



CURRICULUM LEADER: SCIENCE

JOB TITLE	Curriculum Leader for Science
SALARY	TLR 1B
CLOSING DATE	Monday 9th May
INTERVIEWS	Thursday 12th May
START DATE	September 2022

April 2022

Thank you for taking an interest in joining LHS. This post gives you the exciting opportunity to join a strong team of middle leaders in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people. I hope this letter provides some useful context and helps you to decide whether you would be a good 'fit'. This is a crucial appointment for us.

If successful, you will be joining our school at an exciting time of change. Having started my headship here in September 2020, we are currently completing a staffing restructure, including the complete reorganisation of the senior leadership team. We have two new Deputy Headteachers starting in June 2022 and a new Assistant Headteacher starting in September. Our pastoral leadership team is in the process of being reorganised, including two new Raising Standards Leaders and a new Head of Sixth Form. Our vision is ambitious and unapologetic: we are creating change in order to be the school of first choice in the local area.

We have undertaken a great deal of work since September 2020 to re-boot routines and expectations and our school values have been re-branded. A new vertical house system, new tutor programme, enrichment curriculum and staff training on protected characteristics (sexual harassment; homophobia; racism) are all part of our recent work on character education. We have a fantastic CPD and induction offer for our staff.

This Curriculum Leader post, created by the promotion of the existing post-holder, would suit existing middle leaders looking to expand their school experience prior to Assistant Headship or science teachers looking to take on their first leadership post. Fundamentally, I am seeking staff with a sharp understanding of what strong leadership looks like and what drives school improvement; the ability to think strategically and experience of holding others to account to get results. We are looking for someone who can make an immediate impact as Curriculum Leader, but you will also get plenty of support to help you succeed as you grow into the role.

LHS really is a great place to work. Our most recent staff and parent surveys highlight this: 97% would recommend the school to another parent; 93% of staff feel behaviour has improved; 100% of staff said they were proud to work at the school; 98% of staff felt that senior leaders and managers "are considerate of my well-being and do all they can to ensure the school has a motivated, respected and effective teaching staff". Recent SDP (school development partner) reports demonstrate that we are much improved: "the senior team have a clear vision for the development of quality first teaching and what makes 'learning brilliant' at Longbenton High School"; "the new leadership team share a clear vision for the school and are ambitious for their students and for their curriculum. They are committed to continuous improvement."

Our students are brilliant and they deserve an excellent appointment. We really care about them and their futures and pride ourselves on excellent relationships. You can see them - and us - and get a better sense of what we are about in our promotional films on our website [here](#) and [here](#).

I hope that this is the right opportunity for you; good luck with your application.



Kelly Holbrook
Headteacher

Longbenton High School: Our Story...

Longbenton High School (LHS) is a highly aspirational, truly comprehensive and smaller than average 11-18 secondary school of around 900 students, in the NW of North Tyneside, on the outskirts of Newcastle upon Tyne. The school building is bright and modern: a new build was completed in 2016. LHS is a local authority school and part of the North Tyneside Learning Trust. We were last inspected in November 2018 and judged to be RI. Since then a new Headteacher and Deputy Headteacher have been appointed (September 2020). Our vision is to be an excellent school for our local community; a school of first choice that students are proud and happy to come to every day.

We have 5 feeder schools but take from as many as 15-20 in the local area. Being close to the boundary with Newcastle we have higher numbers than usual at non-statutory transition points. Our intake broadly reflects most local key characteristics: majority white British (93%); broadly average in terms of prior attainment but with a high IDACI deprivation index (over-represented in categories 2-5; $\frac{2}{3}$ live in the lowest 50% of IMD); around 32-33% of students since 2018 have been FSM6 against 27-28% nationally. We have much higher proportions than national of EHCP / SEN K students.

We are on a journey to turn around the school: leadership vision and intent is clear and we are embedding long term change around culture, ambition and the quality of education. This is reflected in our improved outcomes under two years of centre assessed grade requirements since 2019. Our most recent Ofsted report from 2018 and IDS from 2019 are now considerably out of date and do not reflect the school you see today. We have made great strides in leaving this behind in the last year. We are a growing school: we met our PAN (180) in September 2021 and our retention from Year 11 into Year 12 increased by 10%. Centre Assessed Grades in 2021 showed the impact of recent change: overall P8 at -0.2 and 4+ and 5+ basics outcomes at 72% and 46% respectively (an increase of 10% and 6% on 2019).

