raise academic performance. • An understanding of improving Numeracy / Literacy Strategies. • Use of strategies to promote good pupil relationships and high attainment in an inclusive environment • Vision for the teaching of the subject • An understanding of Health and Safety regulations affecting the curriculum area • Emotional resilience in working with challenging behaviours and attitudes	• Developing and leading strategies to sustain whole school improvement • Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes • Partnership working and collaboration within a school or local authority context

Personal Attributes	Essential criteria	Desirable criteria
	• Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners • A strong belief in the value of education in developing citizens • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Highly organised, literate and articulate • Highest levels of professional and personal integrity A strong commitment to inclusion and overcoming barriers to learning and achievement • Personal resilience, persistence and perseverance • Commitment to the pursuit of continuous professional development by oneself and others • Commitment to safeguarding and promoting the welfare of children and young people	



How to apply

Contact email: HR@noelbakeracademy.co.uk

Contact number: 01332572026

Please complete the application form using the online recruitment portal found [here](#). If you have any questions, please ring or email on the information above.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

"We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people."

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



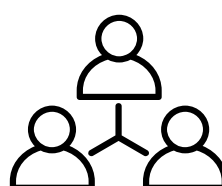
24 Primary
Academies



03
Academies



05
Geographical
Regions



11,500



1,650



Noel-Baker Academy

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