



Recruitment Pack

Head of Science

L1-5

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The Principals Welcome



You only get one chance in life and it is our responsibility to ensure that at Kearsley Academy, each student has the best possible education - whatever their starting point.

Thank you for your interest in joining Kearsley Academy. This is a truly unique opportunity to play a key role in shaping the provision of secondary education and lifelong learning opportunities within Kearsley.

In September 2012 we became part of the Northern Education Trust (NET), a multi-academy trust, which provides us with additional resource and expertise. Kearsley Academy has a close working relationship and federation with other NET institutions of which I support as Executive Principal.

You only get one chance in life and it is our responsibility to ensure that at Kearsley Academy, each student has the best possible education - whatever their starting point. We achieve this by having exceptionally high expectations of teaching staff and students as well as focusing on the importance of always striving to do better; to try harder.

At the same time, we are determined to deliver an all-round educational experience which sets us apart from other schools and makes us amongst the best nationally and internationally. We want students to wear their uniform with pride; to show an eagerness to learn and enjoy playing their part within the whole academy society. We expect our students to be polite and well behaved at all times, arriving punctually for every lesson and showing consideration for others.

I feel extremely privileged to be the Executive Principal, If you feel you have the skills, experience and drive to help support our aims then please do read on.

Ms J M Nolan
Executive Principal - Northern Education Trust

Introduction to Kearsley Academy

Kearsley Academy is an 11-16 mixed comprehensive academy situated in Kearsley, approximately eight miles northwest of Manchester and five miles southwest of Bury. It serves the communities of Kearsley, Stoneclough, Prestolee, Farnworth and Hill Top which in the mid 19th century were busy coal mining areas. Kearsley town covers an area of about four-square miles, with a population of approx. 15,000.

There has been relatively little social movement or change in the areas and consequently there is a strong feeling of continuity and identity. Children are likely to have had parents and even grandparents who also attended Kearsley Academy.

Kearsley Academy has good rail and road links, and is within easy reach of Bolton, Bury and Manchester, located minutes from J2 of the M61 and J16 of the M60 motorways.



Staff and Students

The Academy is part of an Executive Arrangement with Ms J M Nolan, the Executive Principal, overseeing the work of other NET academies, including Kearsley Academy.

The leadership of Kearsley Academy is undertaken by the Acting Principal, Mrs K McKee who is supported by Mr R Whitfield (Associate Principal), Mrs M Flynn (Vice Principal), Mr R Singh (Acting Vice Principal) and four other members of the extended leadership team; these colleagues complete the Senior Leadership Team.

The staffing structure and curriculum are constantly being reviewed but departments are primarily suited in faculties, with TLR holders supporting the Faculty Directors and Heads of Department. Currently, non-teaching 'Learning Managers' help support the well-being and pastoral development of all students.

There are currently 558 students on roll. The admission number for each year group is 140. The vast majority of our students live in the local villages, come from a wide range of backgrounds and cover the full range of ability – a truly comprehensive intake. The students are biddable and attendance is good.



Kearsley converted to an Academy in September 2012. The sponsor is Northern Education Trust.

Northern Education Trust is a not-for-profit education charity who are the sponsors. They are developing into a nationally recognized and trusted academy sponsor with an excellent reputation. They have vast experience of school improvement and have in addition a wide range of expertise and specialised experience to call upon, having access to the FE, University, private and voluntary sectors as well as schools and local authorities. Northern Education Trust will provide direct expertise and support on curriculum development, teaching and learning, leadership and organisational effectiveness and performance management.

Values and Principles

We intend that all our academies will share:

- A commitment to the achievement, personal development and well-being of children and young people, where the welfare of others is seen to be the first concern of all no matter their starting point
- A commitment to one academy rule: “All students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.”
- A commitment to promoting and supporting parent and carer engagement in the development of learning and educational experience of their children
- A commitment to the professional development and welfare of all the staff who are employees of the Northern Education Trust
- A commitment to understand the community context within which the academy operates and to engage in appropriate activities with other agencies and community groups in order to promote community cohesion and economic regeneration
- An aspiration to be the best, not just nationally but internationally
- Outstanding learning and teaching which engages students and is active, collaborative and encourages independence
- A commitment to student voice intended to empower and involve young people in the development and delivery of their own education and the life of their academy
- A modern curriculum which meets the needs of all learners, has clear progression routes internally and to both employment and further and higher education
- Professional networks, within our group and beyond, providing school to school support, opportunities for students, and sharing professional development
- A commitment to community involvement with our schools and to lifelong community learning.

