



RIDGEWOOD
HIGH SCHOOL

Recruitment Pack

Position	Science Teacher M1-U3 with TLR2b
Contract details	Full time, permanent
Pay scale	MPS1 – UPS3 plus TLR2b (£5,022)
Start date	September 2023
Close date	9am, Monday 22 nd May 2023
Interview date	Wednesday 24 th May 2023
How to apply	<ul style="list-style-type: none">Application form available on the school website vacancies page: https://www.ridgewood.dudley.sch.uk/vacanciesCover letter which should be no longer than two sides of A4 (font size 12). Please explain why you are applying for this post and how your experience, training and personal qualities match the requirements of the role as set out in the job description and person specification.Email your complete application to: replies@ridgewood.dudley.sch.uk <p>Please include your surname and the title of the post you are applying for, as the file name for these documents.</p>

Ridgewood High School

Headteacher – Mrs R. Cope.
Park Road West, Wollaston, Stourbridge, West Midlands. DY8 3NQ
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e: info@ridgewood.dudley.sch.uk
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4th May 2023

Dear Candidate,

Thank you for showing an interest in our post for Teacher of Science with Assistant Curriculum Leader responsibility. Students at Ridgewood really enjoy Science, partly because we have such good teaching and also great support. The successful candidate will have a real opportunity to build a community of budding scientists from a very willing student population.

This is an exciting time to join the Ridgewood Team. It is difficult to capture the atmosphere and ethos of a school on a page but I believe that we are creating something very special. Having joined the school in January 2018, I have really enjoyed my time so far. Ridgewood is quite simply a great place to work. Our staff team is very friendly and supportive - we all work hard because we know that our jobs are important but we also have fun, we like each other and really appreciate the contributions that each individual makes. Because staff welfare is integral to the success of the school, we look after staff wellbeing and monitor their workload. Our staff do the best they can for the students in their care. There is a kind and happy family atmosphere in our school. High quality CPD is at the heart of our offer for staff and this is very much appreciated. Staff work together to research best practice, they share ideas and they monitor the impact of new developments on student progress and behaviour.

We are all very proud of the transformations that we have made in our school. Our last Ofsted inspection in November 2019 secured good grades for behaviour and attitudes, personal development and leadership and management. We have now adjusted our curriculum and continued rigorous development in teaching; consequently, we are confident that we will secure an overall 'Good' in our next inspection. During the pandemic, we continued to make excellent progress and because the quality of teaching is so much better, our students are getting the results they deserve.

Our students are lovely which explains why so many staff have worked in the school for such a long time! Because we have clear and effective behaviour systems, which centre around building healthy personal relationships, students know what is expected of them. They want to do well; they participate in a wide variety of extra-curricular activities and they get on well with their teachers. Supply teachers frequently say Ridgewood is one of the nicest schools they visit.

At every level, school leaders are visible, dynamic and supportive. We are proud that our leaders have been working effectively across Stour Vale Academy Trust, training new teachers and collaborating on improvement projects. A number of Ridgewood staff have secured promotions this year and last year, showing that our leadership development is strong.



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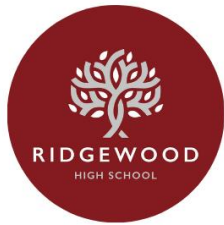
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If you want to join an ambitious, caring school in a lovely location, then we could be the school for you. We welcome candidates visiting before you apply, if possible, at a time during the school day so that you can see and feel our ethos in action. We wish you lots of luck and look forward to meeting you.

Yours faithfully,

Mrs Rae Cope
Headteacher



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At Ridgewood we...

Our school motto is:

We want our students to:

- Achieve excellent exam results across a range of high-quality qualifications.
- Be happy, healthy, safe and confident about the future.
- Work hard, play hard and be nice people.
- Enjoy healthy working partnerships with adults and know how to resolve conflict when times get tough.
- Be resilient, able to cope with struggle and be determined learners. Know what to do when they don't know what to do.
- Shake hands with new people, get eye contact and present themselves as thoughtful, articulate young adults.
- Be selfless learners contributing to many teams and communities.
- Be curious about the world around them and have a spirit of adventure.

