



LEARNING TRUST

Standing Together, Learning Together

Candidate Information Pack Second in Science

Closing Date: Monday 31 March 2025, 12 noon
Interviews date: w/c 31 March 2025



Golborne Community
Primary School



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School
be Outstanding!



Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student to develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The work for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments by dedicated members of support.

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

What are the Benefits of Working for the Mosaic Learning Trust?

At the Mosaic Learning Trust, we understand that investing in our staff is the best investment for our students and offer a wide range of strategies to help our teachers and support staff to be highly effective in their roles. The Trust offers:-

Salary

We offer competitive salaries for teaching staff in line with the School Teachers Pay and Conditions Document. We also offer competitive salaries to school support staff on an incremental salary scheme, paid according to agreed pay grades using national spinal column points. You will receive an increment on 1st April each year, or when you have completed six months service if appointed between October 1st and March 31st, until you reach the top of the band within your pay scale.

Pension

The Trust offers access to a substantial contributory pension scheme in line with the Teachers Pensions and Local Authorities.

Generous Holidays

Employees have a statutory right to 28 days paid holiday a year including bank holidays, the Trusts' minimum entitlement for support staff is 35 days (including bank holidays) increasing to 40 days (including bank holidays) after 5 years' continuous local government service.

Wellbeing

We are committed to supporting the physical and mental wellbeing of our staff. We offer occupational health services, Schools Advisory Service (SAS) – wellbeing services, an employee assistance program, free flu vaccinations, eye care, discounted local gym memberships and we are a part of the cycle to work scheme.

Trust 'Inset Days'

The Trust offer additional inset days to give staff non-contact time for additional training, CPD, preparations, department time, leadership time etc.

Learning and Development

Learning and Development is essential to the success of the Trust and will help us meet our objectives and address the challenges we face over the coming years. This is an on-going process and one which should therefore be continuous throughout the year. There are many opportunities in the course of day-to-day work for learning and development to take place and service-specific training is provided appropriate to the needs of the job.

We also have an e-learning portal, through the National College which provides employees with access to a range of on-line courses and resources at a time that suits you; designed to help you enhance your professional development and refresh your learning, with new courses being added regularly.



March 2025

Dear Applicant,

Second in Science - Full Time 1.0 FTE

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Southlands
- ❖ Job Description
- ❖ Person Specification
- ❖ Arranging a Visit/Application Process

Southlands High School are advertising for a permanent full time Second in Science to commence employment 1 September 2025.

We are looking to appoint enthusiastic, self-motivated and highly organised people to contribute to the outstanding support, care and guidance that the school offers its pupils. Applications are sought from people with energy, commitment and a determination to succeed.

This full-time role will be based at Southlands High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust.

You can apply through the [mynewterm](#) platform.

Applications will be considered as soon as they are received, and the closing date will be Monday 31 March 2025. Interview to be held w/c 31 March 2025. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list check through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

We would be delighted to arrange a visit or call me to discuss the position in more detail.

Yours faithfully,



Miss R Atherton

Trust H.R. Manager

General Information for Applicants

Southlands High School is an improving school. Our motto '**Endeavour for Excellence**' demonstrates that we expect all stakeholders, staff and students to drive for the highest standards in everything they do. Southlands High School is striving to be 'Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish High School and Golborne Primary School and look forward to going from strength to strength in our partnership. The Mosaic Learning Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. We seek for our students to be **Successful Learners, Confident Individuals and Responsible Citizens**. The Trust has a Trade Union Recognition Agreement in place.

From our most recent inspection, in February 2024, the report highlights that we are highly ambitious for our pupils to achieve. We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Many of our students go on to be very successful in all aspects of life with a number attending some of the leading universities in the country. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals.

We recognise that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'better' than before.

The school was inspected in February 2024 and although our overall judgement remains as requires improvement we were graded as good for both behavior and attitudes and leadership and management. The report acknowledges that pupils are increasingly benefiting from the improvements that the school has made to the quality of education that they receive and highlights many of the positive changes that have taken place in the school. Our school priorities for 2024-25 clearly continue with our culture for improvement: improving student outcomes and the development of teaching, learning and assessment.

There are 934 young people on roll with the likelihood of growing close to 1000 in the coming years. The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands we are very proud of our caring school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at Southlands.

I look forward to receiving your application form.

