



# The Polesworth School

## ENSURING EXCELLENCE

Dordon Road, Dordon, Tamworth, Staffs, B78 1QT  
01827 702 205



Teacher of Science & Lead Practitioner  
Candidate Information



Community Academies Trust  
The Polesworth School,  
Dordon Road,  
Dordon,  
Tamworth,  
Staffordshire B78 1QT

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E [n.holland@communityacademiestrust.org](mailto:n.holland@communityacademiestrust.org)  
W [www.communityacademiestrust.org](http://www.communityacademiestrust.org)

Dear Applicant

Teacher of Science & Lead Practitioner - The Polesworth School

Thank you for acquiring details of this exciting opportunity to join The Polesworth School. We are all exceptionally proud of the staff and young people at the school as they have created a wonderful community school with a national reputation for excellence.

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 and are National Teaching Schools. The Trust has grown since 2012 and now comprises five secondary schools and eight 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 organise ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Polesworth School is in our North Warwickshire/East Staffordshire Hub that consists of one further secondary school and 4 primary schools.

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 and significantly influential on the journey of continual school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Polesworth School and others across Tamworth and the wider Trust. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of all our staff.

Our website describes the Trust and our work in more detail - [www.communityacademiestrust.org](http://www.communityacademiestrust.org)

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'Philip Hamilton', written in a cursive style.

Philip Hamilton  
Chief Executive Officer

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

Company Registration Number: 0747273-6. VAT Number: 115833327.

Dear Applicant

### Teacher of Science & Lead Practitioner

Thank you for requesting details of the above post and your interest in our school. Polesworth is a true Comprehensive with an intake covering the full ability range. Examination results are consistently good with students achieving at or above the national average in the majority of subjects and this is reflected in our outstanding progress scores, which consistently place us amongst the top schools in the country. Standards are equally high in other areas so essential to a balanced education, such as sport, music and drama.

On the 1st November 2012 we established the Community Academies Trust—a recognised Academy Sponsor, recently commended by the DFE for the 'strong performance' across our academies. We are very pleased to be able to announce that our 'Outstanding' status was again recognised by Ofsted in March 2015. The school is over-subscribed with a roll of approximately 1500, including a thriving sixth form.

Polesworth occupies a very attractive site, set amongst trees and gardens in ten acres of grounds. We are well-resourced and have a good range of facilities, including a Sports Centre whose use is shared with the community, a Drama studio, a separate sixth form block with its own teaching, study and social areas and three new buildings built within the last 10 years—the most recent opening in January 2013.

Key Stage 3 students study all National Curriculum subjects. We teach French and German and all Year 7 students are taught in mixed ability and broad ability groups. In Year 8 broad ability setting is sustained. All subjects commence Key Stage 4 in Year 9 and students follow a common core of English, English Literature, Mathematics, Science, a Modern Foreign Language, RS, PE and PSHE. In addition they take three option subjects. Tomlinson Hall Sixth Form Centre offers a very wide range of 'A' Levels and some vocational courses.

There is a happy and committed staff team of over 200. The Strategic Leadership Team comprises the Headteacher, three Deputy Headteachers, the Director of Post-16, three Assistant Headteachers and the School Business Manager. There is a team of 3 Raising Standards Leaders who each lead a Cluster of Departments. All staff at the school work hard to ensure that all students develop and achieve their aspirations. This work is based on high expectations, care and an individual understanding of all our young people.

The pastoral structure of the school is House based with mixed age tutor groups. The four houses fulfil an important role in establishing the ethos of our school—an ethos based around ensuring excellent social and academic achievement. There is healthy rivalry between the Houses in a range of activities including sport.

We have a great deal of experience in promoting the development of all staff, whether teaching, administrative or support. We also work in association with a number of local university education departments for ITT and lead a School Direct alliance. Indeed, this has recently been recognised by the National College for Teaching & Leadership with our designation as a National Teaching School. We have a well-established induction programme for all staff who join us, our school is a wonderful place to work. Visiting us, you will be struck by a thoroughly uplifting and purposeful working environment that has an excellent mix of social and academic success.

We look forward to receiving your application if you feel that The Polesworth School is the school for you. Please enclose a supporting letter with your application form describing the following:

- How you feel your experience to date has prepared you for this role;
- Your views on mixed age tutoring and the role of the Form Tutor;
- Your understanding of outstanding Science teaching.

Of course, feel free to address any other issues that you feel are relevant, besides those listed. **The closing date for applications is 9.00 am on Friday 17th May 2019 with interviews on or before Tuesday 21st May 2019.**

Yours sincerely



Maura Favell  
Headteacher

## *Our Values & Vision*

*These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.*

## *Our Young People*

*We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.*

*Achievement—Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition—ambition not only for themselves but for the communities in which they live and work.*

*Achievement—'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.*

*Achievement—relationships: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.*

## *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 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 will 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.*

## SCIENCE DEPARTMENT

### **Ethos**

The Science Department at Polesworth is a strong and highly motivated one, with everyone working hard to achieve success for students of all ages and abilities. The teaching and learning within the department was rated as “very good” at our last full Ofsted Inspection. All members of the department are qualified scientists and the balance of physicists, chemists and biologists is such that most staff teach only their own specialist subject at Key Stage 4 and A Level.

