



Mill Chase Academy

Teacher of Science

September 2019

Negotiable TLR for department responsibility, for an experienced applicant



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Welcome from Paul Hemmings, Principal

Welcome and thank you for your interest in working with us at Mill Chase Academy (MCA).

MCA is a small, friendly, oversubscribed school with high standards and expectations. We pride ourselves on knowing every young person well. Student welfare is at the heart of all our work and we have the highest aspirations for every child in our community.

In September 2019, it will be an exciting time as we relocate to a purpose built new-build school in Bordon. Currently under construction with an investment in excess of £30M, it will include state of the art facilities for all departments.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings, allowing teachers to spend time on these 3 important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Last academic year, a group of teachers piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and has been implemented as a whole school approach to assessing and planning.

Every teacher has saved a significant amount of time which they now use to plan more precisely to address misconceptions and tailor learning with their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Mill Chase and we have created an exceptional teaching staff here.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

I extend an invitation for you to visit our school and discuss the post with me in more detail. Corinne Tutton, PA to the Principal, will be pleased to make arrangements for you and can be contacted at c.tutton@millchase.hants.sch.uk or telephone (01420) 472132.

Yours sincerely



Paul Hemmings
Principal

Thank you for your interest in the Science Department

The Science department has recently undergone a complete transformation. The results are rapidly improving under the dynamic leadership of our recently appointed Head of Department who has the full support of a completely new team of specialist science teachers and high quality technician support. You would be joining our successful team at a very exciting time.

Over the last few years the school has grown and is now oversubscribed with first choices. This growth necessitates additional members of the science department which provides a superb opportunity for talented science teachers to join our team. We support every member of the team in becoming outstanding, reflective practitioners and look to open doors for all to ensure their continued professional development

The aim of the department is to encourage students to delve deeper into the interesting and diverse world around them. We open students' minds to the ways that science shapes their everyday lives and enable students to develop their knowledge, understanding and application of the subject to their full potential. We aim to instil resilience and determination in each and every student to achieve their very best.

The KS3 curriculum is organised into umbrellas containing units that link to a central theme. Umbrellas include 'The Force Awakens' and 'The Rainforest' in Year 7 and 'Hocus Pocus' and 'Surfing USA' in Year 8. We also do a Biomimicry unit at the end of Year 8 to prepare students for KS4. We focus on developing students' love of the subject, their knowledge and understanding of key concepts and ideas and their working scientific capability in preparation for KS4.

At KS4, the qualifications students work towards are either AQA Biology, Chemistry and Physics (triple science) or AQA Combined Science: Trilogy. Where possible, teachers are able to teach within their specialisms and this helps to provide continuity for students and greater progress.

Students are taught in ability sets which are relatively small in comparison to other schools giving each teacher an opportunity to personalise their teaching to meet the needs of their students. Students have ample teaching time throughout their time at Mill Chase with 8 hours each fortnight in KS3 and 9 hours each fortnight in KS4.

In 2019, when we relocate to the new site, staff and students will enjoy a suite of seven brand new science laboratories. This is a really exciting time for Science at MCA.

Welcome from the Head Boy and Head Girl

We would like to welcome you to Mill Chase Academy. We are delighted to say that during our five years at Mill Chase Academy we have really valued the experiences and education that we have been offered. Our academy is a small, vibrant and caring establishment that believes in having high expectations and achieving excellence.

At Mill Chase Academy our teachers work hard and really care about each of us and our education as individuals. There are many opportunities to extend our learning to ensure that we really do achieve our best.

Student Leadership is very important within the school and starts from Year 7 onwards with our Student Leadership programme and School Council. We feel that we have a voice and can make a valuable contribution to the decisions being made within the academy.

The student body behave well and fully engage with their learning, something that is noted and commented on by the many visitors that we welcome into the academy.

Our students really do have **Ambition** and **Courage** in order to achieve **Excellence**.