Paul Bousfield
Headteacher

JOB DESCRIPTION

INTRODUCTION	
Post Title:	Second in Science (Full time 1.0 FTE)
Status:	Permanent Contract
Job Overview:	<ul style="list-style-type: none"> • Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher, as set out in the current School Teachers' Pay and conditions Document (STPCD) • Develop and enhance T&L within the department ensuring consistent high standards across all curriculum areas • Ensure the provision of an appropriately broad, balanced, relevant, and differentiated curriculum for all students studying Science, enabling them to develop a passion for the subject and a linguistic skill set for life post-16 • Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support curriculum areas • Support the Curriculum Leader and deputise when and where appropriate • Raise standards of student attainment and achievement within the whole curriculum area through monitoring and supporting student progress (Y7-Y11) • Lead the department in developing robust assessment procedures to ensure accurate student progress data is collected • Monitor and evaluate assessment data across Science (Y7-Y11) to highlight trends in student performance and identify key areas of strength and underperformance • Ensure the findings from the data (Y7-Y11) are the start of a collaborative discussion around the further development of teaching, learning and assessment in Science • To support the Curriculum Leader in developing rapid rates of improvement for all students during their 5-year learning journey of Science, promoting high expectations for students in meeting aspirational progress targets • To support staff in planning and implementing key strategies within the classroom to consistently deliver quality-first teaching, ensuring all students can make meaningful and sustained progress • To enable every student (Y7-Y11) to become a successful independent learner in Science • Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher, as set out in the current School Teachers' Pay and conditions Document (STPCD)
Line Management:	Reporting to – Head of Science and SLT link line manager for Science. Responsible for – designated teaching staff and specified support staff within the faculty.
Liaising with:	Headteacher, Senior Leadership Team, Governing Body, teachers and support staff, LA representatives, external agencies and parents / carers
Working time:	Full time (1.0 FTE) as specified within the STPCD
Salary /Grade:	Leadership Scale L1 – L5
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190 day teaching year.
1. TEACHING	
1.1	Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
1.2	Be prepared to teach across a range of disciplines, courses, and qualifications at both Key Stage 3 and 4

within Science

- 1.3 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Southlands or in those schools.

2. LEADERSHIP ROLE – WORKING WITH THE HEAD OF DEPARTMENT

- 2.1 Lead the development of teaching and learning to ensure student progress and achievement.
- 2.2 Monitor and actively follow up student progress.
- 2.3 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and assessment in the department.
- 2.4 Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school.
- 2.5 Lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of the students within the department, School Strategic Improvement Plan/Department Improvement Plan and the aims and the objectives of the school.
- 2.6 Work collaboratively with other curriculum leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- 2.7 Be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- 2.8 Implement school policies and procedures, e.g. equal opportunities, health and safety, safeguarding, etc.
- 2.9 Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.
- 2.10 To liaise with SENDCo over students with special educational needs.
- 2.11 To ensure the schemes of work build on skills, attitudes, knowledge and are inclusive for all.

3. LEADERSHIP CURRICULUM – WORKING WITH THE HEAD OF DEPARTMENT

- 3.1 Liaise with Head of Department and the linked SLT member to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self-evaluation and the Strategic School Improvement Plan.
- 3.2 Be accountable for the development and delivery of this curriculum area.

4. LEADERSHIP OF CURRICULUM DEVELOPMENT – WORKING WITH THE HEAD OF DEPARTMENT

- 4.1 Lead curriculum design and development for the whole department and ensure that appropriate responsibilities are delegated within the department.
- 4.2 Keep up to date with national developments in the subjects teaching practice and methodology.
- 4.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 4.4 Liaise with the HOF and SLT link to maintain accreditation with the relevant examination and validating

bodies.

- 4.5 Ensure that the development of the subject is in line with national developments.
- 4.6 Define short-, medium- and long-term goals of the department.
- 4.7 To prepare the Science department for internal review and evaluation and the Ofsted inspection.

5. LEADERSHIP OF STAFF – WORKING WITH THE HEAD OF DEPARTMENT

- 5.1 Work with the Head of Department and nominated SLT link to ensure that the staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 5.2 Continue own professional development as agreed with SLT link.
- 5.3 Be responsible for the efficient and effective deployment of the department's support staff.
- 5.4 Undertake Appraisal Review(s) and to act as reviewer for a group of staff within the designated department.
- 5.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- 5.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 5.7 Promote teamwork and to motivate staff to ensure effective working relations.
- 5.8 Participate in the school's ITT programme.
- 5.9 Be responsible for the day-to-day management of staff within the department and act as a positive role model.

6. QUALITY ASSURANCE – WORKING WITH THE HEAD OF DEPARTMENT

- 6.1 Ensure the effective operation of quality control systems.
- 6.2 Support the whole school process of the setting of targets within the department and to work towards their achievement.
- 6.3 Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- 6.4 Contribute to the school's procedures for lesson observation and self-evaluation.
- 6.5 Monitor the standards of teaching within the department.
- 6.6 Monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 6.7 Seek/implement modification and improvement where required.
- 6.8 Ensure that the department's quality procedures meet the requirements of self-evaluation and the School Strategic Development Plan.