Our staff working values are:

Commitment to achieving excellence	Hope and positivity	Teamwork	Kindness	Honesty
We expect high quality in every aspect of our school provision. We want and expect the best for our students and ourselves. There are no excuses, no blame and no fear in the way we work. We take responsibility for mistakes and use them to achieve a first-class process and outcomes.	We believe that everyone in our school can be their best selves. We know that our roles are important in giving children choices for the future. Our talk and actions are positively framed; we build success step-by-step and use failure as necessary stepping stones in the learning process.	We know that the team is stronger than the individual and work together to get the school we want. We support each other and care, helping everyone be their best selves. We enjoy working together and use 'with not to' to guide our work. We all play our individual part in Team Ridgewood.	We treat others as we would wish to be treated ourselves. We are kind and respectful to everyone and work hard to protect the dignity of all. We appreciate the contributions of our peers and our students and give praise where it's due. Being kind helps us feel better and creates a happier community.	We are open to improving our own practice and the practice of others in our team. We value the feedback that we are given. Respectful honesty in all our interactions helps to build trust, build better collaboration and healthy relationships.



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At Ridgewood our provision is guided by the following principles:

High Expectations	Showing belief that our students can achieve at a high level in every arena be it academic, sporting, social.
Dynamic Leadership	Highly visible and dynamic leadership whose actions have an excellent impact on provision for our students.
Ambitious Curriculum	An ambitious curriculum and an entitlement to a rich body of academic, social and cultural knowledge and skills.
Supportive Behaviour Culture	A supportive and optimistic culture which develops the behaviour and attitudes of determined learners using 'Ready, Respectful and Safe' and our 'Determined Learners grid.
Rigorous Personal Development	Well planned and rigorous personal development that supports and challenges <u>every</u> child and helps them acquire a wide range of skills and aptitudes so that they leave us confident in their abilities.
Excellent Teaching	High quality responsive teaching that engages, enthuses and challenges every student in every lesson every day.
Caring Ethos	A caring ethos which keeps students safe, happy and healthy.



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At Ridgewood we secure excellent behaviour

We expect our students to be Ready, Respectful and Safe

Ready

We show we are Ready by:

- Attending school every day;
- Being on time for school, on time for lessons;
- Looking smart and business-like in the correct uniform;
- Being calm and purposeful at the beginning of a lesson;
- Being well equipped with pens, pencils, ruler, rubber, sharpener, a scientific calculator;
- Being well informed and optimistic about the future;
- Taking part in extra-curricular opportunities, representing the tutor group, house and the school.

Respectful

We show respect to our school community by:

- Having positive body language, good eye contact and by speaking clearly, calmly and positively;
- Listening carefully to the teacher and the views of others;
- Being kind in our words and actions- we don't use swear words, abusive or prejudicial language;
- Following the instructions of adults quickly as they will be keeping students safe and focussing on their achievement;
- Looking after the learning environment, putting litter in the bin and keeping work areas clean and tidy;
- Being considerate to the local community when we travel to and from school.

Safe

We show we know how to be **Safe** by:

- Being where we should be;
- Speaking to an adult if we are worried about something;
- Acting safely, keeping ourselves and others from harm;
- Reporting any concerns we have to a member of staff. If we see something that's not right, we must say something;



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- Walking on the left-hand side of corridors, stairs and doorways;
- Leaving phones at the bottom of our bags and not using them in school;
- Using technology safely by adjusting our privacy settings, by only writing positive messages to other students and by reporting anybody who makes us feel uncomfortable online;
- Not bringing weapons or drugs into school. These both may lead to permanent exclusion.



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Ridgewood High School's Vision for Learning and Teaching

Every child, learning in every lesson, every day

Learning lies at the heart of everything we do at Ridgewood. We know that teachers are the difference: our children deserve to have high quality, determined teachers who inspire, motivate and enthuse.

Our teacher learners:

- commit to excellence;
- lead and are led with knowledge and integrity;
- seek opportunity for continuous improvement;
- enthuse and inspire;
- are subject specialists;
- use research to inform our practice;
- learn from each other and lead our own learning;
- support and develop each other;
- talk about teaching; plan and evaluate our work together;
- watch each other teach without fear of judgement;
- are honest, kind and specific in our feedback;
- know that making mistakes is fundamental to learning;
- accept responsibility; we don't make excuses;
- share common values of hope and positivity, teamwork, kindness and honesty.

