



SARUM
ACADEMY



Head of Science Candidate Information Pack



Dear colleague

Thank you for taking the time to find out about our Salisbury school and the possibility of working here with us. Sarum Academy would welcome applications for the position of **Head of Science** to join our fantastic team. Our staff have a very real desire to make a difference to the lives of children and offer commitment, skill as well as a passion for their area of expertise.

Sarum Academy is a Church of England school founded in 2010 delivering high quality, non-selective, personalised education to pupils aged 11-19 years. Sarum Academy is a highly successful school with a growing reputation; part of the **Magna Learning Partnership Academy Trust**. In 2018 Sarum Academy pupils made progress well above the national average, the Academy secured a Good OfSTED judgement in October 2017 across all areas including the Sixth Form.

As a Church of England school our ethos is underpinned by Christian values and principles. Sarum Academy recognises and celebrates diversity, welcoming pupils of all faiths and none. Our singular aim is to enable young people to become highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community. In achieving this we aim to support the intellectual, emotional and personal development of all of our pupils. In practice this means providing them with the literacy, numeracy, practical and problem solving skills necessary in gaining the highest possible academic qualifications, and in providing the very best personal, social, health and citizenship education, alongside the highest quality pastoral support.

A strong partnership with young people and their families is the lifeblood of a warm and happy school, knowing together we can build the foundation of a successful and boundless future for the pupils we serve.

We are a happy school, one where pupils feel nurtured and challenged, one that values all members of the community and our growing success and reputation is built on professionalism and the strong partnership of pupils, staff, parents, governors and schools within the Salisbury learning community.

To apply, please download the application form via www.sarumacademy.org. The closing date is Sunday 21st April 2019. If you have any further questions or queries please contact Mr Smith in Human Resources on 01722 342437 or recruitment@sarumacademy.org.

Thank you again for taking the time to consider Sarum Academy – I look forward to receiving your application.

Mr J Curtis
Headteacher



The benefits of working at Sarum Academy

The Academy offers:

A very real chance of **making a difference** to the lives of young people.

Leadership that cares for its staff and places huge importance on trying to achieve a 'work life balance'.

An **enthusiastic and driven** team of teachers and support staff.

Ongoing **professional development** of the highest standard with possibilities for leadership development.

Work with professionals across the Magna Learning Partnership and the professional development **opportunities** this enables.

A **strong support network** both within the school and within the Magna Learning Partnership Academy Trust.

Science faculty with dedicated Science base.

A **fantastic working environment** and wealth of resources including full access to ICT.



Job Description

Head of Science

Post: Head of Science
Salary Range: MPS 1-6/UPS 1-3 + TLR 1B £9,568
Responsible to: Headteacher, under the day-to-day management of a member of the Senior Leadership Team

Core Purpose

The post holder will ensure high quality curriculum provision and effective teaching and learning within the curriculum area of Science. In addition to fulfilling your professional duties as a teacher, in accordance with the Teacher Standards, the post holder will ensure high quality curriculum provision and effective teaching and learning within the curriculum area of Science.

Strategic Direction and Development of Science

- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning.
- Creating an environment where pupils and staff develop and maintain positive attitudes towards teaching and learning.
- Using data effectively to monitor and evaluate pupil progress; planning and implementing effective intervention to support all pupils to achieve highly.
- Analysing national, local and Academy data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher and Governing Body on progress and plans.
- Contributing to the Academy Improvement Plan and establishing an effective subject Improvement Planning Cycle to meet Academy strategic priorities.

Teaching and Learning of Science

- Ensuring appropriate, challenging and differentiated Programmes of Study and Schemes of Work are in place for all Science teaching groups and related courses.
- Securing and sustaining effective teaching of the subject through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the Academy's - Monitoring Evaluation and Review (MER) cycle through lesson observations, feedback to teaching staff, work sampling, pupil interviews and written reports to the Headteacher and Leadership Team as necessary.
- Ensuring teaching and learning objectives are clear to all members of the teaching team.
- Ensuring effective development of pupils' literacy, numeracy and ICT skills within the subject.
- Developing the curriculum to meet the needs of all pupils; introducing, planning and implementing new courses of study to meet local and national educational developments.
- Map progress of pupils regularly against prior attainment and local and national norms and identify pupils at risk of underachieving.

- The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Designated non-contact time for leadership and management responsibilities will be made available.