Further details about the work of the Northern Education Trust can be found at www.northerneducationtrust.org

Where to find us



Directions to the Kearsley Academy

From Junction 2 of the M61, head north on M61, take the A6053/A666 exit towards Farnworth & Kearsley. At the roundabout take the 3rd exit onto Bolton Road (A666). You will pass an Esso petrol station on the right. Shortly after the petrol station turn right on to Pilkington road. Follow Pilkington road to the end, junction with Springfield road. Turn right on to Springfield Road. Kearsley academy is on the right-hand side after approximately 300 yards.

From Junction 16 of the M60, heading anti clock wise on the M60 take exit 16, the A666 exit, towards Salford & Kearsley. At the junction, turn right on to the A666 towards Kearsley. After 1.4 miles turn left on to Springfield road. Kearsley academy is on the right-hand side after approximately half a mile.

The Application Process

All details, including the Application Form, Job Description and Person Specification can be found on our academy website: www.kearsleyacademy.org

We would expect that all prospective candidates spend some time reviewing our website where a vast array of further information about our Academy exists. However, should you require any additional information about this post or would like an informal discussion/visit, please contact Alison O'Connell, PA to the Principal, on telephone number 01204 332555 or email aoconnell@kearsleyacademy.org

Informal visits are welcome before the closing date – please see the specific job advertisement for further details.

To apply, please email your completed application and recruitment monitoring form to aoconnell@kearsleyacademy.org or send in the post for the attention of Allison O'Connell, Principal's PA.

All applications that have been submitted electronically will receive an email from the recruitment team confirming receipt. A letter will be sent to shortlisted candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

Kearsley Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to a satisfactory enhanced Disclosure and Barring Service application. We are an Equal Opportunities employer with excellent CPD provision.

If you have any queries on any aspect of the application process, or need additional information, please contact Alison O'Connell, on telephone number 01204 332555 or email aoconnell@kearsleyacademy.org

JOB ADVERT – HEAD OF SCIENCE

Required for **September 2018**

Are you ready to transform student outcomes in our Science department?

We would like to present you with a truly exceptional opportunity to play a key role in shaping the provision of secondary education and lifelong learning prospects within our ambitious and wonderful academy.

We are seeking to appoint a highly motivated, energetic, dynamic and ambitious practitioner who has the capacity to become an outstanding Middle Leader and beyond.

The successful candidate will:

- Be an outstanding teacher with the drive and capacity to really thrive in this role and to become a truly outstanding leader.
- Have a clear vision of how to improve standards Science
- Be able to lead, motivate and inspire students and colleagues
- Be resilient, hard-working, solution focused and whole heartedly committed to transforming student outcomes

What you can expect from us:

- Excellent opportunities for your professional development with access to a specifically tailored CPD package. You will receive the highest standard of induction and CPD support.
- Friendly and supportive colleagues who go the extra mile in a well-resourced department.
- An opportunity to work with youngsters who are keen to be the best they can be.

Other whole academy leadership projects may be negotiated with interested candidates. This role is ideal preparation for senior leadership.

Kearsley Academy offers the successful candidate a passionate commitment to professional learning that places individual development at the heart of its ethos. You will also benefit from opportunities to learn as part of a dynamic, forward-facing leadership team with a track record in school improvement.

The Academy has the significant benefits of a new build and offers exciting and innovative opportunities to students and staff. We strongly recommend visiting our inspirational campus. This could be your opportunity to make a significant and measurable difference in improving the educational attainment of the children and young people in this community.

Application forms and further details are available from aoconnell@kearsleyacademy.org or the website www.kearsleyacademy.org

Completed application forms and covering letters should be sent to aoconnell@kearsleyacademy.org.

Please note that we do not accept CV's - applicants must submit a Northern Education Trust application form.

Closing date: 12:00pm on Friday 9th March 2018

Interviews are likely to take place on Friday 16th March 2018

Informal visits are available and are very strongly encouraged. Please contact Allison O'Connell using the details above

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

An Enhanced DBS check will be undertaken for the successful applicant.

JOB DESCRIPTION – HEAD OF SCIENCE

THE SCHOOL TEACHER'S PAY AND CONDITIONS DOCUMENT (STPCD) SETS OUT THE STATUTORY RESPONSIBILITIES OF ALL STAFF. THIS JOB DESCRIPTION COMPLEMENTS THAT DOCUMENT AND PROVIDES THE SPECIFIC CONTEXT FOR THE POST. THE POSTHOLDER WILL BE EXPECTED TO UNDERTAKE DUTIES IN LINE WITH THE TEACHERS STANDARDS.