Underpinning our vision is the belief and commitment that everyone can achieve. We work together to ensure we all become the best teachers and learners we can be.

Our student learners:

Teachers at Ridgewood inspire and nurture our children to enable them to become determined learners. We know that to be great learners our children need to be conscious of themselves as learners and the attitude they have when facing learning challenges. We believe that deep learning involves struggle and requires students to take risks.

The attitude that our children have towards learning really matters to us and so we devote time to teaching our children how to become effective learners. We expect all of our children, regardless of age and ability, to strive to be 'determined' learners.

Determined learners:

- are committed to excellence;
- are resilient;
- are curious about the world;
- have stamina and find pleasure in hard work;
- are selfless and know the value of team work;
- embrace struggle and know what to do when they don't know what to do;
- seek challenge and are constantly looking for ways to be even better.

January 2022



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Job Description – Teacher of Science and Assistant Curriculum Leader

Reports To: Head of Science Faculty

Main purpose of the job:

Assistant Curriculum Leaders are responsible on a day to day basis to their Faculty Leader, the appropriate Assistant Headteacher, Deputy Headteacher and ultimately to the Headteacher for all aspects of the work of their faculty.

Job Description:

All staff will share the school's commitment to safeguarding and promoting the welfare of children and young people.

The Post holder will:

- Have an impact beyond their own students
- Influence the practice of others
- Have leadership and line management responsibility for other staff
- Be accountable for a subject(s) across the Faculty
- Have responsibility for supporting the development and delivery of cross-curricular themes

Job focus

- To deputise for the Faculty Leader wherever appropriate
- To support the quality and consistency in teaching and learning for staff and students across the Faculty in order to maintain/raise standards
- To monitor and evaluate the quality of learning and teaching across the Faculty (through opportunities such as lesson observation, student work reviews, student discussion, data analysis and evaluation) to support improvements and developments
- To support the Faculty Leader in ensuring the consistent implementation of whole school policies on Teaching and Learning, Assessment & Marking, Literacy and Numeracy and Behaviour across the Faculty.
- To support the development and consistent implementation of cross curricular skills and themes, working with staff in other faculties and the wider school community
- To manage public and internal exam entries and associated arrangements



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- To manage resources and support the maintenance of a positive learning environment across the Faculty

Staff deployment

Assistant Curriculum Leaders will have a maximum timetable commitment of 40 hours per two weeks

Teaching and Learning

- To help maintain a positive climate for learning across the Faculty
- To use evidence from self-review and evaluation and data analysis to enhance the quality and consistency of teaching and learning and raise standards
- To monitor the quality and consistency of marking, assessment and reporting, behaviour management and rewards, in line with school policies
- To support the Faculty leader in the planning, review and updating of schemes of work

Personnel

- To be an Appraiser, reviewing and supporting the performance of Faculty staff in line with school policy
- To provide coaching and advice to staff as appropriate
- To support the Faculty leader in ensuring that support/SEN staff are effectively utilised to improve learning and progress
- To communicate information to Faculty staff and represent their views to others as appropriate
- To delegate tasks and responsibilities to Faculty team members as appropriate

Standards

- To support the Faculty leader in the use of data to track and monitor the progress of students at KS3 and KS4 within the Faculty
- To provide and/or manage intervention and support for students or groups at risk of underachievement

Resources

To contribute to the development of Faculty accommodation and resources to provide the highest quality learning environment and opportunities for students and staff



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School Level

- To contribute to the development of Faculty/school policy and practice, supporting the school's ethos as a positive & proactive middle leader
- To contribute to strategic planning within the Faculty
- To provide appropriate support for Faculty staff in delivering cross-curricular themes, including Literacy, Numeracy, BLP, SCSM, WRL, ICT, etc
- To represent the Faculty at meetings as appropriate
- To liaise with other staff, parents, Governors and external agencies as appropriate

Support for School / Services:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, e.g. Clubs, extra-curricular activities.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

All staff are expected to comply with the appraisal management process.

The exact focus of the role will be decided at school level and will consider the needs of the school and the development needs of the member of staff.



