



**GREENSHAW**  
LEARNING TRUST

**B**  
**S** BROADWATER  
SCHOOL  
BY INCREMENTS CONQUER

**Head of Department  
Science  
Recruitment Pack**

**ALWAYS  
LEARNING**

## **Contents**

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main responsibilities and duties**
- **Job description**
- **Person specification**
- **The recruitment process**

Thank you for your interest in joining our school.

As a result of the internal promotion of the existing Head of Science we now have a unique and exciting opportunity for an inspirational teacher to join Broadwater School and further contribute to the life chances of young people in the school and across the Trust.

In recent years Broadwater's popularity has grown in the local community and we are oversubscribed in every year group. The success of Broadwater has been fully supported by the local community and we appreciate the positive relationships we have with our families and other stakeholders.

Our standards are exceptionally high, classrooms are disruption free, pupils are hardworking, polite, and genuinely want to make a difference for themselves and those around them. Our latest Progress 8 score is likely to be north of 0.62 which would put us in the top 10% of schools nationally. We are committed to raising this still further in coming years. The new Head of Science will be integral to this success.

Our last Ofsted (July 2023) described the school as 'calm and orderly' and visitors often remark on how Broadwater looks and feels like a 'happy' school. Our school principles of 'Work Hard; Be Kind; Make a Difference' are central to all that we do.

Our school is committed to ensuring everyone is treated with respect, challenged to have high expectations and ambitious to reach their potential regardless of their starting point. This applies to staff and students alike.

Our Personal Development programme was judged as 'outstanding' by Ofsted in 2019 and we are particularly proud of our extra-curricular provision which can be found on our website. Every teacher is involved in ensuring this provision is 'beyond outstanding'.

Broadwater converted to an Academy and joined the Greenshaw Learning Trust in September 2020. This has been an exciting period and has given both students and staff a wealth of opportunities.

The Greenshaw Learning Trust is a 'family' of like-minded schools that collaborate to provide mutual support, share their good practice, and learn from each other, whilst retaining and developing their own distinctive character. The Greenshaw Learning Trust website [www.greenshawlearningtrust.co.uk](http://www.greenshawlearningtrust.co.uk) provides a clear picture of our aspirations and our vision for schools within the Trust; however, please do not hesitate to contact us to seek further information.

Please do also look at our school website <https://www.broadwater.surrey.sch.uk/> which gives a flavour of the school. Everyone who comes to look around comments about the positive ethos and exciting atmosphere. We welcome visitors at any time of the day, so if you would

like visit and get a feel for the school prior to submitting your application, you would be very welcome. Please email my PA Sonya Turpin [s.turpin@broadwater.surrey.sch.uk](mailto:s.turpin@broadwater.surrey.sch.uk) to schedule a visit.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

The Greenshaw Learning Trust is a successful multi academy trust and currently comprises twenty-five schools: seven in South London, five in Berkshire, one in Surrey, nine in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

The school websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information Karen Carling [kcarling@broadwater.surrey.sch.uk](mailto:kcarling@broadwater.surrey.sch.uk). We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours. If you would like to work in an incredibly supportive school with a highly visible SLT, disruption free learning and the best CPD opportunities then we would love to receive your application.



Lizzi Matthews  
Headteacher

## Greenshaw Learning Trust – ‘Always Learning’

The GLT is a successful multi academy trust that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in the GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 2,800 people and educates over 17,500 students. Further information about our schools can be found [here](#).

## **The Greenshaw Learning Trust Mission Statement**

*We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*

*We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*

*We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

## **Greenshaw Learning Trust Employee Benefits**

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Eye Care Voucher scheme
- Childcare Voucher scheme
- Car benefit scheme
- My Health discounts

## Terms and Conditions

<b>Line Managed by:</b>	Assistant Head
<b>Line Management:</b>	Head of Department Science
<b>Contract:</b>	Permanent
<b>Salary:</b>	Salary calculated in line with MPS/UPS pay scale. Plus TLR (starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder)
<b>Hours of Work:</b>	Full Time
<b>Place of Work:</b>	Broadwater School, Summers Road, Godalming, Surrey, GU7 1TJ
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report
<b>Superannuation:</b>	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.
<b>Holiday Entitlement:</b>	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
<b>Probation Period:</b>	New employees are required to complete a six-month probationary period
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

## Resources:

In addition to an excellent supply for scientific equipment, all our labs are fully equipped with resources to support teaching and learning. For example, each lab has a visualiser which the science team use during the input part of lessons and further to provide instant student feedback. There are also mini whiteboards for each student, enabling teachers to assess learning with ease.

Alongside centralised booklets, we use Sparx to set homework. The retrieval practice these resources provide, supports students' progress by interrupting the forgetting curve.

The team uses subject specific pedagogy to continually develop our shared lesson and resource bank.

**Curriculum:**

We follow the AQA course, with Trilogy and Triple Award classes.

The Science curriculum at Broadwater has two primary aims. First, to develop students' knowledge and skills to enable them to make sense of the world around them. This will allow students to be inquisitive and understand the uses and implications of science, today and for the future. Secondly, to develop students' ability to think critically e.g., to evaluate data and to question sources of information.

The achievement of both these aims requires students to be equipped with a core body of scientific knowledge. The Big Ideas in science encompass notions of cells, genetics, evolution, space, energy and forces which lay the foundations to the science disciplines of biology, chemistry and physics. Consequently, they are core components of our KS3 curriculum, setting the scene for more specialised study at KS4 and KS5.