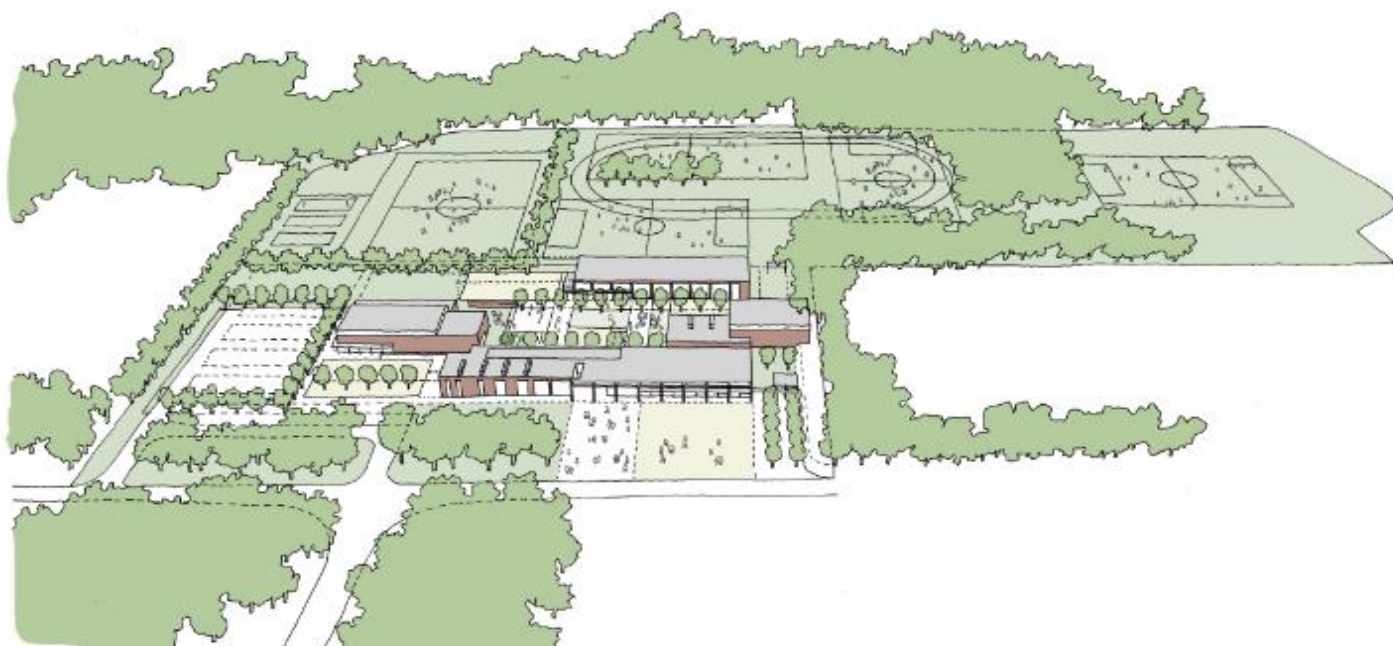
Relocation to new premises in 2019

Mill Chase Academy will be opening its new building a short distance from its current location in September 2019, creating a vibrant and exciting learning environment.

With an investment in excess of £30M, the facilities will be cutting edge, including science and technology laboratories, performing arts centre, 300 seat theatre, 4G pitch, a 6 court sports hall and forest school learning area.

It is a rare opportunity and an exciting time to join the school. Our location will be at the heart of a new learning community which will continue to grow as we welcome families locating to a new developing community in Bordon, Hampshire.

We work within a supportive learning community of staff, parents and students, enabling a world of learning opportunities which will inspire and motivate students of Mill Chase Academy to achieve excellence and create a successful path for their future. We are creating an academy where each day will be a journey of discovery to fire students' imagination, establish their sense of worth and to gain the confidence and courage to take a full part in the wider world.



Professional Development & Support

At MCA we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan and individual performance management to ensure that we are improving and enhancing the school as well as individual practice.

Throughout the school year, staff participate in a Twilight programme of professional development that has a focus on key areas. All staff are given the time and opportunity to choose a theme that they would like to research and study. The results of this work are then implemented to improve and enhance an area of their practice. There are also opportunities to share this knowledge with the whole school through our meeting and INSET programme and on many occasions whole school policy and practice has been influenced by the Twilight professional development programme.

Staff are also given the opportunity to work collaboratively with other staff and departments across the school through our meeting cycle. The collaborative meetings have a clear agenda that relates to sharing good practice to enhance provision through planned learning walks, work scrutiny opportunities and discussion and debate regarding learning, the curriculum, assessment, examination technique and classroom practice.

For Newly Qualified Teachers (NQTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers.