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Person Specification:

Assistant Curriculum Leader - Science Faculty

Post holders will share the school's commitment to safeguarding and promoting the welfare of children and young people.

Attributes	Essential	Desirable
Qualifications and professional development	Relevant degree and QTS Evidence of relevant CPD	Successful leadership and management experience. Knowledge and experience of working with examination boards.
Personal qualities, skills and attributes	Ability to take initiative, lead, motivate, inspire and support others High level of commitment, expectations, organisation and resilience	A willingness to develop a knowledge, understanding and awareness of policy and practice relating to educational developments
Leadership and Management	Ability to provide clear vision and direction Ability to influence the practice of others Ability to manage and coordinate the work of other staff Experience of successful team working	Experience of successfully leading and managing a team or project Experience of effective resource management and development Knowledge and experience of the appraisal process Experience of effective resource management and development
Teaching and Learning	A record of successful teaching within the relevant subject(s) Experience in the use of data and assessment evidence to inform practice	Experience of planning, reviewing and developing schemes of work Ability to monitor, support and improve the practice of others
Personnel	Highly effective interpersonal and communication skills Ability to establish and develop positive relationships with all stakeholders	Experience of providing information, advice and guidance for others
Standards	Awareness of strategies for raising students' achievement and managing behaviour	Involvement in subject/school improvement work Knowledge of the Ofsted framework



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Safeguarding:

Ridgewood High School are committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment.

- All candidates are subject to safer recruitment procedures.
- We are an equal opportunities employer.

Appointment of successful applicants will be subject to two satisfactory references and the completion of an enhanced Disclosure and Barring Service check before positions are confirmed.



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Ridgewood High School – Faculty of Science

The Science Faculty at Ridgewood High School consists of six, full-time members of teaching staff and two Science technicians. We are a supportive, friendly and experienced staff and, in addition to the Head of Faculty and Assistant Head of Faculty, we can also boast of having two Heads of Year on our team. Our team take pride in the high expectations of students' attitudes, behaviour and progress in Science and our students enjoy their Science lessons. All Science staff have a Science lab of their own, as a teaching base. We also have use of 'the Eco-Centre', which is a modern annex built next to the woodland area on the school's site.

The Science curriculum is designed to develop our students' Scientific knowledge, understanding and skills across their five years at Ridgewood. Our Key Stage 3 curriculum is a bespoke curriculum, designed to ensure that key aspects of Science are fully embedded by the end of Key Stage 3. This ensures that these fundamentals are in place and our students are Key Stage 4 ready at the start of their Science GCSEs. At Key Stage 4, we offer Triple Science and Combined Science (both through AQA) to our students. The development of our curriculum in Science has led to our students gaining consistently improving Scientific knowledge, understanding and skills and, also, consistently improving outcomes. 2022 cohort achieved 69% 2 x GCSE at grades 4 to 9 and 48% 2 x GCSE at grades 5-9. All triple students achieved at least a grade 4, with 39% in Biology, 46% in Chemistry and 39% in Physics achieving at least a grade 7.

Science Curriculum Intent

The Science Faculty at Ridgewood provides its students with a curriculum that is designed to ready students for the modern world. Science has a key role in the coming years to find solutions to many of the problems faced by society, locally, nationally and internationally. It will allow people's standard of living around the globe to improve, in a sustainable manner, protecting our environment for future generations. This has led to growth in careers involving Science, growth that is forecast to continue to increase for years to come. Our Science Faculty wants to ensure that all students at Ridgewood are in a position to access these opportunities, and are able to contribute positively, knowledgeably and skilfully to the future world.

At the heart of learning within the Science Faculty, is the goal to foster curiosity in our students about the world around them. Through skilful questioning we aim to develop deep thinking within our students and, ultimately, allow them to form challenging and inciteful questions themselves. To help achieve this, learning is given real-life significance, to help contextualise learning. Practical approaches and investigations are given, to enable children to answer questions, and opportunities are provided to allow students to learn from mistakes, reinforcing their understanding of Scientific concepts. Literacy and numeracy are also given real-life significance, highlighting the usefulness and importance of these key skills in life. We aim to ensure students find their learning in Science interesting, enlightening and thought-provoking so, in turn, they are resilient in their learning, aim to



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excel, are willing to work hard, look for challenge and, ultimately, enjoy and look forward to their Science lessons.

