



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY



Moorlands
Learning Trust

**FURTHER
PARTICULARS FOR
THE POST OF:**

**HEAD OF SCIENCE
TLR 2C £7,017**

SEPTEMBER 2021

The Skipton Academy Journey from 2017 to today – foreword from the Principal

The Skipton Academy is a school which is on a journey of transformational change. In 2017 the school was placed into special measures shortly before I took up the post of Principal. At the time, the school had a number of issues around challenging behaviour, poor quality teaching and a feeling of disconnect between the school and the community, where the numbers of families choosing to send their children to the school was decreasing. After my appointment I set about recruiting a new leadership team with high expectations for all students and a desire to improve the school to become a true hub of the local community in Skipton.

With a new leadership team, we brought about rapid improvements in behaviour and attendance, while working to develop our staff to teach better quality lessons every day. We redesigned the school's ethos, and with all stakeholders chose the words 'Belong Challenge Inspire' – which are the values at the core of what we seek to do every day. The impact was that we were able to rapidly improve the results for students and come out of special measures after only three HMI monitoring visits.

The improvements in the school have also been recognised by the local community in Skipton and we have seen a huge increase in students choosing to come to The Skipton Academy with increasing numbers in Year 7 for the past two years, and a record number of Y6 students choosing to join us in September 2021. Coming out of special measures also gave the school the chance to control its own future and in December 2019 we chose to join Moorlands Learning Trust, which is led by Ilkley Grammar School- an outstanding local 11- 18 school. This allowed even faster improvements to be made as we were able to use a wide range of outstanding practitioners to support staff at every level to improve what we provide for students. It also gave us access to nearly £3 million to improve the school buildings to ensure that young people have a fantastic environment in which to learn.

We are now firmly on our way to being a Good school and the position of Head of Science is an exciting opportunity, where recruiting an excellent practitioner with energy and a desire to contribute at middle leader level to the continuing journey of improvement is crucial for us.

As a small school we are looking for an individual who believes in our ethos and is committed to helping young people achieve the best they possibly can. In return we offer dedicated middle leader support, both from within the school and through our Moorlands Learning Trust colleagues at Ilkley Grammar School, to ensure the successful candidate is fully invested in and developed into an outstanding middle leader.

We understand the importance of developing our staff and are looking for an individual with outstanding classroom practice who is looking to move into middle leadership, or wants a new leadership challenge, within a supportive environment, and can really make a difference.

Our improvement journey is one which is continuing – we have recruited a number of outstanding teachers for September already due to the school's growth, and the Head of Science post is one of the final pieces of the jigsaw leading three experienced colleagues. If you have a passion for teaching, a belief in comprehensive education and want to become a truly valued part of a high-performing team, I look forward to receiving your application. Should you wish to visit the school or receive any further information please feel free to contact me and I will arrange it.

Richard McManus
Principal

HEAD OF SCIENCE **TLR 2C £7,017**

Thank you for requesting details of the position of Head of Science. The post offers an exciting opportunity to lead Science and make a positive difference in our school, which is part of Moorlands Learning Trust. We very much welcome your interest and hope the accompanying information will encourage you to apply. This post is required from September 2021.

At Moorlands Learning Trust we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools.

Science is a very popular and ambitious curriculum area where standards and levels of student engagement are high. You will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in Science through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, you will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

Our goal at TSA is to make a positive difference to our wider community and this role provides an exciting opportunity for a colleague to make a demonstrable impact to our Science delivery.

TSA and Ilkley Grammar School share a vision and ethos to ensure that all MLT students are equipped with the confidence and skills to make a positive difference to their own lives and to the lives of others. You will have high expectations and an unwavering commitment to all students, maximising their potential through outstanding learning, teaching and support.

Our overriding aim at TSA is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Year 11 and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The Trust adheres to statutory guidelines in respect to safe recruitment. All persons employed by the Trust, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the Trust have their eligibility to teach checked with the DfE.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in Science.
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

The closing date for this post is Tuesday 13 April 2021
Provisional interview date is w/c Monday 19 April 2021

If you do not receive an invite to interview by Thursday 15 April 2021, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

SPECIFIC RESPONSIBILITIES OF THIS POST

The core purpose of the subject leader is 'to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.' (National Standards for Subject Leaders.)

