



Staffordshire University Academy
Lead Practitioner - Science
Application Pack



“There is a strong sense
of community and
togetherness.”

Ofsted 2023



 **Staffordshire
University
Academies
Trust**

Principal Introduction

Thank you for showing an interest in joining Team SUA!

In recent years we have transformed our culture and approaches to education which resulted in Team SUA achieving a 'Good' grading in all areas in our recent Ofsted inspection in October 2023.

We are thrilled to be at such an exciting moment in our history, with rapidly increasing student numbers and a thriving sixth form. This growth has created the opportunity to expand our dedicated and passionate team, who are all committed to our mission of positively impacting the lives of children in our community.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to occur. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with skills necessary in today's modern world.

Over the past few years we have built strong partnerships with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We arrange a range of residentials, both locally and internationally and we are constantly exploring other opportunities to provide additional enrichment for our students.

Finally, we are proud to be part of Staffordshire University Academies Trust (SUAT). Our family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

We are delighted that you are interested in joining the team, if you are able to – please come and see us in action!

Mrs Rowena Hillier



Reasons to join SUA



Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving the life chances of our students'. Staff are friendly, positive and have brought about historical change at SUA through teamwork and innovation.



Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staffroom, golden tickets, not meeting for meeting's sake, wellbeing days etc. but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year-long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



Wider Opportunities

Our sponsor, The University of Staffordshire, supports our staff in pursuing further qualifications, such as a Masters in Education. Staff are also encouraged to complete NPQs. We have proud links with The Birmingham Repertory Theatre as well as with many local businesses. A couple of years ago we launched our own SUA6 in-house football academy which continues to be really popular.



Quality of Education

We have a wide and varied curriculum which has a broad offer of the arts and languages. We don't prescribe pathways for students. Our drive for the curriculum is 'Teach to the Top,' we don't differentiate but ensure that the work is always pitched to the top with adaptive strategies to ensure all students, regardless of their need, continue to grow.



Typicality

We moved away from graded observations several years ago which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

Contact us

info@suacademy.co.uk

01543 224700



Post: Lead Practitioner - Science

Why here? Why now?

We are currently looking to recruit a Lead Practitioner for Science to join our experienced and supportive Science team. Classes are taught in mixed ability groups, and we scaffold learning to ensure the best outcomes for everyone. Our Science provision is strong, cohesive and carefully sequenced to ensure that our students experience the very best of our subject. This position would suit an experienced Science teacher or someone seeking to further their leadership experience.

Post: Lead Practitioner - Science

Salary: LP1-LP5

Deadline: Monday 3rd March 2025

Job Description

Responsible to:	Head of Faculty
Responsible for:	The continued development of teaching and learning through typicality across the faculty
Nature of post:	Full time and permanent
Job Overview	<p>A Lead Practitioner for Science at Staffordshire University Academy will be responsible for the delivery of highly effective teaching that inspires and engages the students. They will coordinate and provide student support, parental support and leadership of staff.</p> <p>The post holder will need:</p> <ul style="list-style-type: none"> • To be aligned to the vision and ethos of Staffordshire University Academy • To lead an aspect of faculty development (as negotiated) within their curriculum area • To ensure the effective delivery of the curriculum (I&I) to all students to improve the impact on SUA's outcomes • To ensure the effective teaching, assessing, recording and reporting of student progress within the faculty • To actively engage with the appraisal system including the completion of an annual evidence informed research project
Core Duties:	<p>Support the aims and ethos of the academy</p> <ul style="list-style-type: none"> • To be a model of excellent practice • To take a lead role in ensuring there is a positive learning culture across the faculty and academy • To undertake research into best practice in other schools/academies and share these findings with colleagues at SUA • To support and promote whole academy policies and procedures • To liaise with other leaders to ensure the effective management of resources across the academy and within their curriculum area • To promote the academy's drive for highly effective teaching practice • To take a lead in delivering faculty CPD to support teaching and learning, and the discussion and sharing of best practice

