



THE CONSORTIUM
ACADEMY TRUST

Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



Second in Science – Deputy to the Director of Science

Full time, permanent

Information for Candidates



Headteacher Susanne Kukuc

Telephone 01482 659356

Email enquiries@wolfreton.co.uk

Website www.wolfreton.co.uk

Wolfreton School and Sixth Form College
Well Lane
Willerby
East Riding of Yorkshire
HU10 6HB



March 2021

Dear Applicant

Thank you for your interest in our vacancy for a Second in Science – Deputy to the Director of Science (L1 – L5)

We have an exciting opportunity for an experienced and committed teacher to join our Science Faculty. The successful candidate will be a talented and creative teacher, equipped to play an important role in supporting the leadership of this high-performing faculty. You will be joined by a team of Science specialists, who are passionate about engaging and inspiring young people in their learning and who have achieved some excellent results in recent years.

Wolfreton School and Sixth Form College is a large and forward-thinking school and is a part of The Consortium Academy Trust (TCAT). We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged student body.

The successful candidate will possess excellent inter-personal skills and will be required to communicate effectively with members of the teaching and support staff, parents and students.

In 2016 we moved into our new single site, purpose built school. With state of the art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour, Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website www.wolfreton.co.uk for further information about Wolfreton School and Sixth Form College.

Yours faithfully

Susanne Kukuc
Headteacher

Our Values and Goals

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

Our Values

Excellence	We aim to INSPIRE – to be the best that we can be
Endeavour	We promote the qualities of DETERMINATION and COURAGE
Respect	We are firm advocates of FRIENDSHIP and EQUALITY

Our Goals

Create	An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.
Prepare	Responsible young adults who value learning, helping them to make a positive contribution to society.
Develop	Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.
Respect	Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.
Provide	All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

General School Information

Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including on average around 200 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfreton exceed the national average. Up to date exam results can be found on our website. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form Partnership', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfreton as well as having the option to study subjects at either of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams,

clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development.

The Consortium Academy Trust

In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. TCAT now comprises six secondaries and two primary schools with over 7500 learners and a significant staff team. The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

Curriculum

KEY STAGE 3 CURRICULUM

Wolfreton aims to offer a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology.

In year 8 students will be placed on personalised pathways according to their potential and current progress. Within each pathway students will make option choices suited to their individual interests. A key feature of the curriculum at Wolfreton is the programme of Deep Learning Days, where all Key Stage 3 and Key Stage 4 students complete a different learning programme for the day. This enables students to focus in depth on a particular subject or learning activity and gives a greater opportunity for the development of personal learning and thinking skills. PSHE covers aspects of personal and social development, health, sex and economic education, as well as developing the personal, social and moral education of students. This is also delivered in part through the subject curriculum in PE, Maths, Science, Humanities and Drama, and on Deep Learning Days.

Citizenship is also delivered through other subjects such as Society and Ethics, History and Geography.

KEY STAGE 4 CURRICULUM

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work-based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post 16 either in the Sixth Form at Wolfreton or at other post 16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work-based learning.

At Key Stage 4 all students must study a core curriculum of English, Mathematics, Science, Computing, Humanities, Society and Ethics, PE, and PSHEE (health, sex, careers and citizenship). The most able students will also follow Triple Science and at least one modern foreign language. Students then choose options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects.

We place a strong emphasis on the value of work-related learning. In addition to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

KEY STAGE 5 CURRICULUM

The Key Stage 5 Curriculum at Wolfreton Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses at AS, A2, A Level, Applied A level and BTECs, which are available both at Wolfreton and in The Consortium.

The Consortium Sixth Form Partnership (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however, some students will need to continue with GCSE English and/or Maths post 16.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5 Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

Staffing Information

New Staff and Newly Qualified Teachers

An induction programme for all new teaching staff is co-ordinated by the Deputy Headteacher and is actively supported by Faculty Leaders and Directors of Learning. A new staff induction day is held for new staff before the start of each term, to enable new colleagues to become acquainted with many aspects of life at Wolfreton. Once term starts a comprehensive induction programme, including supported meetings, is available to ensure new colleagues' needs are met. There is also a high-quality programme designed to suit the needs of NQTs who join the school, again this is co-ordinated by an Assistant Headteacher.