Our curriculum is traditional but we recognise the value of the arts (music, drama, art) in our timetable. We are constantly developing the options process to ensure we have the best offer we can for our students: recent changes have been an enrichment option in Year 9 and oracy/reading lessons in Year 7 and 8.

We are proud to serve our local community and want to give every student the opportunity to EVOLVE, CREATE, DISCOVER, PERFORM, and ACHIEVE in their time with us. Our ethos is based around these 'KIDMAP' values: ● Kindness ● Integrity ● Determination ● Manners ● Ambition ● Positivity

Our aims for all staff at LHS are:

- A focus on clear priorities - without 'drowning' staff in new initiatives
- An evidence informed approach to CPD, including plenty of personal development opportunities
- Plenty of time to embed CPD and training in departments and teams
- An open-door culture where best practice is shared and celebrated and a focus on instructional coaching to get the best out of teachers
- To be mindful of teacher workload and ensure staff have a sensible work/life balance
- To encourage participation in all aspects of school life outside of the classroom
- To create a positive and supportive staff community
- To provide appropriate role-specific training and encourage skills development for progression

- To develop and nurture talent and our own excellent leaders, who in turn are able to nurture their own high performing teams
- To support in the development of excellent relationships with students, parents and carers and our wider community



SCIENCE DEPARTMENT

The science department consists of 9 staff with 4 biologists, 3 chemists and 2 physicists, led by a Curriculum Leader and Assistant Curriculum Leader (the current ACL has a Physics specialism). Two science teachers are ECTs and two science technicians support the teaching staff. The current Curriculum Leader has been in post since Summer 2018 and has rebuilt the department following a period of staffing turbulence and change.

Students are taught in sets at KS3 and follow a curriculum which has been recently reviewed to increase the challenge. Students in KS4 follow the AQA separate science courses or the AQA Combined Science: Trilogy course. At post-16 we have high numbers of students studying Biology (AQA), Chemistry (AQA) and Physics (OCR) at A-level, and also run the very popular WJEC Level 3 Applied Diploma in Medical Science (we are the only 6th form in the area to run this subject). The department is involved in extra-curricular activities such as Science clubs, external speakers and supporting sixth form students with their EPQ projects.

Science results:

2020-2021	9-4%	9-5%	9-7%
Biology	88.9	81.5	37.0
Chemistry	92.6	74.1	40.7
Physics	100	96.3	55.6
Combined Science	74.4	46.0	13.1

2018-2019	9-4%	9-5%	9-7%
Biology	93.1	65.5	20.7
Chemistry	89.7	75.9	24.1
Physics	93.1	51.7	17.2
Combined Science	47.4	26.3	5.8

Whole school headlines: 3 year trend

KS4 data	FFT50	Actual P8 score	4+ basics	5+ basics	7+ basics	A8 score
2019	-0.23	-0.5	62%	41%	8%	43.6
2020 CAG	-0.68	-0.29↑	72%↑	46%↑	14%↑	46.1↑
2021 CAG	-0.21	-0.29→	73%↑ (76%)	47%↑ (45%)	14%→ (10%)	49.1↑