Leading and managing staff

- Line managing all staff who teach Science as appropriate and providing effective support, challenge, information and professional development for all staff within the subject area.
- Establishing clear expectations and high standards of professionalism and collaboration across the department working closely with other team leaders.
- Taking an active role as a Team Leader within the Academy's Appraisal process to develop the professional effectiveness of colleagues.
- Providing structured support and assessment for NQT and ITE students to enable them to meet the relevant professional standards.
- Working in collaboration with the SENCo, SEN staff and Heads of Year to ensure that Individual Education Plans and support plans are used across the department.

Efficient and effective deployment of staff and resources within the team

- Creating an effective and stimulating learning environment for teaching and learning.
- Deploying accommodation to effectively meet the teaching and learning needs of the subject.
- Using appropriate resources, in consultation with the Headteacher, for effective, efficient and safe teaching and learning within the subject area; accommodation, staff, time, courses, development opportunities, ICT equipment etc.
- Ensuring a safe working and learning environment through application of appropriate risk assessments.

Other responsibilities

- Act at all times as an ambassador for the Academy in a manner which upholds its Christian values and ethos and to model behaviour consistent with the Academy's standards and aspirations.
- Take an active role in the Academy's pastoral care of pupils and fulfil a pastoral and mentoring role.
- Foster good relationships with parents and the wider community.
- Have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled.
- Demonstrate a commitment to personal professional development.
- Be subject to performance objectives agreed annually and will be responsible for providing evidence of progress for key accountabilities.
- Carry out such other duties as may reasonably be assigned by the Headteacher.
- Recognise that duties of a post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Head of Science

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree in Science or equivalent in a subject related to Science 	
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development 	<ul style="list-style-type: none"> • Recent relevant in-service training in Science, Leadership & Management.
Experience	<ul style="list-style-type: none"> • Proven record of raising attainment in Science teaching across Key Stage 3 and Key Stage 4. • Development of Programmes of Study and Schemes of Work across the Key Stages. • Effective use of Assessment for Learning to engage pupils as partners in their learning. • Leadership of extra-curricular activities including educational visits, journeys and field work. 	<ul style="list-style-type: none"> • Professional development/mentoring of colleagues. • As an examination board assessor/marker. • Experience of leading development within a team. • Leadership of a 'whole school' initiative.
Knowledge	<ul style="list-style-type: none"> • Secure knowledge of Programmes of Study for Science across Key Stage 3 and 4. • Use of assessment and attainment information to improve practices and raise standards • Use of strategies to promote good pupil relationships and high attainment in an inclusive environment. • An understanding of Health and Safety regulation's affecting the curriculum area. 	<ul style="list-style-type: none"> • Strategies to enhance teaching and learning of ICT within Science. • An understanding of Emotional Literacy developments to support learning and teaching • An understanding of the Key Stage 2 Science Curriculum • Knowledge of Programmes of Study Post 16.
Skills	<ul style="list-style-type: none"> • Ability to use and promote a wide range of teaching methodologies. • An enthusiastic leader. • Competent coordinator and motivator. • Excellent communication and 	<ul style="list-style-type: none"> • Public speaking.

	<p>presentation skills.</p> <ul style="list-style-type: none"> • Problem solver. • Competent user of ICT. • Data analysis. • Ability to plan and resource to meet curricular objectives. • Ability to prioritise and manage multiple demands. 	
Commitment	<ul style="list-style-type: none"> • Vision for the teaching of Science. • Committed to the value and promotion of educational visits, journeys and field work. • Actively supports the Academy's aims and Christian ethos • Commitment to teacher training. • Active participation in Academy developments. • Working effectively as a Form Tutor. 	<ul style="list-style-type: none"> • Commitment to the value and promotion of vocational and work related learning.
Personal	<ul style="list-style-type: none"> • Passion for teaching. • 'Can do' attitude. • Energy, enthusiasm and flexibility. • Good health and attendance record. • Sense of humour and a positive outlook on life. • Ability to work under pressure and determination to succeed. 	

Safer recruitment and equality

Sarum Academy Safer Recruitment Procedure

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

Disclosure

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the requirements of the Person Specification will be taken forward from application.

Interview

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher.

During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from current employers will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All support staff will be subject to a probation period of six months which may, in certain circumstances, be extended by up to 10 weeks. The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new support staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships.

A commitment to encourage diversity

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.