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the headteacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in school.

Subject leaders also need to embrace rigorous self-scrutiny to determine strengths and weaknesses that are clearly substantiated by hard evidence. There should also be very clear action detailed to address any weaknesses or underperformance, as well as how this action will be monitored and evaluated.

The key areas of subject leadership are:

- Strategic direction and development of the subject areas
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

A. Strategic Policy and Planning

Within the context of the school's aims and policies, Heads of Department support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious vision for the subject's, to have a Department Improvement Plan.
2. To convene Department meetings as appropriate with agendas and minutes circulated to team members and line managers.
3. To promote the subject area within school and provide information as appropriate for option choices, promotional events and careers' guidance.
4. To promote high standards across the Department and lead by example.
5. To keep abreast of current educational thinking and subject developments.
6. To drive the development of a well-sequenced, ambitious curriculum which develops powerful knowledge, meets students' needs and tackles social disadvantage.
7. To promote a positive image of the school in the community.
8. To meet with the teachers to review the progress and needs of the Department annually and to forward plan.

B. Teaching and Learning

Heads of Department secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

1. To oversee and monitor the quality and the delivery of the curriculum across the Department, evaluate its success and set targets for improvement.
2. To ensure consistency of practice across the Department, with regard to lesson planning, the standard of teaching and learning, marking and assessment, homework et al.
3. To lead on eLearning and the consistent use of technology to promote student progress and engagement.
4. To have high expectations of all students.
5. To determine schemes of work that are reviewed annually and to oversee course choice and examination syllabuses.
6. To monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
7. To implement intervention and support strategies for students.
8. To monitor and evaluate the quality of teaching and learning, and implement robust Quality Assurance that evidences best practice and brings about improvement.
9. To oversee Department discipline and guidance, and ensure all staff follow Personal Best.
10. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residential or other opportunities.

C. Leading and Managing Staff

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To determine with the SLT Link job descriptions which are reviewed annually.
2. To promote a sense of unity across the Department so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. Work alongside the SLT Link to monitor staff performance, supporting, challenging and setting targets.
4. To advise the Principal and SLT Link on appointment of staff to the Department, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team, to deploy staff to teaching groups.
8. To oversee and monitor the continuing professional development of Department colleagues and manage Appraisals as Team Leader of relevant staff.
9. To set a professional example in terms of teaching, attendance, energy and effectiveness.

D. Parents/Other Communication

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of coursework, homework, attendance or other concerns.
2. To liaise with subject link governors as appropriate.
3. To liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.

E. Resources Management

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. Manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To support the creation of a safe, stimulating and attractive Department environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of Department accommodation.

This is a generic job description and is subject to review. Heads of Department will have other specific responsibilities associated with their particular curriculum role.

THE SKIPTON ACADEMY
Personnel Specification
Head of Science

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	D	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of subject leadership and management with clear evidence of impact	D	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Experience of involvement in curriculum design	E	
<input type="checkbox"/> Successful experience of delivering a curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to promote student learning and positive behaviour	E	
<input type="checkbox"/> Good understanding and use of data and how it can be used to raise standards and levels of achievement	E	
<input type="checkbox"/> Recognised as an outstanding classroom practitioner with proven success at all key stages	E	
<input type="checkbox"/> Experience of development planning and self-evaluation	D	
<input type="checkbox"/> Experience of leading relevant CPD	D	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching science	E	Application and selection process
<input type="checkbox"/> Knowledge of how to promote outstanding learning and teaching across Science	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Knowledge of the Ofsted framework	E	
<input type="checkbox"/> The knowledge and ability to design an ambitious, connected and coherent Science curriculum	E	
<input type="checkbox"/> Ability to demonstrate sound judgement and decision-making skills	E	
<input type="checkbox"/> Knowledge of national curriculum developments in Science and accredited examination pathways	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	

<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, wellbeing, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	D	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	

Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:
Print name

..... **Signature**.....

Line Manager:
Print name

..... **Signature**

Date: