



Recruitment Application Pack

Associate Lead Practitioner - Science

Required for September 2019



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Welcome Letter

Dear Colleague,

Thank you for your interest in the role of Associate Lead Practitioner for Science at Bishop Young C of E Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the Associate Lead Practitioner role, from which we hope you will gain an understanding of our ethos and approach, the high aspirations we have for ourselves and our students, and the exciting journey we're embarking on together having joined the Abbey Multi Academy Trust in May 2017.

As a member of the Abbey Multi Academy Trust, we aim to provide the best possible environment for the staff, students and community we serve. Together we need to be both realistic about the challenges ahead, but unswerving in our commitment to tackling them with pace and confidence.


The Academy has seen big changes to its staffing, structures and routines in the last year. We have a dedicated and talented team who are committed to achieving the best for our students.

Joining us at this exciting time presents a career defining opportunity. We have begun an improvement journey that will take us to "outstanding", which will be an incredibly rewarding experience for everyone at Bishop Young. All staff will benefit from opportunities to work closely with other partners in the Abbey Multi Academy Trust and, most importantly, our students will flourish.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Bishop Young Academy and Abbey MAT have to offer.

We look forward to meeting you and reading your application.

Paul Cooper
Principal
Bishop Young C of E Academy



Bishop Young C of E Academy
Bishops Way, Leeds LS14 6NU

Principal: Paul Cooper

Associate Lead Practitioner - Science

Required for September 2019

Bishop Young C of E Academy is a thriving 11-18 Church of England convertor Academy which serves communities right across the city of Leeds. We are part of a newly formed and growing multi academy trust, **Abbey Multi Academy Trust**.

We are seeking to appoint an enthusiastic, Associate Lead Practitioner - Science.

This is an exciting, brand new opportunity for an experienced teacher of Science who is passionate about the delivery of the Science curriculum and ready to progress in their career. This role will involve delivering support to and developing others through modelling best practice as an Associate Lead Practitioner. In modelling and developing best practice, he/she will play a pivotal role in raising student attainment and progress.


What you can expect from the role:


- The Associate Lead Practitioner element will attract a TLR 2C and will consist of 35 contact hours per fortnight
- When not delivering through the Lead Practitioner model, the role holder can expect to be teaching exemplar Science classes to the students at Bishop Young Academy
- The role will be initially based at Bishop Young Academy but may involve working across the Trust as required

We are looking for:

- An inspirational teacher who has an interest in leading the subject area with high expectations of pupil attainment, behaviour and wellbeing
- A highly motivated and hard-working person with the capacity to contribute to the on-going development of the school and our Lead Practitioner model
- A team-player who can develop positive relationships with children, families and colleagues
- Someone who will support the Christian ethos of the school

We can offer you:

- Eager, enthusiastic, considerate children who are pleasure to teach
 - A school that values and invests in the continuing professional development of all staff
 - A fantastic team of dedicated and committed staff based in an excellent learning environment
- 



Visits to our school to meet the team and experience our wonderful atmosphere, are warmly welcomed and encouraged and can be arranged by contacting Recruitment@abbeytrust.org

To apply please download recruitment pack and email completed application form Recruitment@abbeytrust.org

Closing date: 22nd March 2019 with interviews held shortly after.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check. We promote diversity and want a workforce which reflects the population of Leeds.

Paul Cooper
Principal

Application Process

The closing date for applications is Friday 22nd March 2019.

Completed applications should be returned by email to:
recruitment@abbeytrust.org


All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 273 9159.

We will contact successful candidates after the closing date with details of the interview process.

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS will be required for this post.

Queries

If you have any queries on any aspect of the application process or need any further information please contact Recruitment@abbeytrust.org





JOB DESCRIPTION

Job title: Associate Lead Practitioner - Science

Salary: MPS/UPS plus TLR 2C

Reporting to: Achievement Director: Curriculum

Overall purpose of the post:

- To develop and implement teaching and learning initiatives and strategies throughout the faculty, academy and across the Multi Academy Trust and other partner schools which raise the teaching practice of all members of staff and therefore raise student standards and progress.

Key responsibilities:

- To ensure a relevant and differentiated curriculum for students.
- To be accountable for the development of outstanding practice within and beyond the faculty.
- To support the Achievement Director in all aspects of teaching, learning and progress.

Key Tasks:

Educate

Teaching & Learning

- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence
- Work closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
- To undertake research into best practice in other schools
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To develop high quality teaching materials and schemes of learning
- To support underperforming teachers to enable them to improve their practice
- To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations
- To liaise with other lead practitioners/SLEs
- As requested, to take on this role in other schools or in relation to teachers from other schools across the Multi Academy Trust and/or locality (where required)
- To secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring, evaluation and review cycle through lesson observations, feedback to teaching staff, work scrutiny, student voice and written reports to the Extended/Senior Leadership Team as necessary.
- To take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement

Achievement/Progress

- To use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating learners' progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning
- To lead on developing a culture of high expectation within the faculty, so that goals are set which challenge students of all backgrounds, abilities and dispositions.
- In conjunction with the Achievement Director, to be accountable for student attainment, progress and outcomes within the faculty.
- To share in the leadership of the faculty in encouraging students to adopt independent learning and take a responsible and conscientious attitude to their own work and study.