Post Title:	Head of Science
Salary/Grade:	L1-5
Key Responsibilities:	<ol style="list-style-type: none"> 1. To set the vision of the curriculum area/subject in line with the School's ethos and vision. 2. To support the drive for raising of standards of student attainment and achievement within the whole school and the curriculum area. 3. To be accountable for leading, managing and developing the subject/curriculum area, including selecting and developing appropriate and various learning programmes, across the 11-16 continuum, having regard for the National Curriculum and inclusion. 4. To develop and enhance the teaching practices of others through mentoring and coaching. 5. To develop a variety of learning strategies and appropriate student groupings across the subject/curriculum area/subject to ensure access for all. 6. To effectively manage and deploy teaching/ support staff, financial and physical resources within the curriculum/subject area to meet the needs of students and help deliver the school improvement plan. 7. To effectively monitor and evaluate the quality of teaching and learning within the subject/curriculum area to raise student achievement. 8. To be accountable for effectively monitoring of student progress and achievement and to deliver the system for, the subject/curriculum area and individual students, setting targets. 9. To take a lead role in developing Behaviour for Learning and supporting colleagues in the implementation of the School Behaviour Policy. 10. To contribute to CPD across the School, with a particular focus on coaching and sharing good practice. 11. To ensure that all school policies are effectively implemented within the curriculum area.
Reporting to:	Vice Principal
Liaising with:	Senior Leadership Team, Year Group Leaders, Inclusion Staff and SENCO, relevant staff, governors and parents, where appropriate.
Working time:	195 days per year. Full time
Disclosure Level:	Enhanced
Operational/ Strategic Planning	<ol style="list-style-type: none"> 1. To lead and manage the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and recording processes, teaching and learning and behaviour strategies to enhance the quality of teaching and learning within the subject/curriculum area. 2. The day to day management, control and operation of course provision, including effective deployment of staff and physical resources within the subject/curriculum area. 3. To actively monitor and follow up student progress and behaviour to enhance learning. 4. To work with colleagues to formulate aims, objectives and strategic plans that have coherence and relevance to the needs of the students and to the aims, objectives and strategic priorities of the school, through the school improvement plan. 5. To lead and manage all aspects of planning for the subject/curriculum area to ensure that planning activities reflect the needs of students and staff and meet the aims of the school, the school improvement plan and staff professional development needs.

	6. To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject/curriculum area are in line with national requirements and are updated where necessary, through liaison with the school's Business Manager.
Curriculum Provision:	<ol style="list-style-type: none"> 1. To liaise with the Vice Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/SEF and meet the needs of all students. 2. To be accountable for the development and delivery of subject/curriculum area.
Curriculum Development:	<ol style="list-style-type: none"> 1. To lead curriculum development for the whole area. 2. To keep up to date with national developments in the subject area and teaching practice and methodology. 3. To actively monitor and respond to curriculum development and initiatives at national, regional and local levels particularly through the specialist schools' network. 4. To liaise with Vice Principal to maintain accreditation with relevant examination and validating bodies.
Staffing:	<ol style="list-style-type: none"> 1. To work with the Vice Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. 2. Where appropriate to be responsible for the efficient and effective deployment of the subject/curriculum area's technicians and other support staff. 3. To undertake Appraisal Review(s) and to act as Team Leader for a group of staff. 4. To participate in the recruitment process for staff posts when required and to ensure induction of new staff in line with school procedures. 5. To promote effective teamwork and to motivate staff to ensure effective working relations.
Quality Assurance:	<ol style="list-style-type: none"> 1. To ensure the effective operation of quality control systems. 2. To establish the process of target setting within the curriculum area, in line with whole school procedures, and to work towards achievement of these targets. 3. To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles across the whole curriculum area. 4. To contribute to the school procedures for lesson observations/audits of student work. 5. To monitor and evaluate the subject/curriculum area in line with agreed procedures, including evaluation against quality standards and performance criteria. 6. To ensure quality procedures meet the requirements of Self Evaluation and the Academy Improvement Plan 7. To actively challenge and seek out and implement modifications and improvements where required
Management Information:	<ol style="list-style-type: none"> 1. To ensure the maintenance of accurate and up-to-date information concerning the subject/curriculum area on management information systems. 2. To make use of the analysis and evaluate performance data provided. 3. To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken. 4. To produce reports within the quality assurance cycle for the subject/curriculum area 5. To produce reports on performance, including the use of data. 6. To provide the Governing Body with relevant information relating to the performance and development of the curriculum area. 7. In conjunction with the Vice Principal to manage the curriculum area's collection of data.
Communications:	<ol style="list-style-type: none"> 1. To ensure that all members of the curriculum area are familiar with the aims and objectives.

	<ol style="list-style-type: none"> 2. To ensure effective communication and consultation as appropriate with the parents/carers of students. 3. To liaise with partner Academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies. 4. To represent the views and interests the subject/curriculum area. 5. To communicate effectively with leadership colleagues from other curriculum areas. 6. To promote the curriculum/subject area through the organisation of transition (KS2/3) activities.
Marketing and Liaison:	<ol style="list-style-type: none"> 1. To contribute to promotion of the academy within the community, for example, through collection of press release material. 2. To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools, and the effective promotion of the curriculum at Open Days/Evenings and other events.
Management of Resources:	<ol style="list-style-type: none"> 1. To manage the available space, staff money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum area budget, acting as the budget holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records. 2. To work with Vice Principal to ensure that teaching commitments are effectively and efficiently time-tabled and roomed.
Student Support:	<ol style="list-style-type: none"> 1. To monitor and support the overall progress and development of students within the subject/curriculum area. 2. To 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. 3. To act as Tutor Mentor and to carry out the duties associated with that role as outlined in the generic job description. 4. To ensure that the Behaviour Management Policy is implemented in the curriculum area, to ensure behaviour for learning.
Teaching:	<ol style="list-style-type: none"> 1. To undertake an appropriate programme of teaching.
Additional Duties:	<ol style="list-style-type: none"> 1. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
Other Specific Duties:	<ol style="list-style-type: none"> 1. To continue personal and professional development as agreed. 2. Undertake lunch duty, break duty, before school duty and detention duty as directed by the Senior Leadership Team. 3. To engage actively in the performance review and development process. 4. To undertake any other duty as specified by KBA not mentioned in the above. 5. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 6. Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. 7. Employees will be expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. 8. 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. 9. To comply with the school's health and safety policy and to undertake risk assessments as appropriate.
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the Executive Principal to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

PERSON SPECIFICATION – HEAD OF SCIENCE

		Essential	Desirable	A/C/I/R?
Qualifications	Degree or equivalent in an appropriate subject	*		A/C
	Qualified Teacher Status by start date	*		A/C
	Further higher qualifications		*	A/C
Experience	Teaching or teaching practice across a range of age and ability	*		A/I/R
	Use of a variety of teaching styles and approaches	*		A/I
	The awareness of the assessment, recording and reporting of student's attainment and its use to further student's learning		*	A/I
	Experience of reflecting on and improving teaching practice to increase student achievement		*	A/I
Knowledge	Up to date knowledge in the curriculum area		*	A/I/R
	Understanding of the strategies needed to establish consistently high aspirations and rates of progress	*		A/I
	A knowledge of the Teaching Standards	*		A/I
	Knowledge of strategies that promote a positive climate for learning	*		A/I
	To make use of ICT as a tool for teaching and learning	*		A/I
Skills and Abilities	Excellent classroom teacher, or has the capacity to become one	*		A/I/R
	The ability to deliver engaging and motivating lessons to students across both Key Stages	*		A/I
	Ability to develop appropriate learning resources and to contribute to the departments Schemes of Work	*		A/I
	Effective and systematic behaviour management	*		A/I
	Strategic thinker who tailors lessons to student needs	*		A/I
	Understands and interprets complex data to drive student attainment		*	A/I
	Genuine passion and a belief in the potential of every student	*		A/I
	Promote positive relationships in order to fulfil the potential of every student	*		A/I/R
	Good communication, planning and organisational skills	*		A/I
	To work as a team supporting department members in developing and sharing good practice	*		A/I
Personal Attributes	Enthusiasm, energy, flair and imagination	*		A/I
	Demonstrates resilience, motivation and commitment to driving up standards of achievement	*		A/I
	Willingness to be involved in the full life of the school including extra-curricular activities	*		A/I
	Commitment to raising the aspirations of students	*		A/I
	Ambitious – a commitment to regular and on-going professional development and training to establish outstanding classroom practice	*		A/I
	Good health and attendance record	*		R
	Commitment to equality of opportunity and the safeguarding and welfare of all students	*		A/I/R

The post holder will require an enhanced DBS check if offered the position. (Kearsley Academy will arrange).

