



St James School

Lead Teacher – Science (TLR2a)

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30th January 2019

Dear Applicant

Post of Lead Teacher - Science

Thank you for expressing an interest in this post. I hope that the enclosed information will encourage you to apply for it.

The closing date for applications is **midday on Monday 25th February** and we plan to hold interviews shortly afterwards. Please ensure that we are able to contact your referees by phone.

Yours sincerely

A handwritten signature in black ink, appearing to read "Amy Grashoff", with a stylized flourish at the end.

Amy Grashoff
Headteacher

St James School

Lead Teacher - Science (TLR2a)

We are looking to appoint a Lead Teacher in Science from September 2019. The successful applicant will be a consistently excellent classroom practitioner; passionate about inspiring students in their mastering of Science; ambitious and eager to take the next step in their professional development; and a confident and inspirational leader (in the making) who can work with existing post-holders to further build the department and sustain excellent outcomes.

Key responsibilities of the post will include:

- Leading on Teaching & Learning across the department, to include, though not exclusive to: developing new resources, planning interventions, extra-curriculum, outreach to local primary schools and investigating and new methods and ideas/technologies.
- Lead responsibility for closing the gaps of key groups of students across both key stages as identified by data.
- Support members of staff, including NQTs/RQTs, to ensure excellent teaching within the department.

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are an innovative and aspirational school that is driven by the highest of expectations in all that we do. We offer a rich and personalised learning environment for all of our students and work hard together to ensure everyone succeeds on a pastoral, extracurricular and academic basis. Ofsted judged us to be a strong Good in our inspection in January 2018, but acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

We want to be the best; we want to offer the best, we want our students to achieve their best. If you share our passion, vision and drive and are prepared to go that extra mile to support our students, then we would welcome your application.

Our staff are incredibly committed and passionate about all that they do and are rewarded with bespoke CPD provision, in-house career progression opportunities, regular staff-wellbeing events and are actively encouraged and supported to partake in nationally recognised qualifications like the NPQs. As a school we prioritise our staff's wellbeing, as illustrated in the Why Work at St James sheet in our application pack.

We would welcome visits to the school. If you would like to arrange one please contact Dr Robert Morse, Head of Science by email RJM@stjamesexeter.co.uk

Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

Closing date for applications: Midday on Monday 25th February 2019
Interview date: TBC

The Ted Wragg Multi Academy Trust is a values driven, rapidly growing 2 – 16 Trust with a relentless focus on transforming lives through learning by delivery outstanding outcomes for every pupil, regardless of background. With a reputation for highly successful school improvement in very challenging circumstances, we are passionate about driving up standards and raising the aspirations of all our pupils

The Ted Wragg Multi Academy 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 operate in accordance with the Safeguarding and Child Protection Policy. All applicants will be subject to a full Disclosure and Barring Service check before an appointment is confirmed



Why work at St James?

St James is a thriving, diverse and proud community. As an inclusive and committed team we are positively and diligently raising standards. Our aim is for students to achieve excellent outcomes, move onto exciting post-16 activities and most importantly to gain a range of skills and experiences which enable them to be happy and successful in the future.

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are a school with very high expectations of, and for, our students; only their best is good enough. We provide students with opportunities to shine through excellent teaching and innovative practice, a vibrant extra-curricular provision and a curriculum that challenges and inspires from the start of year 7 and is increasingly personalised as students move up through the school.

We are one of the highest performing schools in the area, and regularly over-subscribed, because we believe that students achieve excellent outcomes as a result of five years at a school where they are happy and engaged at all times; where they are challenged from day one and are consistently supported to be the best they can be. Ofsted judged us to be a strong Good in our recent inspection in January 2018, but clearly acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

In 2018 St James' GCSE results were the strongest to date, building on previous high levels of performance that have been sustained for a significant number of years. This continued improvement has been achieved in a year when nearly all subjects are now following the new much more rigorous and challenging style GCSEs. Headline figures show that 56% of students are leaving with a grade 9-5 in English & Maths and 73% with a grade 9-4 in English & Maths. 81% of students achieved a 4 or above in English, and 67% a 5 or above, whilst in Maths 82% achieved a 4 or above, and 66% a 5 or above. 55% of students achieved at least five 'strong' 9-5 passes including English & Maths with 69% achieving at least five grade 9-4 'standard' passes including English & Maths.

Over 12% of all grades awarded were grades 8 & 9 and 25% of all grades awarded were 9-7. These top grades were achieved across all subjects with the following grade 9-7%: Biology 80%, Chemistry 75%, Physics 75%, Computing 35%, French 32%, Music 31%, Maths 30%, Media Studies 29%, English Language & Literature 27%, iArt (photography) 25%, Geography 21%, History 20%, Food Nutrition 20% and Religious Studies 20%.

The school's aspirant and academic curriculum means that 36% of students achieved a 'strong' pass in the Ebacc qualification and 54% of all students achieved at least a 'standard' pass of grade 9-4 in the same suite of subjects. The high percentage of students entered for the Ebacc (73%) and the strong achievement in French (32% 9-7, 64% 9-5, 84% 9-4) are two of the reasons why St James has been asked to become an MFL Hub by the Department for Education (one of only nine hubs in the country). For more information on this exciting development, please see <http://www.stjamesexeter.co.uk/latestnews/3666/>.

Our staff are incredibly committed and passionate about all that they do and their wellbeing is one of our key priorities year on year to ensure that they are looked after and generously rewarded for their contributions.

We offer our staff:

- A bespoke CPD programme for each member of staff, utilising in-house and external sources
- In-house and Trust-wide career development and progression opportunities
- Regular staff-wellbeing events of a sporting and social nature.
- A clear, robust, high expectations based behaviour system that all staff and students follow; learning is key and cannot be disrupted.
- A school that is 100% teaching and learning focused; that philosophy is at the heart of every decision made and action carried out – what happens in the classroom needs to be good enough on a day to day

basis for our own children – and drives the school forward. There is no room for egos or for game playing; it is all about the students.

- Great students who really want to learn and who have clear aspirations for their own futures – you can make a massive difference to them
- Wellbeing Wednesday – staff actively encouraged to leave school site (if they wish to) at 3pm so that they have the afternoon for their own personal use.
- A reduced calendar of meetings. All department, CPD and CLT meetings scheduled for Tuesdays, with Parents' Evenings and school events on a Thursday (periodically), leaving Monday, Wednesday and Friday free for individual time.
- A number of staff wellbeing initiatives – cake at break, heroes of the week, hospitality before evening events, welcome back wellbeing bags, early finish/late start cards, no morning briefing after a late evening school event, reduced duties during the school day – to name but a few.
- A visible, aware, reflective and supportive SLT who know their staff and students and who lead by example
- Time: we employ two cover supervisors which means that a) staff are used for rarely cover as little as possible and (b) that there is ample opportunity for staff to attend external CPD, engage in shared planning opps and run enrichment events for students
- Flexible timetabling to fit personal circumstances, where appropriate and possible
- Generous PPA allocations (within the local context) for TLR posts
- Two days paid absence per 12 month rolling period for 'child sick' unplanned absences
- Paid absence for significant family occasions, e.g. weddings, graduation
- Same-day centralised detentions which help to support the expectation for impeccable behaviour, leaving teachers free to teach and prepare their lessons
- Feedback policies that are department based so designed to match your subject, curriculum structure and assessment plan and that respond to developments in feedback strategies – they are not whole school and do not involve marking for markings sake.
- A whole school CPD programme that involves 30 minute sessions that are 100% focused on sharing good practice and promoting efficient and effective teaching strategies; its purpose is to support staff to continuously develop.
- A Quality Assurance Review process that is department and individual driven – we believe that trusting our staff with autonomy helps to develop a strong staff culture and sense of accountability
- Only three data drops a year (with an additional for just year 11), ensuring it is manageable, yet valuable, with marksheets being time-efficiently created to ease completion.
- Collaborative department planning with centralised, shared units of work and resources
- A professional progression model to enable great teachers to remain in the classroom via our Lead Practitioner and Lead Teacher – Dept/Whole School routes, in addition to the SLE route within the TSA.
- State of the art facilities in a PFI school, centrally located surrounded by the beautiful Devon countryside.

The Governing Body:

The Local Governing Body operates with full delegated authority from the Ted Wragg Multi Academy Trust and is directly accountable to the Trust. The governors understand well their statutory duties to hold leaders to account as well as setting the strategic direction of the academy and ensuring the academy has a sound financial footing. Their commitment is absolute, believing in social justice they bring a rich background of experience beyond education. They are led by a chair determined for the academy to be a first choice for parents and where every child is given the opportunity to fulfil their potential.



Ted Wragg Multi Academy Trust

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and in Exeter in particular, and about how education can transform young people's futures.

The Trust share Ted Wragg's passion for education and the difference it can make to social mobility, progression, self-esteem and ultimately success, in an increasingly competitive education and jobs market.

The Ted Wragg Multi-Academy Trust's ambition is to raise the aspirations of young people and enable them to become fulfilled, confident and motivated citizens, able to contribute actively to a democratic society. All students within the Ted Wragg Multi-Academy Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

The Aims of the Trust are to:

- Work in genuine partnership to strengthen schools and their communities
- Foster a culture of positive challenge and continual school improvement.
- Provide a common sense of purpose with a focus on outstanding teaching and learning.
- Offer an excellent educational experience so that every student fulfils their potential.
- Encourage a rich, dynamic and purposeful range of learning opportunities for all students.
- Develop life-enhancing values so that students leave school with a sense of self-worth and determination to succeed.

The Ted Wragg Multi Academy Trust currently has four school members, Isca Academy, St James School, the Cranbrook Education Campus, Exwick Heights and West Exe School. It has trustees from the University of Exeter and Exeter College as well as from local businesses.

The key aspect that makes this Trust exceptional is that with the 'Members' we have an inspirational progression route from an Outstanding Primary, through an Outstanding FE College, to a world-class University.

Website: <http://www.tedwraggtrust.co.uk>



The Science Department

The teaching staff within the science department comprise of a range of subject specialisms and experiences, including staff who are in their first year of teaching, as well as teachers who have been in the classroom for ten years or more. Leaders within the science department take responsibility for a key stage, as well as significant responsibility across the department, from quality assurance to continued professional development.

At Key Stage 3, all students follow our own bespoke scheme of work, designed to deliver Science in a traditional manner that supports recall of knowledge and development of skills. Students are assessed formally at regular intervals throughout the year as well as lesson by lesson through various strategies. At Key Stage 4 we follow AQA Science courses, with groups that take Separate Sciences as well as the combined Trilogy Science course. We use Activate and Kerboodle resources to support our teaching and learning. We also deliver GCSE Psychology within the science suite of qualifications.

The department aims to help all students enjoy their experience of Science at St James. Lessons are as “hands on” as possible to ensure this, with two excellent technicians available to support practical work where appropriate. As a newly built school, the Science department is accommodated in seven traditional classrooms, fully resourced with projectors, speakers and new furniture. We are also lucky to have access to our own greenhouse and eco-classroom area with our own school pond.

Our teaching is centred around active, interdependent opportunities, with personalisation and differentiation really key to successful learning and outcomes for our students. It is an exciting time to be part of the Science department at St James, as we work towards developing outstanding learning in every classroom.

Staff within the department work tirelessly to enable pupils to achieve excellent progress at both Key Stages 3 and 4. We are looking to appoint somebody who will strive to do their very best for every single student in our school.