The basis of our teaching is the belief that the unique approach of science is one that should be accessible to all students in one form or another – an approach that follows the overall school philosophy. We try to provide support for each other, and to share our ideas, expertise and experience – new ideas can come from anywhere! The opportunity to develop individual interests and enthusiasms is encouraged. Everyone is also encouraged to contribute to discussions on matters of curriculum, philosophy and administration in the department.

There is no attempt to insist on a single approach to the teaching of science, rather a view that a variety of methods should be used. There is an increased emphasis on the students being responsible for their own learning and a recent movement towards active teaching methods.

### **Curriculum**

#### Years 7 & 8

Year 7 and 8 students are studying a new 2 year Key Stage 3 programme developed by the Science department.

Students are taught in mixed ability sets in Year 7, but broad setting is established in Year 8. On most occasions each class will have six lessons over a two week period with one teacher, but sometimes it is necessary for two teachers to share a class owing to timetable constraints.

#### Years 9, 10 & 11

At Key Stage 4 we follow the AQA Trilogy Combined Science and Triple Science courses. All teachers have contributed to our schemes of work. Most students spend 18% of their curriculum time learning the three sciences. This amounts to a total time of eight hours over a two week timetable in Year 9, nine hours in Year 10 and eleven hours a fortnight in Year 11. This year, approximately 22% students in each year follow the Triple Science course.

#### Years 12 & 13

The department offers AS and A Level courses in Biology, Chemistry and Physics – using AQA syllabuses for all of them. These courses are very popular, with two or three teaching groups usually organised for each subject at both AS and A2 Level.

### **Organisation and Staffing**

The department is run as a single unit at Key Stage 3 with 13 full time and 2 part time staff. Key Stage 4 and 5 students have subject specialists who ensure the delivery of high quality schemes of learning. All members of the department are expected to share in the teaching of the full ability range of students. The department is ably supported by a 2 full-time and 2 part-time technicians, as well as 2 apprentice technicians.

At present, the department runs with a Head of Department, three Key Stage Co-ordinators and a Lead Practitioner in Science. The accommodation consists of 9 laboratories in two blocks. All teachers share the laboratories. Both teaching blocks are supported by a bank of wireless laptop computers and tablets which can be ordered by staff when needed for internet activities or data logging. All laboratories have access to a PC and data projector. The department is well resourced to support practical activities in all three Sciences and regular audits ensure that equipment responds to changes in the Science curriculum.

Job Description for the Lead Practitioner

Teaching and Learning Responsibility:

Leadership scale

Effective Date: 1<sup>st</sup> September 2019

Purpose:

To lead, develop and implement teaching and learning initiatives and strategies throughout the school, Trust and Teaching School which improve the practice of colleagues and promote excellent outcomes for all students.

Contribute to the formulation of the school's aims and policies and ensure that they are translated into action in the classroom.

To help ensure a high calibre of teaching professionals through timely, appropriate and high quality continuous professional development.

Secure continuous improvement leading to transformation in the teaching of the subject, raising standards and producing the highest levels of student achievement.

To be accountable for leading, managing and developing the subject/curriculum areas as well as student progress and development.

Reporting to:

ORE

Responsible for:

Ensuring continuous improvement and innovation in teaching and learning.

Liaising with:

Raising Standards Leaders and Strategic Leadership Team, Heads of House, Learning Support, Parents

Principal (Core) Responsibilities

Operational/ Strategic

Model excellence in day-to-day leadership.

Model excellence in classroom practice maintaining a clear focus on outstanding planning, delivery and outcomes for all learners. You will have an open door policy for observations and drop-ins at all times.

Develop and promote the sharing of best practice in teaching and learning and to foster a genuine commitment to continuous improvement in professional practice.

Promote and develop the use of evidence based practice in the classroom e.g. the TPS Teaching and Learning Toolkit.

Support and develop the use of self-evaluation to improve and enhance day to day classroom practice.

Support the DH (Teaching & Learning/Teaching School) in the robust evaluation of whole school teaching and learning and make a significant contribution to improving the quality of teaching and learning.

Assist in the development of teaching and learning by contributing to staff professional development via workshops, training courses, induction, NQT and ITT programmes.

Engage in professional dialogue with specific colleagues which emphasises improvements in teaching and learning and highlights areas for development, resulting in a positive impact on student learning.

Develop the use of coaching and mentoring techniques to develop teaching practice of all teaching staff.