Nurture

- To ensure a high standard of learning across the academy through coaching and mentoring of staff
- To support colleagues in Teacher Experiencing Difficulties and Capability processes to improve professional practice.

Empower

Staff

- To support the monitoring/Performance Management procedures of the Academy.
- To check on the planning and practice of team members.
- To assist the Achievement Director with Self Evaluation in relation to teaching, learning and progress, making well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.
- To ensure that the development of teaching and learning resources in the subject empowers staff to deliver Quality First Training.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
- Disseminate materials and advise on practice, research and CPD provision

Students

- To share in the leadership of the faculty in encouraging students to take a responsible, conscientious and independent attitude to their own work and study.

Partnership

- To communicate as appropriate with parents, carers and colleagues on matters pertaining to teaching, learning and progress in the faculty.
- To contribute to the development of effective links with partner schools and external bodies in relation to teaching, learning and progress.
- To take a leading role across the Academy and partner schools for local/national/cross curricular initiatives/projects as appropriate.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To attend and participate as required in appropriate meetings and events with colleagues, parents/carers and governors.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To act as Form Tutor and class teacher as required.
- To contribute to the PHSCE programme as required.

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the CEO/Principal/Headteacher.

Name:	Signature:
Date:	

ASSOCIATE LEAD PRACTITIONER - SCIENCE

PERSON SPECIFICATION CRITERIA

Qualifications		ESSENTIAL			DESIRABLE		
1	Qualified teacher status for England (or equivalent)	A					
2	Relevant degree (or equivalent)	A					
3	Recent, relevant professional learning and development	A					
4	Completion of, or working towards, additional professional qualifications				A	R	
Professional aptitudes		ESSENTIAL			DESIRABLE		
1	Outstanding classroom practitioner	A	R	I			
2	Evidence of track record of results that exceed expectations	A	R	I			
3	Proven ability to raise standards in classrooms other than their own	A	R	I			
4	Experience of leading teaching and learning initiatives beyond their own classroom	A	R	I			
5	Excellent understanding of the components which comprise outstanding teaching and learning	A	R	I			
6	Experience of giving effective feedback to colleagues about professional performance	A	R	I			
7	Experience of coaching and mentoring colleagues	A	R	I			
8	Experience of conducting lesson observations	A	R	I			
9	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I			
Professional responsibilities & conduct		ESSENTIAL			DESIRABLE		
1	Use of assessment and attainment information to improve practice and raise standards	A	R	I			
2	Use of strategies to promote good learning relationships and high attainment in an inclusive environment	A	R	I			
3	Vision for the developments of Teaching and Learning Strategies to enhance teaching and learning	A	R	I			
4	Use of intervention strategies to address identified issues for development	A	R	I			
5	Awareness of the latest developments and initiatives in education	A	R	I			
6	Track record of making a positive contribution to the wider life of the school and community	A	R	I			

7	Developed effective professional relationships with all	A	R	I			
8	Outstanding communication skills, including the use of ICT where appropriate	A	R	I			
Professional responsibilities & conduct		ESSENTIAL			DESIRABLE		
1	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
2	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I			
3	Proper and professional regard for the ethos, policies and practices of the school		R	I			
4	Support for the Christian ethos of the school.	A		I			
5	A willingness to contribute to Study Support (extra-curricular) activities				A		I
6	A willingness to play a full part in general school life and activities outside the classroom				A		I
Experience and Skills		ESSENTIAL			DESIRABLE		
1	Excellent interpersonal and communication skills	A	R	I			
2	The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience, developing high quality learning strategies and monitoring learner progress to raise attainment	A	R	I			
3	Evidence of high achievement in teaching across the Key Stages	A	R	I			
4	Working effectively as a middle manager or currently leading a key responsibility/development within a team	A	R	I			
5	Experience of contribution to the professional development/mentoring of colleagues	A	R	I			
6	Experience of reflecting on and improving teaching practice to increase student achievement	A	R	I			
7	Ability to establish curriculum development, assessment, coordination and coaching	A	R				
8	Experience of designing and developing resources to support learning across different subject areas	A	R				

9	Ability to plan and resource effective interventions to meet curricular objectives	A	R	I			
10	Development of partnerships with other schools, business and the community				A		I
11	Evidence of continually improving the teaching and learning in their subject area through schemes of work, assessment and extra-curricular activities etc	A	R	I			

The criteria will be evidenced as indicated:

'A' refers to the candidate's application form and letter, 'I' to interview and 'R' to reference. Candidates should address at least all items marked 'A'; referees are asked to comment on items marked 'R'. Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview