The Shared Learning Trust

THE CHALK HILLS ACADEMY

Teacher of Science

The Chalk Hills Academy have a great opportunity for a passionate Teacher of Science to join our wonderful Department. The Chalk Hills Academy are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs. Our facilities include a brand new gym with new equipment from April 2019 which staff are welcome to use after school hours.

We are looking for a teacher who wants to make a real difference in supporting students and furthering the success of the department. Science is a subject where you can really captivate students' attention with various exciting experiments and interactive lessons. At the Chalk Hills Academy, we have modern, fully equipped labs and Science Technicians on hand to help. Therefore, we are looking to appoint a teacher who is motivated to teach engaging and effective lessons with the range of resources we have available. We welcome applications from teachers of all Science specialisms.

It's incredibly important to us here at The Chalk Hills Academy that all our teachers feel valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of teachers that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

If you want to grow and develop in a fast paced, dynamic and successful Academy, come and join us at The Chalk Hills Academy!

VISITS ARE WARMLY WELCOMED!

Key Duties:

- Be able to develop, plan and deliver effective and high quality learning experiences to all students
- Be an aspirational professional who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.

The successful candidate will:

- Have qualified teacher status and experience delivering Science
- Have demonstrable commitment to inclusive teaching and learning.
- Be able to demonstrate the appropriate motivation to work with young people
- Use data to inform target setting and planning.

Job specifics:

- **Start date:** ASAP or January 2020
- **Salary:** MPS 1 – 6 - £24,373 - £35,971 (depending on experience)
- **Job Role:** Full time, Permanent

Why work for Chalk Hills Academy?

- £30 million state of the art building with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Here's what Ofsted have to say: *"Together with your leadership team, governors and the trust you have established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment."* ***Ofsted May 2018***

HOW TO APPLY

Closing Date: Friday 22nd November at 12pm Interviews: TBC

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please email academyrecruitment@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

RECRUITMENT TIMELINE

1 November 2019	Position is advertised
22 November 2019	Closing date for applications (12pm) References will be requested at this stage
22 November 2019	Final shortlisting and contact with candidates
TBC	Interviews

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

SAFEGUARDING

We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Shared Learning Trust

THE CHALK HILLS ACADEMY

INFORMATION FOR APPLICANTS:

Teacher of Science



WELCOME TO THE SHARED LEARNING TRUST



Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

- 'We recruit people for attitude and train for skills'

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

WELCOME TO THE CHALK HILLS ACADEMY



Louise Lee
Executive Principal



Clare Chambers
Head of School

Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

ABOUT THE SHARED LEARNING TRUST

- The Chalk Hills Academy, Luton, ages 11-19
- The Stockwood Park Academy, Luton, ages 11-19
- The Linden Academy, Luton, ages 4 -11
- The Vale Academy, Dunstable, ages 2 -11
- The Rushmere Park Academy, Leighton Buzzard, ages 2 - 9

Our Academies are supported in their work by our Teaching Trust, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISION & VALUES – *'Strive, Achieve, Believe'*

We are a unique family of 5 schools, sharing our practice and beliefs to enable young people to achieve more that than they ever thought possible.

At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our behaviours:

Strive

We will:

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve

We will:

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all ***in*** our Trust.

Believe

We will:

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

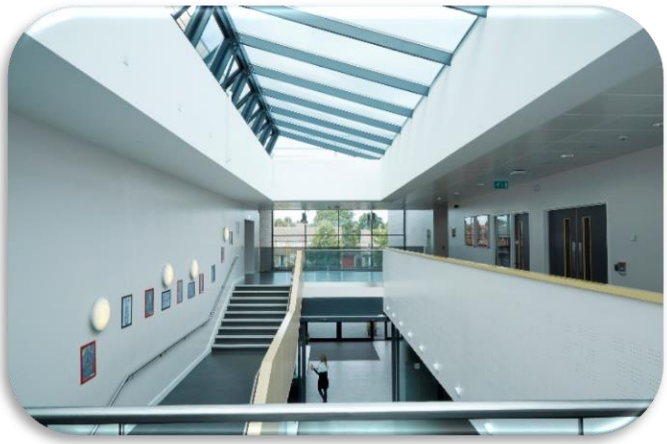
ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.