- A Application form
- C Certificates
- I Interview
- R Reference



Valid Identity Documents

We can only accept valid, current and original documentation. No photocopies or documentation printed from the internet e.g. internet bank statements should be accepted. Documents must be provided to evidence any reasons for different names across documents (i.e. marriage certificate, divorce decree, deed poll).

Right to Work Documents

- Current Valid Passport UK or EEA (or Non-EEA in combination with a Biometric Residence Permit or current Work Permit/Visa)
- Biometric Residence permit (UK)
- Full Birth Certificate (UK & Channel Islands) – issued within 12 months of date of birth – which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's permanent National Insurance number and their name issues by a Government agency or a previous employer.

DBS Check ID Documents

Group 1 Primary Trusted Identity Credentials

- Current Valid Passport UK or EEA (or Non-EEA in combination with a Biometric Residence Permit or current Work Permit/Visa)
- Biometric Residence permit (UK)
- Current Driving Licence Photocard (Full or provisional) UK, Isle of Man/Channel Islands and EU.
- Birth Certificate (UK, Isle of Man & Channel Islands) – issued within 12 months of date of birth – full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces
- Adoption Certificate – UK and Channel Islands.

Group 2a Trusted Government / State Issued Documents

- Current Driving Licence Photocard (Full or Provisional) – All countries outside the EU (Excluding Isle of Man & Channel Islands)
- Current Driving Licence (Full or Provisional) Paper Version (if issued before 1998) – UK, Isle of Man, Channel Islands & EU.
- Birth Certificate (UK, Isle of Man & Channel Islands) – issued after time of birth.
- Marriage / Civil Partnership Certificate – UK and Channel Islands
- HM Forces ID Card – UK only
- Firearms Licence – UK, Channel Islands and Isle of Man

All driving licences must be valid

Group 2b Financial / Social History Documents

Issued within last 3 months	Issued within last 12 months	No time limit
<ul style="list-style-type: none"> • Bank/Building Society Statement (UK, Channel Islands or EEA)* • Bank or building society account opening confirmation letter (UK) • Credit Card Statement (UK or EEA)* • Utility Bill – electricity, gas, water, telephone –NOT mobile phone contract/bill* • Benefit Statement (UK) – e.g. Child Allowance, Pension* • A Document from Central/Local Government/ Government Agency/Local Authority giving entitlement (UK & Channel Islands): e.g. from the Department of Work and Pensions, the Employment Service, Customs & Revenue, Job Centre, Job Centre Plus, Social Security* 	<ul style="list-style-type: none"> • Mortgage Statement (UK or EEA)* • Financial Statement – e.g. pension, endowment, ISA (UK)* • P45/P60 Statement* (UK & Channel Islands) • Council Tax Statement (UK & Channel Islands)* 	<ul style="list-style-type: none"> • EU National ID Card [Must still be valid] • Cards carrying the PASS accreditation logo (UK) [Must still be valid] • Work Permit/Visa (UK) (UK Residence Permit)* [Valid up to expiry date] • Valid letter of sponsorship from future employment provider (Non UK/EEA only – valid only for applicants residing outside of UK at time of application). • Letter from head teacher or college (UK – for 16 to 19 year olds in full time education – only used in exceptional circumstances if other documents cannot be provided) [Must still be valid]

* If you intend to use more than one document of this type please ensure that it is from a different organisation.

DBS Checks Routes:

The documents needed will depend on the route the application takes. You must try to provide documents from Route 1 first.

Route 1
<p>You must be able to show:</p> <ul style="list-style-type: none">• one document from Group 1, below• 2 further documents from either Group 1, or Group 2a or 2b, below <p>At least one of the documents must show your current address.</p>
Route 2
<p>If you do not have any of the documents in Group 1, then you must be able to show:</p> <ul style="list-style-type: none">• one document from Group 2a• 2 further documents from either Group 2a or 2b <p>At least one of the documents must show your current address. Northern Education Trust must then also use an appropriate external ID validation service to check the application.</p>
Route 3
<p>Route 3 can only be used if it's impossible to process the application through Routes 1 or 2.</p> <p>For Route 3, you must be able to show:</p> <ul style="list-style-type: none">• a birth certificate issued after the time of birth (UK and Channel Islands)• one document from Group 2a• 3 further documents from Group 2a or 2b <p>At least one of the documents must show your current address. If you can't provide these documents then you may need to be fingerprinted.</p>