Figure in brackets is target

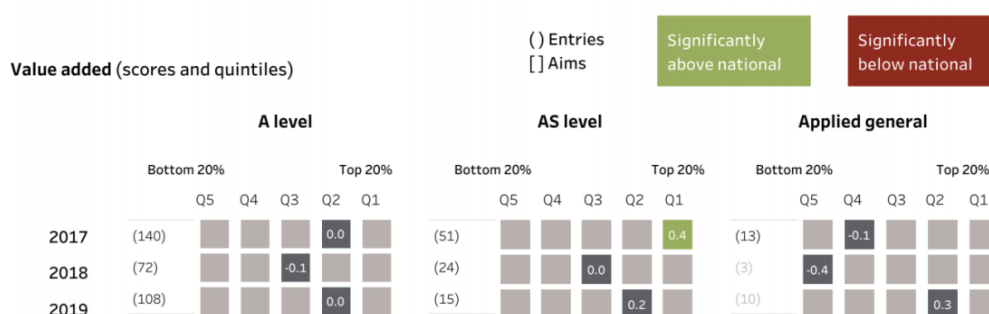
L3 Overall

	Measure	Value	%
①	Students included in L3 Overall Cohort	35	100.0 %
①	L3 Overall Average Points per Entry	38.77	-
①	L3 Overall Average Grade	B=	-
①	L3 Overall Total Entries	102.00	-
①	L3 Overall Average Points per Pupil	113.00	-
①	Students included in L3 Overall Value Added	34	97.1 %
① ▲	L3 Overall VA	0.26	-
①	L3 Overall VA Upper Confidence Limit	0.47	-
①	L3 Overall VA Lower Confidence Limit	0.05	-

A Level

	Measure	Value	%
①	Students included in A Level Cohort	32	91.4 %
①	A Level Average Points per Entry	39.77	-
①	A Level Average Grade	B=	-
①	A Level Total Entries	88.00	-
①	A Level Average Points per Pupil	109.38	-
①	Students included in A Level Value Added	31	88.6 %
① ▲	A Level VA	0.27	-
①	A Level VA Upper Confidence Limit	0.50	-
①	A Level VA Lower Confidence Limit	0.04	-

3 year trend - KS5 whole school



THE ROLE: PERSON SPECIFICATION & JOB DESCRIPTION

We are looking to appoint a leader who will confidently step into the role and be ready to move the department to an even stronger position. Staffing within science is underrepresented in chemistry, so whilst not an absolute requirement, **ideally we would be looking for a curriculum leader who could fill this gap and teach Chemistry up to A Level.**

Curriculum Leader: Job Description

Job Title	Curriculum Leader for Science (TLR 1B £10,203)
Contract	Full time, permanent
Responsible to	Headteacher; SLT link (Deputy Headteacher)
Line Management	Science team including Assistant Curriculum Leader
Date of job description	April 2022
Start date	September 2022

Primary purpose of the role & key strategic responsibilities

The key purpose of this role is:

- ☐ Strategic leadership of teaching, learning, assessment and curriculum in science; responsibility for science outcomes KS3-5
- ☐ Responsibility for achieving high standards and outcomes in all subjects
- ☐ Lead, develop, monitor, enhance and improve the quality of teaching, learning and assessment practice of all members of the science teaching team; build a cohesive staff team
- ☐ To provide strong, professional leadership and management as part of the middle leadership team, sharing and modelling the school's vision and values in everyday work and practice
- ☐ To develop and motivate staff, including contribution to CPD and coaching
- ☐ With the senior team, to lead the quality assurance of teaching, learning and assessment and develop a shared expectation of an innovative and aspirational culture of learning

Leadership

Leadership of quality of education

- ☐ Be a role model for colleagues in all aspects of professional practice; be a reflective leader, keen to receive feedback and continually improve
- ☐ Ensure the curriculum contains a clear progression from KS3-5 and that all staff can articulate what is taught and why
- ☐ Carry out and coordinate QA processes including a full range of lesson observations and support; ensure quality of provision is exceptional
- ☐ Keep up to date with subject developments, pedagogy, research and inspection findings and disseminate to the science team
- ☐ Lead and facilitate subject area training; engage in and model high quality coaching and mentoring; build a cohesive staff team where the development of staff is a core part of your practice and there is a culture of professional dialogue about reflective practice and improvement
- ☐ Use department CPD time effectively to share good practice and cascade training
- ☐ Involve students and other stakeholders in regular reviews in order to inform self-evaluation
- ☐ Produce and regularly review an electronic department handbook/resource hub stating procedures, policies and aspirations of the curriculum area/s as well as schemes of work and TLA policies
- ☐ Coordinate and monitor annual development/improvement plans and a department SEF
- ☐ Ensure budgets and resources are properly managed and maintained
- ☐ To link the school's work in science to developments and contacts nationally and internationally
- ☐ To monitor and evaluate the progress of students towards meeting targets and to implement effective interventions for students as needed, ensuring that robust assessment informs feedback and further planning at class and department level.