With this in mind, the Science curriculum at Ridgewood has been built around key, 'big ideas' in Science.

At key stage 3, the primary aim is to build on the knowledge and understanding at key stage 2 and ensure that students have developed the key skills needed to succeed at key stage 4. With this in mind, the curriculum is designed to include frequent opportunities to develop these skills, within the context of Scientific big ideas. These big ideas being atomic chemistry; cells, tissues and organs; energy stores and transfers; chemical reactions; processes in organisms; forces, speed and gravity; climate change and the Earth.

At key stage 4, the curriculum further develops the big ideas and skills, with the aim of mastering them, in readiness for GCSE and students' next steps. It is based on the AQA specifications and taught to ensure that knowledge and understanding of key concepts and ideas are developed initially, allowing for them to be applied in later parts of the curriculum.

We have also built into the curriculum development of key scientific skills, literacy skills, vocabulary needed for Science, oracy skills and numeracy skills needed for Science. These are developed throughout the five years of the curriculum.

Our drive to improve and move forward means the child's best interest is at the heart of everything that we do in whatever role we do in school. We offer many extra-curricular opportunities to help students grow into confident and well-rounded individuals. Our fundamental principles are that pupils enjoy our lessons, feel safe and experience consistently high standards.

Ridgewood students

Our students are friendly, interested and polite. They enjoy happy, respectful and safe relationships with the adults who guide their learning. Staff and students like working together. Our learning atmosphere is calm and students are keen to succeed. Ridgewood students are frequently praised when we take them on trips or when we have visiting speakers in school. They ask interesting questions and are keen to understand new perspectives. We want our students to be good people with kind hearts as this will benefit the local community as well as their own self-esteem. Charity work is abundant in school and we support many charity initiatives. This year, we are working on developing our students' oracy and academic writing as we want them to be able to speak and write with academic rigour which prepares them for life beyond Ridgewood.

The Curriculum

All students at Ridgewood follow a two-week, fifty-hour timetable. Our curriculum is broad, balanced and aims to give all students both a strong academic core and the opportunity to explore their creativity. In 2020 we moved back to a three-year Key Stage Three so that students can choose their options when they are mature and well informed about future career choices. Our curriculum is reviewed annually to ensure it best meets the need of each cohort.



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Professional Development

Regular time and expertise are provided for all staff to develop their good practice in order to improve the quality and consistency of learning and teaching. This has been a key driver in the school's improvement agenda. High quality CPD is an expectation at Ridgewood. This year we are focussing on: building an ambitious vocabulary, modelling excellent writing and developing student oracy.

Ethos and Expectations

We have high expectations of all our students and our staff. We encourage active participation in an outstanding range of extra-curricular and enrichment activities through which students can experience success, develop their confidence and believe that they can achieve. We believe that schools should ensure all students have access to high quality experiences which build cultural capital, teach them about British values and our Ridgewood values of honesty, kindness and teamwork.

Pastoral Care, Support and Guidance

There are established Year and House systems. A wide range of non-teaching Support and Guidance staff provide valuable support for students' personal development, health and well-being and students regularly and willingly take on a range of additional responsibilities to support their peers.

Stour Vale Academy Trust

We are a member of the Stour Vale Academy Trust. We form strong networks across our Trust to share expertise and ideas so that we can aim for excellence across all our schools.



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A MESSAGE FROM OUR CEO

Stour Vale Academy Trust is a diverse and interdependent, successful family of schools, founded on effective collaboration and committed to pursuing excellence through continuous improvement. Whether you are a member of the finance team, the operations team, the teacher training and development team or the executive team, as a central team member our role is to provide comprehensive support and appropriate challenge to member schools and to work together to ensure the very best outcomes for children and young people. Our expectation is that you are committed to our Stour Vale values, ethos and approach and that you place children and young people at the heart of all decision-making.

If you are someone who enjoys challenge and is ready to play a vital part in the team who will create a successful future for all of the pupils in Stour Vale Academy Trust, we would welcome your application for the post.



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ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eight member schools, three primary, one junior and four secondary, with a further primary school and an infant school due to join before September 2023.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.





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OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that *Stour Vale* member schools will *create the difference together*.



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