



# TEACHER OF SCIENCE

## WELLFIELD ACADEMY





Dear Applicant,

Thank you for your interest in the position of Teacher of Science at Wellfield Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and two primary schools formally in the Trust.

Our Trust is a mix of good schools and schools which have been in challenging circumstances. Where there has been work to be done, the impact has been rapid and significant. We are committed to growing our Trust further and we are strengthening our central team to ensure we have the capacity to continue to support where we are needed most. All of our schools and our staff provide us with rich opportunities to learn from and with each other.

We strive to ensure that our family ethos is tangible; that we work as a team; that we want the best for everyone. We are also staunch in our commitment to working in a way which protects the wellbeing of our staff; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, collectively, in our classrooms, staffrooms, schools, our central team and across the Trust.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

David Clayton  
Chief Executive

# ENDEAVOUR LEARNING TRUST

## OUR SCHOOLS





## OUR SCHOOL

Dear Applicant,

Thank you for your interest in the Teacher of Science position at Wellfield Academy, a school within Endeavour Learning Trust.

Wellfield Academy is an ambitious, growing and thriving school. At our school, students experience inspirational and challenging teaching, excellent pastoral care and a genuine belief that every child can succeed. The successful candidate will join us at an incredibly exciting time for the school. We are one of just a small number of schools nationally to be chosen for the Department for Education's Schools Rebuilding Project, which will see us move into a brand-new state of the art school in the coming years. In addition, our fantastic reputation in the local community has secured a significant growth in the number of students attending Wellfield. The number of families choosing Wellfield as their first-choice secondary school has more than trebled in the past three years and we are excited to welcome more staff into the Wellfield family as a result.

As a school situated in the heart of Leyland, one of our many strengths is our community spirit and family feel. Each student is known as an individual and supported by key staff, as well as being challenged to be the best they can be. At Wellfield, we believe that every child should be treated as we would want our own children to be. As a result, our students feel safe and valued in an environment where we find the right balance between support and challenge. Our mantra is 'Nothing but the Best' and this permeates everything that we do for every student and every member of staff. Our family ethos is tangible: we work as a team, and we want the best for everyone.

We are dedicated to developing students who are aspirational, inclusive of one another and rooted in their community. We are extremely passionate about ensuring the successful development of each individual child within an ambitious learning environment. Our students behave well, and they thrive in our warm and inclusive environment. We are proud of our significant improvement over recent years, and we will continue to provide the very best for each and every one of our students. However, we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students. Our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We hope the enclosed information about the role will encourage you to apply.

Yours faithfully,

Mr J Lewis  
Headteacher

**Job Title: Teacher of Science**

**Contract: Full-Time, Permanent**

**Salary: £30,000 - £46,525 per annum**

**Closing Date: 23<sup>rd</sup> April 2024**

**Interview Date: 29<sup>th</sup> April 2024**

Do you have a genuine passion for education? Why not join a forward-thinking Academy with a truly collaborative focus on providing inclusive learning experiences, ensuring schools where everyone, staff and students, can be happy and thrive.

Wellfield Academy are seeking to appoint a confident and dynamic Teacher of Science to join us on a full time, permanent basis from September 2024. We are looking for an enthusiastic and passionate teacher to join our close knit-team, who has a relentless focus on high standards, providing engaging learning experiences and raising attainment for all.

### **WHAT WE ARE LOOKING FOR:**

- A professional who is forward thinking and capable of inspiring students through their passion for sciences.
- A successful teacher who believes in bringing out the best in every student and who believes in the potential of all
- An individual who is committed to high quality teaching and learning
- An individual who can turn ideas and opportunities into success

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish. We pay close attention to work/life balance and, across the trust; we are developing strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload such as feedback and marking and centralised detentions. We have a strong, consistent behaviour policy where staff are fully supported in their teaching and students understand the consequences of their actions.

Our collaboration is central to our Trust and our teachers learn together, sharing their practice and encouraging and supporting each other to get the best out of our working day. The candidate will have opportunities to work with other colleagues in the Trust to support and develop the teaching of Science with our family of schools.

### **HOW TO APPLY**

Refer to the job description and person specification as a guide and give specific examples to demonstrate your suitability for this post.

Please complete an online application form in full along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9am on Tuesday 23<sup>rd</sup> April 2024

Interviews are to be held Monday 29<sup>th</sup> April 2024

If you require any further information please contact our Recruitment Manager, Mollie at [m.fairhurst@endeavourlearning.org](mailto:m.fairhurst@endeavourlearning.org) or on 01772 817904

### **SAFEGUARDING**

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

# SCIENCE DEPARTMENT



Science provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future. Our students are encouraged to develop a sense of excitement and curiosity about natural phenomena, explain why things occur, predict how things will behave and analyse why things have happened. The science department promotes scientific literacy, team working skills and encourages healthy lifestyles amongst all our students.

## CURRENT DEPARTMENT STRUCTURE

- Lead Practitioner for Science (Physics Specialist)
- Teacher of Science (Chemistry Specialist)
- Teacher of Science (Biology Specialist)
- Teacher of Science (Physics Specialist) – Part Time
- Assistant Headteacher / Teacher of Science (Biology Specialist)
- Science Technician

## SCIENCE CURRICULUM

Due to the hierarchical nature of scientific knowledge the Science Curriculum is sequenced across 5 years and this is key to our students acquiring, retaining and linking knowledge over time.