	<ul style="list-style-type: none"> To be proactive in acting as a teaching and learning coach to colleagues and supporting them with strategies to enable their improvement To liaise with the member of the leadership team who coordinates the ECF programme to support ECTs within their subject and with professional development
Quality Assurance	<ul style="list-style-type: none"> To participate and contribute to the appraisal process To contribute to the faculty development process through contributing to a range of curriculum development plans To identify and address CPD needs through monitoring and quality assurance To support the monitoring of colleague's assessment and reporting to ensure consistency across the faculty
Learning and Teaching – Curriculum	<ul style="list-style-type: none"> To keep abreast of current educational pedagogical development to inform own practice and that of colleagues To promote an inspirational environment of high challenge where students experience innovative learning and teaching strategies To promote and contribute to the extended curriculum, community links and transition at all levels; primary to secondary and KS4 to KS5 To contribute to and collaborate with other leaders and colleagues across a range of curriculum areas Support the Head of Faculty with the development and review of curriculum documents and sequencing To support the Head of Faculty with the effectiveness of assessment and feedback practice Analysing data to evaluate the effectiveness of teaching and learning across the faculty
Learning and Teaching – Student Support	<ul style="list-style-type: none"> To have a thorough and up-to-date understanding of faculty performance To assess and monitor student achievement and progress To lead interventions within the faculty to support excellent student participation and progress To monitor student attendance within the faculty and implement appropriate interventions where needed To ensure there is appropriate support in place for all students To ensure equal opportunity for all students To seek opportunities for external support through speakers, business leaders, organisations that will inspire the students at SUA To take responsibility for promoting high expectations within the academy by reinforcing the academy's RESPECT code
Leadership	<ul style="list-style-type: none"> To liaise with all stakeholders on current performance To promote teamwork and motivate colleagues in order to ensure effective working relationships To support with the setting of work when staff are absent To provide opportunities for sharing good practice and CPD for all staff To contribute to the development of effective subject links with partner schools, feeder schools and the community To attend, where necessary, events in partner schools and participate in the effective promotion of subjects at Open Days/Evenings and other events To promote actively the development of effective subject links with external agencies
Other:	<ul style="list-style-type: none"> To undertake any other duties in connection with the role of Lead Practitioner as might reasonably be requested by the appropriate line manager To meet with members of the Local Academy Council or colleagues from across the Trust, to report/share best practice. To ensure that risk assessments and Health and Safety regulations are observed <i>The job description and allocation of responsibility may be amended from time to time</i>

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

Personal Responsibilities

- Work to a high professional standard and observe confidentiality as appropriate
- Comply and assist with academy policies and procedures and report all concerns to an appropriate person
- Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality
- Be prepared to work flexibly, both in and out of the academy day
- Participate in training and development appropriate to this post, and participate in the academy's appraisal and CPD programmes

This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application for.

Person Specification

Post: Lead Practitioner - Science

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> • Degree, teaching qualification in the specified curriculum area. • Recent record of appropriate in-service training. 	<ul style="list-style-type: none"> • Higher level degree, further educational qualifications 	A
Work Related Experience and Associated Skills	<ul style="list-style-type: none"> • Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels. • Effective approach to behaviour management. • Strengthening and supporting the existing systems. • Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance. • Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion. • Experience in the use of ICT and data to monitor and track achievement. • Promotion of academy ethos, including participation and or coordination of extracurricular and whole academy activities. 	<ul style="list-style-type: none"> • Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels. • Behaviour management experience. • Background of teaching within more than one subject. • Leading a teaching and learning initiative that has demonstrable impact. 	A/LO/I/R
Personal Skills/Specialist Knowledge	<p>Learning & Teaching:</p> <ul style="list-style-type: none"> • Strategies to improve student attainment and achievement. • Ability to relate effectively to students, colleagues and parents. • Demonstrate highly effective classroom practice. • Obvious passion for your subject. 	<ul style="list-style-type: none"> • Interest in developing collaborative ways of working. • Ability to lead and motivate students. • ICT literate. 	A/LO/I/R

	<ul style="list-style-type: none"> • Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate. <p>Self-Management:</p> <ul style="list-style-type: none"> • Self-critical, awareness of own strengths and development targets, and professional development requirements. • Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably. <p>Learning Relationships:</p> <ul style="list-style-type: none"> • Have the ability to set and maintain high standards, and respond positively to feedback. • Excellent subject knowledge, planning and delivery, classroom management and assessment practice. • Understand the principles of highly effective learning, independent learning and intervention. • Be a role model, promoting the academy's values. • Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people. 	<ul style="list-style-type: none"> • Developed an understanding for performance data and application of a range of effective intervention strategies. • To have delivered staff CPD linked to teaching and learning. 	
Personal Qualities	<ul style="list-style-type: none"> • Professional, enterprising, personal impact. • Outgoing, warm personality, approachable, inclusive. • Positive, adaptable. • Energetic and enthusiastic. • Self-motivated, self-confident, reliable. • Calm under pressure, emotionally intelligent. • Sensitivity, fairness, tact and discretion. • Commitment, generosity of spirit. 	<ul style="list-style-type: none"> • Commitment to contribute to academy life 	I/R
A = Application I = Interview LO = Lesson Observation R = Reference			