Staff Development

The development of all staff is a key feature of Wolfreton, the school has held the Investors in People Award since 1997 and was awarded the Gold Standard in our most recent assessment. This is a nationally recognised standard of good practice in staff development and training. This good practice includes a high quality CPD programme for all teachers and opportunities for professional development related to the range of career stages and aspirations. As a school we recognise the value of investing in staff development and the impact this has on new and experienced teachers, aspirant and developing leaders and ultimately our young people and their experience in school. Our approach includes a wide range of opportunities to meet individuals' differing and developing interest, needs and aspirations.



THE CONSORTIUM
ACADEMY TRUST

Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



Job Description

Post: Second in Science – Deputy to the Director of Science

Salary Scale: L1 – L5

Contract: Full time, permanent

Responsible to: Director of Science

Purpose of the Post:

- To support the Director of Science in raising the standards of attainment for all young people in Science.
- To deputise for the Director of Science in their absence.
- To be responsible for a Key Stage in Science as instructed by the Director of Science.
- To play a significant role in the leadership and management of that Key Stage to raise standards of attainment for all young people
- To play a significant role in the leadership and management of a strategic area of development within the Science Development Plan.
- As a member of the Academy's Extended Leadership Group, to contribute to whole academy improvement and support.
- To uphold the values of Wolfreton School and Sixth Form College and the principles of ethical leadership in all interactions with colleagues, young people and parents.

Core Accountabilities:

1. Responsibility for standards of attainment and progress
2. Responsibility for strategic development
3. Responsibility for staff and staffing
4. Responsibility for student achievement and welfare
5. Responsibility for resources
6. Extended Leadership Team Responsibilities

Specific Accountabilities and Responsibilities

1. Responsibility for standards of attainment and progress

- Ensure that all young people follow a well-planned and strategically-intentioned curriculum for the Key Stage which challenges and inspires all to develop a thirst for learning
- Support the Director of Science to ensure that appropriate targets for improvement for learner attainment and progress in the Key Stage are met in line with performance indicators (academy and national)
- Maintain accurate and comprehensive records of learners' progress in the Key Stage
- Ensure that all available data is used in planning, in assessment and teaching and learning in the Key Stage, to enable all groups, including SEND and disadvantaged learners, to achieve attainment and progress targets
- Analyse learner data in order to identify issues and implement appropriate interventions where required

- Report on learner progress and provide the Director of Science, the Leadership Team and / or Local Governing Body, relevant information relating to performance in, and development of, the Key Stage, attending Progress Meetings as required.
- Play a leading role in implementing robust intervention strategies to ensure required learners make progress towards their targets
- Play a significant role in ensuring that assessment procedures in the Key Stage are robust and follow agreed academy policy
- Contribute to the school procedures for quality assurance of teaching and learning, including the assessment and moderation of learners' work.

2. Responsibility for strategic development

- Support the Director of Science in establishing, communicating and embedding the agreed vision for the Science department
- Engage in development opportunities and contribute to a high performing team
- Lead a Key Stage in Science as determined by the Director of Science
- Contribute to the formulation of aspects of the Science Development Plan related to the Key Stage
- Lead an area of strategic development within the Science Development Plan
- Contribute to the development of an academy-wide ethos that enables everyone to work collaboratively, celebrates success and accepts responsibility for outcomes
- Ensure that the Key Stage curriculum is regularly reviewed to maximise learner progress and engagement
- Maintain a strong and strategic direction for the faculty, keeping abreast of school and national initiatives
- Lead and make a significant contribution to designing schemes of learning and curriculum plans, to include appropriate differentiation for SEND and the most able learners, for the Key Stage. Ensure all schemes of learning are reviewed and revised.
- Support the Director of Science to ensure the integration of school policies into schemes of learning and monitor delivery by all staff
- Contribute to self-evaluation processes
- Undertake regular Monitoring and Evaluation, as instructed by the Director of Science, to ensure high standards of teaching and learning
- Support the Director of Science to foster links with Primary colleagues within the cluster / Trust to ensure a coherent curriculum for Science and appropriate challenge from the start of Year 7 onwards
- Be proactive in seeking out best practice internally, from within the Academy Trust as well as externally

3. Responsibility for staff in the faculty

- Maintain personal expertise in Science and share it with others
- Act as a role model of good classroom practice for other teachers by implementing high quality teaching and learning
- Maintain an up to date knowledge of educational research in the fields of teaching and learning and CPDL, and use this to inform practice
- Contribute to the whole school Teaching and Learning CPDL programme
- Contribute to a culture and ethos of challenge and support in Science, where all young people and staff can fulfil their potential by being fully engaged in their own learning
- Take a lead role, alongside the Director of Science, to monitor and evaluate learning and teaching through aspects of learning scrutiny (e.g. work reviews)
- Responsible for the day-to-day leadership and management of designated staff within Science, as agreed with the Director of Science
- In the absence of the Director of Science, lead the Science department

