

Briefing Pack for Applicants Lead Teacher of Science (Physics)



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Post: Lead Teacher of Science (Physics)

Pay scale: Teachers' Pay Scale and TLR 2B - £4,532 gross per annum pro rata

Contract: Full-time, Permanent

Start date: 01 September 2019

Suitable for NQT's: Yes

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our academies. The Trust is passionate that all students should see their time at school as happy and fulfilling, with their potential developed to the utmost.

Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our students and community.

This is an exciting opening to join the team at Ecclesfield as a Lead Teacher of Physics. This appointment is a key opportunity to join an increasingly developing, supportive and committed team. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards of student outcomes and deliver lessons with an innovative, inspiring and challenging approach.

The successful candidate will work collaboratively with colleagues in our other academies and the Trust to support the delivery of teaching and learning within Science department. Candidates are encouraged to visit the school or have an informal discussion about the role with the Headteacher. Arrangements for this can be made by contacting Mrs Ashleigh Beal at the school.

Closing Date is 9:00 am on the 17 May 2019 and interviews will take place on the 22 May 2019.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check.

Further information is available by contacting Mrs Beal via e-mail: abeal@eccoschool.com

The application form and information pack is available on the school website www.ecclesfield-school.com

Section 2: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of ten colleagues - the Acting Headteacher, eight Assistant Headteachers and Business Manager supported by the Director of School Improvement for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is

supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by the Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national

success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 3: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Lead Teacher of Science (Physics)
GRADE/SALARY	Teachers' Pay Scale and TLR 2B - £4,532 gross per annum pro rata
HOURS/WEEKS	Full-time
LOCATION	Ecclesfield School
RESPONSIBLE TO	Curriculum Leader of Science
RESPONSIBLE FOR	The provision of a full learning experience and support for students
PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher and group tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment and outcomes. • To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth. • To support the Curriculum Leader and to deputise when and where appropriate. • To provide an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.

RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status • A good honours degree or equivalent (2:1 or higher) • Ability to teach Science (Physics) at Key Stage 3 and 4
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JOB DESCRIPTION FOR THE POST OF:

Lead Teacher of Science (Physics)

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Operational/Strategic Planning:

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the identified areas of the curriculum area.
- To manage the provision for identified areas in the curriculum area.
- To assist in monitoring and following up of student progress.
- To assist in the implementation of school Policies and Procedures, for example, Equal Opportunities, Health and Safety, Accommodation strategy, etc.
- To work with colleagues to formulate aims, objectives for the department which have coherence and relevance to the needs of students and to the aims, objectives of the school.
- To assist in the management of the business planning function of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students and the aims and objectives of the school.
- To support the relevant manager in the application of the curriculum area.

Curriculum Provision and Development:

- To liaise with the Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum, programme which complements the school’s strategic objectives.
- To lead curriculum development for the whole area with particular emphasis on the relevant aspects.
- To keep up to date with national developments in the curriculum area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies.

Staffing

- To work with the Curriculum Leader and Assistant Headteacher (Teaching and Learning) to ensure that professional learning needs are identified and that appropriate programmes are designed to meet such needs.
- To contribute to Performance Management within the curriculum area as appropriate.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective, efficient deployment of classroom support.

Quality Assurance

- To ensure the effective operation of quality control systems.
- To assist in the process of setting appropriate targets within the curriculum area and to work towards their achievement.
- To help to establish common standards of practice and develop the effectiveness of teaching and learning styles within the curriculum area.
- To contribute to the monitoring and evaluation of standards within the curriculum area in line with agreed School procedures.
- To implement school quality procedures and to ensure adherence to those within the curriculum area.
- To seek/implement modification and improvement where required within the relevant curriculum area.

Data / Assessment

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Management of Information

- To ensure the maintenance of accurate and up to date information concerning the curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data provided.
- To assist in the identification of exam entries within the curriculum area.

Communication and Liaison

- To help ensure that all members of the curriculum area are familiar with its aims and objectives.
- To ensure effective communication as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry, exam boards, awarding bodies and other relevant external bodies.
- To represent the curriculum area effectively.

Marketing and Liaison

- To contribute to the school's marketing activities, for example, the collection of material for press releases.
- To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/evenings and other events.
- To actively promote the development of effective subject links with external agencies.

Management of Resources

- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient, effective use of physical resources.
- To co-operate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students.

Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To monitor student attendance together with students' progress and performance in relation to agreed targets; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship and enterprise activities in line with school policy.
- To ensure the School's Behaviour Management System is implemented in the department so that effective learning can take place.

Safeguarding

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To aim to deliver lessons, which are judged to be at least good.

Other Specific Duties

- To promote actively the school's policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

General:

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 4: Person Specification



Minerva Learning Trust Person Specification



Lead Teacher of Science (Physics)

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
A good honours degree or equivalent (2:12 or higher)	AF/I
A further qualification, degree, diploma, certificate in relevant subject	AF/I
Qualified Teacher Status	AF/I
Ability to teach Science at Key Stages 3 and 4	AF/I
KNOWLEDGE AND EXPERIENCE	
Good knowledge and experience of the Key Stage 3 and 4 subject requirements.	AF/I
A knowledge of the assessment arrangements.	AF/I
Experience of delivering good classroom management in secondary education.	AF/I
A thorough knowledge and understanding of the subject area.	AF/I/A
Knowledge of the requirements of the National Curriculum as applied to the subject area.	AF/I/A
Understanding of and the ability to apply a range of appropriate assessment techniques.	AF/I/A
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to continuing professional development.	AF/I
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
SKILLS	
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.	AF/I
Ability to teach to Advanced Level, although experience of this is not essential.	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.	AF/I

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.	AF/I
Ability to keep excellent administrative and student achievement records.	AF/I
Ability to relate well to students, staff and parents in a professional manner.	AF/I
Ability to use ICT as an integral part of teaching and learning programmes.	AF/I
QUALITIES AND ATTRIBUTES	
High expectations of self.	AF/I
The ability to act on advice and be open to coaching.	AF/I
A commitment to extra-curricular activities.	AF/I
A continued interest in developments in teaching and learning.	AF/I
The ability to motivate others.	AF/I
The ability to establish effective working relationships with individuals, groups and organisations.	AF/I
The ability to remain calm and diffuse situations.	AF/I
The demonstration of a concern for excellence in one's professional work and the achievement of students.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Section 5: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of 9:00 am on Tuesday 12 February 2019. Referees are contacted prior to the interview stage for teaching and some support staff posts.

8. The Interview

Interviews will be held shortly after the closing date. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be forwarded by 9:00 am on the 12 February 2019 to abeal@eccoschool.com

Section 6: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.