### KEY STAGE 3 SCIENCE

At key stage 3 students study a balanced science curriculum incorporating Biology, Chemistry and Physics. With theory-based lessons matched against experiments and real-life scenarios, our students develop scientific thinking and inquiring minds that allow them to become confident scientists. Our KS3 curriculum gives students a good base of scientific knowledge before moving on to the GCSE course. Regular assessments allow us to monitor students' progress throughout the course.

### HOW IS THE COURSE STRUCTURED?

In Year 7 and Year 8 our students are taught in mixed attainment groups. The Schemes of Learning have been developed by the Science department alongside the wider Trust, incorporating topics and materials in line with the KS3 National Curriculum as well as what we consider to be prerequisite knowledge and skills required to progress. In Year 9 our students progress to study Science in the separate disciplines of Biology, Chemistry and Physics and are taught by specialist teachers.

### KEY STAGE 4 SCIENCE

At key stage 4 we follow the AQA Combined Science and Separate Science Specifications. These qualifications encourage students to develop confidence in, and a positive attitude towards, Science and to recognise the importance of Science in their own lives. Whilst building on the prior learning of our KS3 curriculum students are encouraged to answer questions from a variety of contexts, look for patterns, make predictions and become competent in the safe use of scientific equipment. Students will need to retain and recall information throughout their course until they sit their exam at the end of Year 11. Regular assessments allow us to monitor students' progress and highlight students who would benefit from extra intervention and support.

### HOW IS THE COURSE STRUCTURED?

Our students continue to study science within the discrete disciplines delivered by specialist teachers. This allows us the flexibility to personalise the learning of individual students in order that they make the best academic progress and achieve the best possible outcomes. At the end of Year 10, students will take internal exams for the units they have studied. Attainment in these exams, along with ongoing assessment through the academic year, will dictate which course they will take: Combined Science (worth two GCSEs) or Separate Science (worth three GCSEs).



## JOB DESCRIPTION

To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.

To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students

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

To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning

To contribute as appropriate to a personalised learning agenda to meet the needs of individual students

To contribute to the school's delivery of engaging and effective teaching and learning strategies

To consistently apply the school's Behaviour and Rewards Policy

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### Teaching and Learning

Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.

Ensure continuity, progression and cohesiveness in all teaching.

Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.

Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.

Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.

Work effectively as a member of the Faculty team to improve the quality of teaching and learning.

Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.

To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate

Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Inspire creativity, independence and critical thinking

Contribute towards social cohesion

### Curricular/Faculty Development

To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.

To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.

To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

### **Monitoring, Assessment, Recording, Reporting, and Accountability**

Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.

Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.

Keep up to date with data on student progress and use it effectively in planning and preparation.

Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.

Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.

Keep up-to-date with research and developments in subject/pedagogy.

### **Professional Standards and Development**

Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.

Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained. Cover for absent colleagues in line with agreed school policies.

Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.

Establish effective working relationships with professional colleagues.

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.

Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.

Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.

Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.



Consider the needs of all students within lessons (and implement specialist advice) especially those who:

- have SEND
- are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
- are Able, Gifted and Talented
- are mobile students

### **Liaison/communication**

Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management

Liaise with other subject teachers in order to utilise effective practice from across the curriculum

### **Health and Safety**

Be aware of Basic First Aid procedures.

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.

### **Continuing Professional Development – Personal**

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.

Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.

Maintain a professional portfolio of evidence to support the Appraisal process.

### **Continuing Professional Development – Staff**

Contribute as appropriate to the school's CPD programme.

Support trainees and ECTs to ensure they are appropriately monitored and supported if applicable.

### **Tutor Role**

Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

### **Safeguarding**

To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

### **Additional Duties for this Post**

To teach effectively

To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets in all Key Stages

## PERSON SPECIFICATION

	<b>KEY CRITERIA</b>	<b>Essential (E)/ Desirable (D)</b>
<b>QUALIFICATIONS</b>	Qualified Teacher Status/appropriate Graduate Status	E
	Effectiveness as a Teacher in their specialism	E
	DBS Clearance	E
<b>EXPERIENCE AND KNOWLEDGE</b>	A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level	D
	A thorough understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	D
	A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
	A commitment to engage in and use educational research for the development of teaching and learning	E
	An ability to be part of a team	E
	Infectious enthusiasm in the classroom and around school	E
	Ability to develop independent learning and enquiry skills in students	E
	Excellent classroom management and organisation	E
	Awareness of the principles of Assessment for Learning	E
	Ability to accurately assess and predict student progress	D
	An understanding of how data may be used to monitor and improve pupil performance	D
	Awareness and commitment to a personalised learning agenda	E
	ICT literate and a willingness to further develop their skills	E
	Motivation to work with children and young people	E
	Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E	
<b>PROFESSIONAL AND PERSONAL ATTRIBUTES</b>	Emotional resilience in dealing with the challenges of the role	E
	A genuine passion for education	E
	A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
	A willingness to undertake further training and professional development	E
<b>OTHER</b>	Clearance through the Disclosure and Barring Service	E
	Compliance and adherence to the document 'Guidance for Safer Working Practice' & 'Guidance for Conduct'	E