- Assist with the efficient and effective deployment of staff and physical resources including timetabling and rooming
- Be responsible for the professional learning and development of staff members in relation to the Key Stage and to support individual staff needs
- Support the coordination of the work of non-teachers within the curriculum area including Cover Supervisors
- Participate in the staff recruitment process and ensure effective induction of new staff in line with academy procedures
- Effectively support the subject's involvement in teacher training programmes and/or coaching in the academy
- Have full consideration for staff well-being staff well-being, supporting the TCAT Health and Well-being Commitment and developing morale

4. Responsibility for learners in the faculty

- Provide for the learning needs of all young people in the Key Stage through appropriate differentiation, stretch and challenge
- Liaise with Learning Support through the SENDCO to ensure support staff are deployed and used efficiently in the Key Stage
- Maintain a safe and productive learning environment for all young people, dealing with discipline issues following the academy's Positive Discipline Behaviour and Rewards Policy to avoid disruption to learning
- Seek opportunities to develop the behaviour management skills of the staff
- Instil a sense of pride, worth and achievement

5. Responsibility for resources in the faculty

- Work collaboratively with the Director of Science and other members of the team to monitor use of teaching areas to ensure an effective and stimulating environment is maintained
- Assist in the management of faculty budgets as required
- Lead the development of effective subject links with partner schools and the community; attending, where necessary, liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events
- Contribute to the academy Health and Safety File as appropriate

6. Extended Leadership Team responsibilities

- Contribute to the leadership of the academy as a member of the ELT, undertaking responsibilities commensurate with the role
- Participate in the appraisal cycle in line with the academy's Appraisal Policy.
- Contribute to the provision of high quality CPD across the academy, including as a coach to developing middle leaders
- Contribute to the implementation and development of whole academy policy and practice

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

Core Purpose of a Teacher

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the academy.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to challenging and supporting young people to meet high expectations in relation to behaviour and conduct
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of young people
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust academies
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the Data Protection Act when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.



THE CONSORTIUM
ACADEMY TRUST

Wolfeaton
SCHOOL AND SIXTH FORM COLLEGE



Person Specification

Job Title: Second in Science – Deputy to the Director of Science

Category	Essential	Desirable	Evidence
Qualifications and Training	Degree/Equivalent in relevant subject PGCE/Equivalent Commitment to further training	Good Honours Degree Evidence of management training (leading from the middle)	Application form / interview
Experience	Experience of having worked successfully in a large secondary school setting, teaching students from all socio-economical backgrounds Proven, successful teaching experience in previous schools	Ability to teach across the key stages Experience of assessment of students progress in Science Experience of leading a project/team to successful outcomes	
Skills, Knowledge and Aptitude	Evidence of excellent teaching skills Knowledge and understanding of current and future curriculum changes Proven, excellent classroom management skills Ability to contribute to the development of courses/schemes of learning Good ICT skills Thorough knowledge and understanding of subject area and how it can effectively be taught across the spectrum of age and ability Excellent knowledge of achievement methods and measurement	Knowledge of new initiatives	Application form / interview
Personal Attributes	Energy, ambition and enthusiasm Self-motivated Good organisational skills Good interpersonal skills Good team member Good health and attendance record Commitment to personal development Commitment to raising standards Sense of humour	The desire to progress and contribute to the continued development of the school Ability to contribute to the wider life of the school	Interview

How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our school.

Further information about the school can be found on the website www.wolfreton.co.uk

Should you wish to have an informal chat regarding the role, please contact Sadie Prestwood on miss.prestwood@wolfreton.co.uk who will arrange a telephone appointment with the Director of Science.

Application Form

An application form can be downloaded from the school website. Within the personal statement please outline how your skills and experience equips you for this role.

Application Closing Date

Completed applications should be returned to recruitment@wolfreton.co.uk no later than 9.00am on Friday 16 April 2021.

Interviews

An interview date is to be confirmed.

We reserve the right to interview and close this vacancy before the advertised closing date.

Applicants who are not contacted within two weeks of the closing date should assume they have not been shortlisted for interview.