Our NQTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further.

This support programme continues once NQT status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme to ensure that support and development is on going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

Working at Mill Chase Academy – A View from the Staffroom

At Mill Chase Academy you are trusted to deliver high quality lessons. You can deliver high quality lessons because the academy has worked extremely hard to reduce the administrative burden for their teaching staff freeing our time to focus on what is most important, the progress of our students. I can genuinely say coming to school each day is a pleasure!

Mr Riley, Computing Department

Mill Chase is a place where you can make a real and positive difference to our pupils' lives. What's just as good is that they will make a real and positive difference to your life!

Mr Carney, Library Manager

Since joining Mill Chase Academy as a NQT in 2015, I have had the support of my colleagues every day, and have always felt trusted and valued as part of the team.

Mrs Carter, English Department

I have worked in quite a few schools during my working life and I can honestly say that none of them compare to Mill Chase Academy. There is a really nice sense of belonging and knowing that you are all equally part of a team, we are all striving for the same thing...to better the school, to make a happy working environment, to give students and staff the opportunity to learn new things and to be encouraged to shine. With all of this in place results come naturally....

Mrs James, Science Technician

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

Mr Denton, Mathematics Department

Mill Chase is a great school, as well as a supportive school, to develop as a teacher. There is a clear focus on getting rid of unnecessary bureaucracy and using strategies that benefit the child to help them progress, which is where the focus should be.

Mrs Hatter, English Department

I have worked at Mill Chase School/Academy for over 14 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I have been given many professional development opportunities over the years which led to my current role as Academic and Pastoral Leader.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here.

Mrs Hale, PE & Technology Departments

I have worked at Mill Chase Academy since September 2018 and, as a new member of staff, have been really impressed by the warm and friendly environment around the school. The staff work collaboratively and the pupils' well-being is at the heart of everyone's work. Coming from a primary background, I like how the year 7s are welcomed into the school and I think the mixed mentor groups is a real strength, providing a great sense of togetherness amongst the year groups.

Mrs Pullinger, English and Mathematics Department

The University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust is uniquely placed to make a difference to the local education landscape. With access to the University's extensive resources, we provide both educational expertise from the University's Institute of Education and expertise from professionals within HR, Finance, ICT, Estates and Communications.

The Trust has an inclusive and an aspirational vision. People and relationships matter to us and we share the University's belief that education has the power to transform society.

Our Vision is for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

Our Mission is to create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Our Shared values are:

- **Aspirational**
- **Inclusive**
- **Collaborative**
- **People-focused**
- **Dynamic**

University of Chichester

As a University we believe education has the power to transform society and we should play a role in enabling people to exceed their own expectations, creating a positive impact on our local and regional communities.

Our belief is all schools can be successful and that student progress and the retention and growth of high-quality teachers should be at the heart of our work. We have years of experience in working with outstanding and improving schools as well as those less successful and were proud when we established the Academy Trust in 2012.

We believe there are five key factors that distinguish the University of Chichester as an academy sponsor:

- Teacher training and schools have been fundamental to the University since 1839;
- Tailor-made solutions designed on merit not a one size-fits-all compliance model;
- Wide ranging experience of working in partnership with a rich variety of schools backed up with school focused CPD and classroom-based action research;
- High quality teaching and learning, recruitment, training, development and retention are all at the heart of the University ethos, which is shared by the Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- A brand new, purpose-built school with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology


A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the school and Trust
- Teachers' Pension Scheme
- Childcare Voucher Scheme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
 - Security of knowing you are joining an organisation that has been promoting education for the past 150 years!
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Job Profile

Job Title: Teacher of Science

Reports to: Head of Department

Location: Mill Chase Academy, Bordon

Function of the post

To plan and deliver high quality engaging and challenging teaching and learning across the full ability and age range of students, ensuring all students make rapid and sustained progress.

Principal Accountabilities:

1. Plan and deliver high quality engaging and appropriately challenging lessons that inspire all students to share a passion for your subject and become independent learners.
2. Ensure all students make rapid and sustained progress in line with the assessment criteria for the scheme of work or qualification.
3. Effectively assess student progress and understanding to inform future planning and make formative and summative assessment, including data for reporting purposes in line with academy procedure.
4. Provide high quality marking and constructive feedback so that students are informed of how to improve their work.
5. Set and assess appropriate homework that matches individual student needs.
6. Take responsibility to ensure teaching assistants understand the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all students.
7. Attend scheduled meetings of the academy and parents' evenings as directed by your line manager or senior staff.
8. Make a positive contribution to the strategic aims, values and ethos of your subject area/s, the academy and the University of Chichester Academy Trust.
9. Contribute to the wider life of the academy, such as leading on extra curricula activities.

University of Chichester Academy Trust:

The Trust's vision is "for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives"; and it is our mission "to create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning".

With a supportive and collaborative approach it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

The following may be adapted according to career stage:

Teaching and Learning Support:

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor students' class and homework, providing written and oral feedback, and set targets for student progress;
- Develop innovative and engaging high quality teaching, along with robust assessment for learning that meets the needs of all students and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for students with SEND and for students in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst students;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and student progress;

Planning and Managing Resources

- Contribute to the overall development of the academy which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school student assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of student progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written student report;
- Maintain accurate student records, working with parents, carers and agencies as required, and with other colleagues.

Communication

- Communicate effectively with staff at all levels, students, parents and carers, visitors and stakeholders.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving student issues and ensuring support is in place as required;
- Create a positive culture where staff and students feel safe and are valued, where all students' needs are supported and where all stakeholders work together effectively for the benefit of the students;
- Take responsibility to ensure students are aware of and adhere to the expected behaviour and conduct within both the classroom and around the academy, in accordance with the academy's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the academy, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the School or the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact www.cathr@chi.ac.uk

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status/ PGCE or NQT</p> <p>Evidence of continual professional development that is relevant and appropriate to the post</p> <p>Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development</p> <p>Knowledge of the national curriculum in relation to the post</p> <p>A good knowledge of emerging technology and the use of ICT to enhance learning and engage students</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post</p>	<p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p>	<p>Application/ Documentary evidence</p> <p>Interview</p> <p>Teaching task</p>
Skills	<p>Demonstrable evidence of the skills required to be an excellent classroom practitioner</p> <p>Ability to challenge and differentiate teaching and learning for students of all abilities and needs</p>	<p>Ability to analyse data for the effective monitoring and assessment of student performance and target setting</p> <p>Creative and</p>	<p>Application/ Interview</p> <p>References</p> <p>Teaching task</p>

	<p>A skilful communicator with strong interpersonal and presentation skills, both verbal and written</p> <p>Ability to make learning exciting, relevant and cross curricular</p> <p>Ability to create a vibrant, collaborative, happy and challenging learning environment</p> <p>Ability to plan and implement a cohesive, creative and innovative curriculum</p>	<p>innovative approach to using the latest technologies within the curriculum for enhanced student learning</p>	
Experience	<p>Experience of successfully raising attainment and increasing student progress</p> <p>Experience of systematically assessing, monitoring and evaluating student attainment, and adjusting provision in order to accelerate progress</p> <p>Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community</p> <p>Successful experience of teaching children with SEND and other vulnerable groups</p>	<p>Experience of participating in extra-curricular activities and visits to enrich learning experiences.</p>	<p>Application/CV</p> <p>Interview</p> <p>References</p>
Personal attributes	<p>Enthusiastic, positive and approachable with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop</p> <p>Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups</p>		<p>Application</p> <p>Interview</p> <p>Presentation</p> <p>References</p> <p>Teaching task</p>

	<p>Adaptable and sensitive to challenging situations, forming positive relationships with students, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback</p> <p>Committed to the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students and the school community</p> <p>Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.</p>		
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Application Procedure

Applicants should complete an Application Form along with a Statement in Support of Application and Equality Monitoring Form which can be downloaded from the Academy's website www.millchase.hants.sch.uk or the Trust's website www.unicat.org.uk/find-job and submit it, so that it is received no later than 9.00am on 14 January 2019.

Mill Chase Academy
Mill Chase Road
Bordon
Hampshire
GU35 0ER

T: (01420) 470329
E: c.tutton@millchase.hants.sch.uk

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up on 14 January 2019. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Safer Recruitment

University of Chichester Academy Trust and Mill Chase Academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Data Protection Act 1998

You should be aware that the information you have provided will be stored on the HR secure database and will only be used to process your application. It will not be passed to any other organisation.

