

HARPER GREEN SCHOOL



Application Pack

Teacher of Science (Maternity Cover)

Required for 1st September 2021



Inspire • Believe • Achieve

June 2021

Dear Applicant

Thank you for your interest in the Teacher of Science (Maternity Cover) position at Harper Green School.

Harper Green is a dynamic secondary school situated in the South of Bolton and serves a varied community.

Our vision is to ensure that all students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

If you are inspired by what you read and share our vision I would welcome your application and I look forward to meeting you.

Yours faithfully



Ms Sally Heppenstall
Acting Head of School

Welcome

It is my privilege to offer you a warm welcome to Harper Green. As a school we are proud of the achievements of our pupils and the successes they achieve. It is the dedication of our highly professional, motivated and creative staff that ensures each child flourishes in a safe and happy environment. As a school our beliefs are simple: that each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities, so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that each and every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned with a strong pastoral team which creates an inclusive environment where each and every child feels supported, safe, happy and valued.

Our Ethos and Values

At Harper Green we recognise that all pupils are unique with individual talents and needs. As a community we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens. As a successful school we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment which fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that are able to make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements and opportunities to access life beyond school.

“Inspiring learners: transforming dreams and ambitions”

The vision of the Leverhulme Academy Trust is to prepare young people for life, academically, socially and spiritually and to provide inspiring learning environments that allow our students to excel.

The Trust’s mission is to ensure we provide:

- nurturing and inclusive communities that inspire, engage, support and transform the dreams and ambitions of all.
- empowering communities that listen, prioritise personal leadership and responsibility, and promote social justice.
- learning environments in which the unique talents and skills within all of us are recognised, nurtured and celebrated.
- creative, exciting and innovative curricular opportunities enabling access to qualifications and skills for lifelong learning.
- outstanding teaching, leadership and learning for all to maximise rapid and sustained educational standards within and across our family of schools.

Our values underpin our mission and provide the basis on which we will achieve our vision. We passionately strive to provide a Multi Academy Trust that is:

- respectful, inclusive and tolerant of all.
- responsive to the voices, needs and experiences of all.
- committed to celebrating the local context and purpose of each school within the Trust through a strong focus on collaboration, partnerships and networking.
- inclusive of all faiths and British values.
- constantly striving for excellence and continuous improvement in all that we do.

Mr Paul Roach
CEO
Leverhulme Academy Trust



JOB DESCRIPTION

Job title: Classroom Teacher

Grade: Mainscale T1 – T9

Reports to: Head of Department

Line management responsibility: N/A

Main purpose of the job:

- The education and welfare of designated groups of students as set on the school timetable in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, and any policies of the Governing Body.
- To share in the corporate responsibility for the wellbeing and discipline of all students.

Key duties and responsibilities

- To set challenging teaching and learning objectives which are relevant to all students in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning.
- To select and prepare resources, taking into account students' interests and their learning needs, language and cultural backgrounds.
- To contribute to teaching team meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the subject taught to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for subject taught and make recommendations in order to maintain and develop curriculum provision.
- To undertake any other duties appropriate with the level of responsibility, as required.

Monitoring and Assessment

- To make appropriate use of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to inform planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' learning.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate levels.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.

- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.

Teaching and Class Management

As a Form tutor :

- Track and monitor the progress and achievement of students in a form, using mentoring and target setting to maintain levels of progress and prevent underachievement.
- To be involved in activities and events associated with the year group e.g. Progress Evenings, Work Experience.
- To ensure weekly routines are followed and high standards are maintained.
- To teach PSHE and oversee Literacy and Numeracy development in accordance with agreed schemes of work and programmes of study.
- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students at their stage of learning.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, and employ appropriate teaching methods.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students' to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

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 Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

PERSON SPECIFICATION

Job title: Teacher of Science (Maternity Cover)

Qualifications and training	Essential	Desirable
Qualified Teacher Status	✓	
Commitment to continuing professional development activities		✓

Professional Attributes	Essential	Desirable
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	✓	
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.	✓	
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.	✓	
Communicate effectively with young people and colleagues.	✓	
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.	✓	
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.	✓	
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment	✓	
Have a commitment to collaboration and co-operative working where appropriate.	✓	
Evaluate their performance and be committed to improving their practice through appropriate professional development.	✓	
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.	✓	
Act upon advice and feedback and be open to coaching and mentoring.	✓	
Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		✓

Professional Knowledge and Understanding	Essential	Desirable
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	✓	
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.	✓	
Know a range of approaches to assessment, including the importance of formative assessment	✓	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	✓	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	✓	
Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.	✓	

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.	✓	
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	✓	
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	✓	
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	✓	
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.	✓	
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	✓	
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.	✓	
Know the local arrangements concerning the safeguarding of children and young people	✓	
Know how to identify potential child abuse or neglect and follow safeguarding procedures	✓	
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		✓
Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		✓
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		✓
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them		✓
Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		✓

Professional Skills	Essential	Desirable
Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	✓	
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context	✓	
Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	✓	
Teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.	✓	
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.	✓	
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	✓	
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.	✓	
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.	✓	

Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.	✓	
Teach engaging and motivating lessons informed by well grounded expectation of learners and designed to raise levels of attainment.	✓	
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	✓	
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	✓	
Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching	✓	
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well- being, refining their approaches where necessary.	✓	
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.	✓	
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.	✓	
Make use of the local arrangements concerning the safeguarding of children and young people.	✓	
Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.	✓	
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	✓	
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self- control and independence of learners.	✓	
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.	✓	
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.	✓	
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	✓	
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well- matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		✓
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		✓
Promote collaboration and work effectively as a team member.		✓
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		✓

Personal attributes	Essential	Desirable
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	
An understanding of child protection and safeguarding.	✓	

Special requirements	Essential	Desirable
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.