Teaching and Learning

- ☐ To be an exceptional classroom practitioner and, systematically, to provide model teaching and learning strategies to staff
- ☐ Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods
- ☐ Support SLT with monitoring and evaluation of TLA across the school and contribute to the school self-evaluation and review and the development of school improvement plans
- ☐ To ensure that school capability procedures are followed where teaching is not of a sufficiently high quality
- ☐ Lead and maintain a robust, recorded approach to lesson observations, learning walks, book scrutiny and other evaluations in conjunction with the Headteacher and other leaders within the school
- ☐ Develop a culture that supports and facilitates student progress and is limitless in its ambition

General responsibilities

- ☐ To act in accordance with the school's policies and procedures.
- ☐ To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school.
- ☐ To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practises each day.
- ☐ To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- ☐ To contribute to the provision of an effective environment for learning.
- ☐ To support the promotion of positive relationships with parents and outside agencies.
- ☐ To attend skill training and participate in personal/performance development as required.
- ☐ To take care for your own and other people's health and safety in line with school policies and procedures.
- ☐ Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

Person Specification & Leadership Competencies

	Essential A = application I = interview	Desirable A = application I = interview
Leadership	<ul style="list-style-type: none"> → Recent experience or potential to lead a team of staff successfully (A, I) → Understanding of what makes a good leader (A, I) → Ability to quality assure implementation and impact of a department or area and 	<ul style="list-style-type: none"> → Area of whole school responsibility for improving provision and outcomes (A, I) → Middle leadership experience eg assistant curriculum leader (A)

	<p>strategically address areas of concern or development; understanding of this (A, I)</p> <ul style="list-style-type: none"> → Ability to motivate learners and staff; to lead, coordinate, delegate and empower (I) → Successful experience as a classroom practitioner rooted in research and evidence; outcomes impact (A, I) → Ability to manage change; work under pressure; see things through to completion (I) 	
Teaching & Learning	<ul style="list-style-type: none"> → Excellent classroom practitioner (I) → Understanding of high quality teaching and learning and the ability to model this for others and support others to improve (A, I) → Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice (A, I) 	<ul style="list-style-type: none"> → Experience of raising standards directly through staff CPD delivery (A, I) → Coaching experience (A, I)
Skills and knowledge	<ul style="list-style-type: none"> → Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships (I) → Visible and 'hands-on'; walking the talk of leadership (I) → The ability to plan meticulously, think strategically and creatively and implement changes that lead to improvements in outcomes (A, I) → The ability to be self-reflective (A, I) → Ability to delegate appropriately (I) → Ability to use ICT effectively (A, I) 	<ul style="list-style-type: none"> → Awareness of current education legislation and national / local issues within science (A, I)
Personal qualities	<ul style="list-style-type: none"> → Integrity, tact, discretion, warmth and a belief in service to others (I) → Not motivated by ego, status or title (I) → Decisive, determined and self-confident without being arrogant (I) → Commitment to comprehensive and inclusive education (A, I) → Passion for teaching and learning and interest in the 'science' of leadership / what makes strong leadership (A, I) → Positive, enthusiastic and optimistic (I) → A sense of humour; resilience (I) → A team player who will work collaboratively (I) → Ability to work under pressure and prioritise effectively whilst still maintaining an 	

	appropriate work/life balance; prioritising health and wellbeing in order to lead well (I) → Commitment to maintaining confidentiality at all times (I) → Commitment to the safeguarding, equality and welfare of all students (I)	
Qualifications and general experience	→ UK Qualified Teacher Status (A) → Good honours degree (A) → A relevant postgraduate qualification/teaching qualification (QTS) (A) → Evidence of and a commitment to substantial and sustained professional development (A) → Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages (A, I) → Secondary school teaching experience (A)	→ Masters level qualification in a relevant discipline; NPQs (A) → Experience as assistant middle leader in subject or pastoral area and/or experience leading on school improvement area whole school (A) → Line management experience (A) → Chemistry background (A) or teaching experience of Chemistry to A Level

TEACHING, CPD & SCHOOL CULTURE AT LHS

We do not have a prescriptive, 'tick-box' approach to teaching at LHS; teachers can be autonomous and we believe that the curriculum drives progress. We do not grade lessons and we do not subscribe to a formal '3 lesson observations per year' approach. This is because we want to focus on generating exciting and engaging professional dialogue every day about what makes great teaching and about how we can all tweak our practice to get that little bit better. Our teaching practice here is based on the latest thinking in pedagogy; for example Rosenshine's teaching principles and Tom Sherrington and Oliver Caviglioli's Teacher Walkthrus. We use this as the basis of our day to day teaching, but staff are free to adapt this to their own contexts and subjects. We have just updated our appraisal process for 2021-2 based on a professional growth model.