7. MANAGEMENT INFORMATION – WORKING WITH THE HEAD OF DEPARTMENT	
7.1	Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
7.2	Make use of analysis and evaluate performance data provided.
7.3	Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
7.4	Produce reports within the quality assurance cycle for the department.
7.5	Produce reports on examination performance, including the use of value-added data.
7.6	In conjunction with the relevant SLT member, manage the department's collection of data.
7.7	Provide the Governing Body with relevant information relating to the departments performance and development.
8. COMMUNICATION AND LIASON – WORKING WITH THE HEAD OF DEPARTMENT	
8.1	Ensure that all members of the department are familiar with its aims and objectives.
8.2	Ensure effective communication/consultation as appropriate with the parents/carers of students.
8.3	Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
8.4	Represent the department's views and interests.
8.5	Contribute to the planning and delivery of the school liaison activities.
8.6	Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
8.7	Promote actively the development of effective subject links with external agencies.
9. MANAGEMENT OF RESOURCES – WORKING WITH THE HEAD OF DEPARTMENT	
9.1	Assist with the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
9.2	Work with the relevant Head of Department and SLT member to ensure that the department's teaching commitments are effectively and efficiently time-tabled and roomed.
10. PASTORAL SYSTEM – WORKING WITH THE HEAD OF DEPARTMENT	
10.1	Monitor and support the overall progress and development of students within the department.
10.2	Monitor student attendance together with students' progress and performance in relation to targets set for each individual ensuring that follow-up procedures are adhered to, and that appropriate action is taken where necessary.
10.3	Act as a Form Tutor if required and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
10.4	Contribute to PSHE, citizenship and enterprise according to school policy.

- 10.5 Ensure the behaviour management system (BFL) is implemented in the department so that effective learning can take place.
- 10.6 Uphold the Southlands way and implement robust department level rewards and sanctions systems in line with whole school systems.

11. SCHOOL ETHOS

- 11.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 11.3 Promote actively the school's corporate policies.
- 11.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- 12.5 This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed
(Second in Science)

Signed
(Headteacher)

Dated
(Second in Science)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION SECOND IN SCIENCE

Essential Requirements:

SKILLS & KNOWLEDGE
To be positive, optimistic and enthusiastic about your subject/department and passionate about teaching
To be very good at organising things, including yourself
To know what a superb Scheme of Work looks like and to make sure that your department has it
To understand what the key current issues facing your department subjects are, with a secure knowledge of current curriculum developments, including assessment for learning
To be able to form excellent professional relationships with students and colleagues, parents/carers and governors
To have good interpersonal and communication skills
To be a reflective practitioner, self-critical and keen to improve your own practice
To know what and when to delegate, and how to develop each member of your team, including working with trainee teachers
To know how to get things done which change things for the better
To create a stimulating, safe and effective learning environment throughout the department
To understand safeguarding and its promotion as a key part of each member of staff's responsibility
To enjoy working with young people and to enhance their well-being
To value diversity and to promote equality
To understand how Science subjects are best learned and taught
EXPERIENCE / QUALIFICATIONS / TRAINING
Graduate level qualification in appropriate discipline
Qualified Teacher Status (Science)
Substantial recent experience of successfully teaching Science through the 11-16 range
Secure knowledge of safeguarding policies and procedures
Proven skills in working with a range of students
High expectations for your colleagues and for all students
Previous leadership experience either in subject, department or whole school development issue
PROFESSIONAL VALUES & PRACTICES
A commitment to raising educational achievements
A clear vision for the future of the department and strategies for achieving it
A belief in comprehensive and inclusive education and a commitment to equality
A good example of the positive values, attitudes and behaviour expected from the students
A good attendance and punctuality record
A good sense of humour
Evidence of recent professional development of skills and knowledge as a teacher and a team leader
OTHER THINGS YOU COULD OFFER
Experience of professional leadership and training in Leadership and Management
Experience with budget prioritisation and financial management
A desire to progress further in the profession
Innovative thinking, seeing things from a different perspective
Experience as an external examination/moderator
A commitment to distributed leadership
PERSONAL QUALITIES

Integrity, professionalism and diplomacy
Tact and a sense of humour
A personal and friendly nature
APPLICATION
Accurate completion an expression of interest.
Letter which addresses person specification, evidence in letter and application
High standards in spelling and writing
LEGAL ISSUES
Legally entitled to work in the UK
Enhanced DBS Clearance
Valid UK Driving Licence, access to a vehicle with business insurance

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Caroline Mears, mearsc@southlands.lancs.sch.uk who will arrange a suitable time.

Application process:

To apply, please use the [mynewterm](#) application form.

Closing date: Monday 31 March 2025

Interview date: w/c 31 March 2025

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.southlands.lancs.sch.uk

When completing your [mynewterm](#), please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications will not be considered.