Job Title:	Lead Teacher - Science
Location:	St James School
Responsible To:	Head of Science/Deputy Head of Science
Salary Grade:	MPS/UPS plus TLR2a

Key Purpose of Job

Leading on Teaching & Learning projects across the department, to include, though not exclusive to: developing new resources, planning interventions, extra-curriculum, outreach to local primary schools and investigating new methods and ideas/technologies

Anticipated Outcomes of Post

Students, regardless of their social or cultural background, are motivated to succeed and make outstanding progress through creative, relevant and innovative teaching and learning.

List Key Duties and accountabilities of the post

1. Investigating, developing and implementing new resources, interventions, extra-curriculum activities, outreach and new technologies.
2. Lead responsibility for closing the gaps of key groups of students across both key stages as identified by data.
3. Support members of staff (including NQTs/RQTs) to ensure excellent teaching within the department
4. Teach Science across the age and ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
5. Plan and deliver lessons to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and no gaps in achievement between particular groups.
6. Assess, record and report on the development, progress and attainment of students in line with school policies, ensuring that marking and assessment are of consistently high quality.
7. Set high expectations for students and develop their behaviour for learning through focused teaching and through the development of positive and productive relationships.
8. Promote enrichment and extension of Science across the department, participating and developing events, trips and visits as well as producing high quality displays.
9. Take a full role in the pastoral system of the school, by being a tutor and a member of staff well known to the community of students.
10. Embrace the continued professional development programme within the school, striving to be a lifelong learner, maximising opportunities to make impact within the role.
11. Be familiar with, fully support and reinforce the aims, ethos, policies and procedures of the school with students, staff, parents and other stakeholders where and when appropriate.
12. Safeguarding Children. St James School is wholly committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS.

Budgetary / Financial Responsibilities of the post

1. None

Supervision / Line Management Responsibilities of the post

1. None

Working Environment & Conditions of the post

1. In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust.

Other Duties

1. All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
2. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
3. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
4. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
5. The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at
6. This post is based at St James School but the post holder may be required to move their base to any other location within the Trust upon request
7. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
8. To undertake additional duties as required, commensurate with the level of the job.
9. To attend Awards Evenings and Celebration Events.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

	Essential / Desirable	Evidence
Qualifications and Experience:		
An appropriate, good honours degree (2:2 or higher)	E	A,C
QTS or equivalent	E	A,C
Evidence of further professional study	D	A, C, R
Recent and relevant teaching of good to outstanding lessons at Key Stages 3 and 4	E	A, C, R
A track record of excellent student progress demonstrated by examination outcomes	D	A, R
Curriculum and Knowledge:		
Wide knowledge and understanding of Science within the curriculum context and wider world	E	A, I, R
Knowledge of current educational issues, an awareness of recent developments in the National Curriculum and changes in the Key Stage 4 curriculum	E	A, I, R
Ability to use data effectively to support student progress	E	A, I, R
Know and use a range of teaching and learning styles	E	A, I, R
Show an awareness of what constitutes outstanding pedagogy and practice	E	A, I, R
Understand changes to exams and whole school accountability measures	D	A, I, R
Skills and Attributes:		
Enthusiasm, drive and a love for the job	E	A, I, R
A passion for ensuring that all aspects of school life demonstrate integrity and respect	E	A, I, R
Commitment to a high profile presence in and around the school	E	A, I, R
A good sense of humour	E	A, I, R
Excellent communication skills, both verbal and written	E	A, I, R
An ability to organise, plan and prioritise time effectively	E	A, I, R
A willingness to challenge others to produce positive outcomes	E	A, R
Flexibility and adaptability	E	A, I, R
Be a role model and contribute to sharing high quality practice within the team	E	A, I, R
Ambitions to lead an aspect of the department or in another school context	D	A, I, R

Key to Evidence:

A – Application Form & Letter

C - Certificates

I - Interview

R - Reference