We have a rich programme of CPD opportunities: weekly CPD every Tuesday afternoon (students finish early at the end of Period 4), including dedicated time for subject planning and development in departments; regular twilight sessions on core whole school focus areas (currently oracy); 'Open Door Fortnights' where staff can learn from and share best practice; access to high quality leadership development opportunities for aspiring middle and senior leaders; and comprehensive induction and support programme for ECTs.

We are a PIXL school and currently engaged in a DfE oracy project led by Voice21. We try to ensure that there are not too many conflicting priorities and that staff have time to develop and embed training within their own subject disciplines. Our focus for middle and senior leaders from January 2022 is the launch of an 18 month Transformative Teaching programme led by Ambition Institute to re-boot our curriculum and the roll-out of a new instructional coaching programme.

Leadership development

We provide a range of support and development for our leaders in a variety of ways: fortnightly line management meetings with an experienced member of the SLT, focusing on strategic leadership development as well as the day to day monitoring of the quality of education • Curriculum leader 'breakfast meetings' to shape the direction of the school in collaboration with SLT and take ownership of operational issues • Half termly CPD for middle leaders focusing on a range of topics • Supporting staff who may want to develop their own professional qualifications in collaboration with the Ambition Institute; for example the new NPQs • School-based opportunities to gain leadership experience, e.g. associate SLT roles and in house CPD for aspiring middle and senior leaders • We are investing in an 18 month Transforming Teaching programme with all of our curriculum leaders starting January 2022.

Be part of a supportive, collegiate team...

We are conscious that working in education today can be stressful and at LHS we are conscious to alleviate pressures on staff where we can: Staff Wellbeing Group who meet every term • Feedback and marking is based on streamlined 'DIRT' principles (new policy 2021) • Teachers are not expected to write lengthy reports for students; we have 3 main grade captures per year • We do not grade lesson observations • Teachers are not required to keep lengthy 'evidence files' for appraisal • Plenty of department CPD time creates space for joint curriculum planning • We work alongside organisations such as Just Like Us and Stonewall and have undertaken recent training as a whole school around the LGBTQ+ agenda, equality and diversity and sexual harassment • Our school has a thriving Equalities Team (staff and students)



We have 57 FTE teaching staff. Teaching staff turnover in summer 2021 was 20%, which is higher than normal - several staff retired and 3 staff progressed on to promoted posts.

We have tight, robust behaviour management systems and a visible and supportive senior leadership team who will 'have your back'.

Period 6 / Enrichment / House System

We have a wide range of clubs, enrichment activities, trips and visits; we changed the timings of the school day in September 2021 so that 2.45-3.45 became 'Period 6' for enrichment activities and clubs. We have also rolled out an enrichment curriculum in Year 9 where students have dedicated time to undertake courses such as coding, Sports Leaders or Duke of Edinburgh Award in order to expand their skills-set. Students in Year 12 have the opportunity to undertake the EPQ.

We launched a new vertical House System in October 2021: our 4 houses are Alnwick, Bamburgh, Dunstanburgh and Warkworth. Students attend a vertical house form on Fridays and a year group form Monday - Thursday. The PSE curriculum is delivered by form tutors during a dedicated lesson on Tuesday mornings.

Staff alignment to the vision and systems of our school is of critical importance; demonstrating your alignment with what we are about at interview will be key to the right appointment to this post.

APPLICATION DETAILS

Closing date: Monday 9th May 2022

Interviews: Thursday 12th May 2022

Completed applications should be sent by email to recruitment@longbenton.org.uk This should consist of a completed application form and a covering letter (no more than 2 sides of A4) outlining your leadership philosophy and what you can bring to the role of Curriculum Leader for Science at Longbenton High School.

Further information about the school is available on the school website or via social media at @longbentonhs (Twitter) and longbenton_high_school (Instagram).

Should you wish to find out more or visit the school prior to submitting your application, please contact Anna Peach, School Business Manager, via recruitment@longbenton.org.uk