OFSTED AT CHALK HILLS ACADEMY

Leadership and Management:

- Together with (the) leadership team, governors and the trust (the Principal has) established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. The consequence of this improvement is that pupils of all ages are making much better progress than last year.

Behaviour of Students:

- Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment. Usually, pupils behave well around the school and in lessons. Leaders' work to support pupils with challenging behaviour has reaped some notable rewards.

Achievement of Students:

- …pupils of all ages are making much better progress than last year. For example, disadvantaged pupils have made more rapid progress so that the gap between their outcomes and those of others is negligible. The most able pupils are also making faster progress because of the quality of questioning and the activities they are presented with that stretch them to think more deeply.

Safety of Students:

- Regular training helps ensure that staff are clear about their safeguarding duties. Leaders responsible for safeguarding make sure that suitable support is in place for pupils who might be vulnerable or at risk of harm. This includes working effectively with external agencies when needed. Secure procedures are in place for ensuring that pupils who attend alternative provision are kept safe.

Welfare of Students:

- Leaders are working effectively to reduce the proportion of disadvantaged pupils and pupils who have special educational needs and/or disabilities who have poor attendance. Leaders keep a close eye on the attendance of these pupils and act quickly, when needed, to ensure that suitable support is in place. Consequently, fewer of these pupils now have a poor attendance record. Leaders recognise the importance of continuing this work to secure further improvements.

CPD AND TRAINING- *We invest in you!*

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

TEACHER TESTIMONIAL

"Moving from Industry to Teaching was a daunting yet exciting experience; I joined Stockwood Park Academy as an instructor to see if teaching was for me and have never looked back! The seamless transition into education was exciting, demanding, and the best decision I made. Like many teachers at the school, my role has evolved, and I have been fortunate enough to work across the Trust in different positions. The Trust has provided me with multiple opportunities to grow and develop. I now work as an Assistant Principal at The Chalk Hills Academy, with a focus on The Teaching Trust, Admissions and Science. I feel extremely privileged to be working for an organisation that inspires learning, growth, confidence and creativity, and challenges students to rise to their full potential in a warm and caring environment."

– Mrs Jabbar, Assistant Principal

JOB DESCRIPTION

Job Title: Class Teacher – Science

Responsible to: Curriculum Leader

Salary: MPS 1 - 6 - £24,373 - £35,971 depending on experience

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

1. To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. To ensure continuity, progression and cohesiveness in all teaching.
3. To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
4. To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
5. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. To work effectively as a member of the Department team to improve the quality of teaching and learning.
7. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. To keep up to date with research and developments in pedagogy and the subject area.

Professional Standards & Development

1. To be a role model to pupils through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
3. To cover for absent colleagues as is reasonable, fair and equitable.
4. To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5. To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
6. To establish effective working relationships with professional colleagues and associate staff.
7. To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
8. To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
9. To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
10. To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
11. To undertake any reasonable task as directed by the Head of Department.
12. To be aware of the role of the Governing Body of the School and to support it in performing its duties.
13. To train in basic first aid.
14. To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
15. To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
    - have SEN;
    - are gifted and talented;
    - are not yet fluent in English.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

Person Specification - Science Teacher

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected
Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.		
Attributes	**Essential**	**Desirable**
Experience	Teaching in the relevant subject area. Using data to inform target setting and planning.	Working with children with English as an Additional Language.
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies). Able to use IT to support both the curriculum and work organisation. Able to work as part of, and contribute to, a whole-school, multi-disciplinary team. Able to monitor and evaluate teaching and learning. Able to identify the necessary resources which ensure high quality teaching and learning. Able to assess the needs of individuals to inform lesson planning. Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	Able to coach and mentor others.
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	
Competencies	Able to demonstrate the appropriate motivation to work with young people Able to form appropriate relationships with young people Emotional resilience in working with challenging behaviours Appropriate attitudes to the use of authority and maintaining discipline	
Specialist Knowledge	Subject/KS, curriculum knowledge	
Education and Training	Qualified Teacher Status Evidence of ongoing cpd.	Evidence of meeting the threshold standards. Sustained and substantial performance in the threshold standards.