To research and evaluate innovative teaching practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

	<p>Day-to-Day:</p> <p>Provide model lessons to support colleagues improving their classroom practice.</p> <p>Contribute to the leadership of a specific department and play an active role in meetings.</p> <p>Contribute to the direction of the wider school curriculum as part of a team of lead practitioners.</p> <p>Engage in and encourage innovation including the use of ICT in teaching and enhancing student learning.</p> <p>Implement and operate the school's Health and Safety policy in the subject area.</p> <p>Work with staff to ensure classroom practice reflects the school's ethos and aims.</p>
Teaching, Learning and Curriculum:	<p>To assist RSLs to ensure that the curriculum provides a range of teaching which compliments the school's strategic objectives.</p> <p>To assist in the process of curriculum development and change so as to ensure continued relevance to the needs of students, examining and awarding bodies and the school's aim.</p> <p>To constantly explore improvement, innovation and personalisation.</p> <p>To keep up to date with national developments in teaching methodologies.</p>
Staff	<p>Lead, guide, support, mentor and develop team members. Hold them accountable for their work.</p> <p>Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to the delivery of "Ensuring Excellence" and in particular our values.</p> <p>Help to identify and respond to the professional learning needs of staff utilising all available expertise and provision.</p> <p>Undertake performance management review(s), acting as a reviewer.</p> <p>Contribute to the assessment of staff skill in support of UPS progression based on sound evidence.</p> <p>Act as a positive role model for staff on a day-to-day basis</p> <p>To maintain good subject knowledge and an awareness of excellent, current practice in teaching.</p> <p>Plan, deliver and evaluate staff training events and programmes</p>
School Self Evaluation	<p>Meet the expectations described in the School Self Evaluation handbook, including reporting procedures, deadlines and evidence collection</p>
Communications	<p>To ensure effective collaboration with staff, parents and students</p> <p>To liaise and work with partner schools, HEIs, Examination Boards and other relevant external agencies</p> <p>Excite and engage visitors at Open Evenings, and other events</p>
Resources	<p>Ensure the effective management and development of learning resources.</p> <p>Produce high quality differentiated teaching and learning resources and materials for use across the team.</p>
Other Specific Responsibilities	<p>Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.</p>

## TEACHER: PERSON SPECIFICATION

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced CRB check will be carried out for the successful candidate.

Education & Knowledge	
Essential	Evidence
1. Qualified Teacher Status	Application form
2. Commitment to continuing professional development activities;	Application form/interview
3. Relevant experience of working within the secondary phase;	Application form
4. Further training and/or professional development in the area of secondary education;	Application form/interview
5. An understanding and knowledge of the recent changes to the National Curriculum and assessment and reporting procedures;	Interview
6. A knowledge of excellent teaching and learning, which engages all learners and achieves the highest standards of progress and attainment;	Interview
7. An understanding of how to ensure the safety of our young people in a school setting.	Interview

Skills	
Essential	Evidence
<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate what a high quality learning experience for all learners would look like;</li> <li>• Demonstrate how ICT can enhance the learning environment for all learners;</li> <li>• Demonstrate how data can inform lesson planning and support differentiation;</li> <li>• Demonstrate a reflective approach towards everyday practice;</li> <li>• Be committed to working proactively with parents, carers and other stakeholders;</li> <li>• Demonstrate a clear focus on achieving improved educational outcomes for all learners and narrowing any gaps in learning;</li> <li>• Demonstrate a commitment to the vision, values and ethos of the school;</li> <li>• Actively participate in appraisal and staff development;</li> <li>• Follow agreed policies, strategies and procedures in a consistent manner;</li> <li>• Form, develop and maintain good working relationships and communicate effectively with others;</li> <li>• Demonstrate what it takes to motivate, inspire and enable the pupils in order for them to become independent learners.</li> </ul>	<p>Application form Letter of application References Interviews</p>

Values and Behaviours		
Essential	Desirable	Evidence
Be passionate about achieving results	Is tenacious and focused on achieving results, overcoming any obstacles	Application form, Letter of Application, Demonstration of teaching ability, References, Interviews
Be responsive to stakeholder needs	Monitor student/parent satisfaction, actively seeking feedback at all times  Use feedback and information from others to improve classroom practice  Take action to connect with any disengaged parents or students in order to resolve any issues.	Application form, Letter of Application, Demonstration of teaching ability, References, Interviews
Be inspirational and bold in their thinking and solutions	React positively to problems/issues, remaining solution focused at all times	Application form, Letter of Application, Demonstration of teaching ability, References, Interviews
Be supportive of others' input and perspectives	Share resources and provides support to other colleagues  Value and seeks out the input of others, to establish an inclusive environment  Act in an ethical way, even when this is difficult to do	Application form, Letter of Application, Demonstration of teaching ability, References, Interviews
Be motivational with others and trust them to deliver	Acknowledge and reward good work, celebrating team and individual successes	Application form, Letter of Application, Demonstration of teaching ability, References, Interviews