Our KS4 programme builds on the knowledge and skills enquired in KS3, challenging students to think deeper and also draw connections between topics and across disciplines. Students are expected to apply their knowledge of scientific ideas, techniques and procedures. They further analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures. Students also develop understanding of how our ideas of science have changed over the course of history and will continue to do so as technology advances and further evidence is uncovered.

The acquisition of experimental techniques is also a core component to the science curriculum. Students carry out increasing numbers of practical investigations on their learning journey, as they become armed with the concepts and methods required to make sense of what they observe. Guidance is reduced slowly, from teacher demonstrations to guided practical work. Our aim is to prepare students who wish to study science in more depth to plan and carry out their own investigations should they wish to pursue their own research

one day. Further, we believe all students must appreciate the importance of scientific methodology, how to interpret results of experiments and draw evidenced conclusions.

The Science Department has the highest expectations of – and for – our students, which means we are committed to supporting all students in achieving personal, social and academic success. We are committed to instilling a love of learning about the world around us and all its exciting phenomena. The knowledge and skills that students develop through their learning of science can lead to a plethora of different career pathways. We aim to educate students about as many different career options as possible over the course of their learning at Broadwater. Opportunities for learning in science further stretch beyond the lessons and homework tasks, through provision of science club, CREST projects and national competitions.

**Job Description**

<b>Key Accountabilities: Head of Department</b>	<b>Key Tasks:</b>
<p><b>Teaching and Learning</b></p> <p>To secure and sustain effective teaching of the relevant subject for individuals, groups and classes. Develop the quality of teaching, assess the standards of students' achievements and set targets for improvement.</p>	<ul style="list-style-type: none"> <li>• Use school policy and National Curriculum requirements to set clear targets for improvement of students' achievement and monitor students' progress towards those targets.</li> <li>• Use appropriate teaching and learning strategies to communicate clear learning objectives and expectations including, where appropriate, in relation to literacy, numeracy and other school targets.</li> <li>• Recognise the level that a student is achieving and make accurate assessments independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject taught.</li> <li>• Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender and taking account of the needs of students who are underachieving, very able, not yet fluent in English, making use of relevant information and specialist help where available.</li> <li>• Plan effectively, where applicable, to meet the needs of students who are Pupil Premium or those with Special Educational Needs and, in</li> </ul>
	<p>collaboration with the SENDCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.</p> <ul style="list-style-type: none"> <li>• Take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>• To work with the Headteacher and Senior Leadership Team to promote inclusion, and equality of opportunity for both students and staff.</li> <li>• To share in the corporate responsibility for, and commitment to, the safeguarding and promotion of the well-being and discipline of all students.</li> <li>• To progress the education and welfare of designated groups of students in accordance with the prevailing School Teachers' Pay and Conditions Document, having due regard to the requirements of the National Curriculum, the aims, objectives and schemes of work of the Academy/Learning Area, Year Cohort, and any policies of the Academy Trust.</li> <li>• To perform particular assigned duties at the reasonable direction of the Headteacher or his/her designated representative(s)</li> </ul>
<p><b>Leading and Managing Staff</b> To lead, manage and work collaboratively with students and, as appropriate, with other adults and colleagues.</p>	<ul style="list-style-type: none"> <li>• Raise standards for all groups of students including PP, SEND, higher attainers etc.</li> <li>• Promote excellent standards of behaviour in line with the school behaviour policy</li> <li>• Where applicable, deploy other adults effectively in the classroom, involving them where appropriate in the planning and management of students' learning.</li> <li>• Work as a member of a team, planning cooperatively, sharing information, ideas and expertise.</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress.</li> <li>• Take responsibility for own professional development, setting objectives for improvements and take action to keep up-to-</li> </ul>

	<p>date with research and developments in pedagogy and in the subject taught.</p>
<p><b>Efficient Deployment of Staff and Resources</b> To develop, monitor and control resources within the teaching area.</p>	<ul style="list-style-type: none"> <li>• Organise and maintain a stimulating working environment appropriate for a range of activities.</li> <li>• Teach students to take responsibility for resources and the environment.</li> <li>• Ensure that resources are organised and readily available to promote a purposeful environment for teaching and learning to take place.</li> </ul>
<p><b>Supporting and Developing Colleagues Practice</b></p>	<ul style="list-style-type: none"> <li>• Conducting a time targeted review programme (LMM and appraisal)</li> <li>• Observing / lesson gathering</li> <li>• Analysing department data</li> <li>• Reviewing and analysing use of online learning platforms</li> <li>•</li> </ul>
<p><b>Monitoring, evaluating, holding to account</b></p>	<ul style="list-style-type: none"> <li>• Sharing best practice department meetings, learning walks, observations.</li> <li>• Coaching and mentoring</li> <li>• CPD (inspiring, developing, supporting)</li> <li>• Providing feedback (observations, data, book reviews)</li> <li>• Conducting the line management process</li> <li>• Maintaining positive working relationships</li> </ul>
<p><b>General</b></p>	<ul style="list-style-type: none"> <li>• To participate in school initiatives where every person is expected to contribute to learner's progress.</li> <li>• To participate in the school's professional learning programme as agreed.</li> <li>• To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff, pupils and students adhere to school expectations.</li> </ul>

## Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
<b>Training, Qualifications and Experience:</b> On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> <li>• Qualified Teacher Status and hold a recognised degree</li> <li>• Excellent classroom practitioner</li> <li>• Capable of delivering innovative successful teaching &amp; learning.</li> </ul>	Further CPD or Educational qualification
<b>Personal and Professional Qualities and Attributes:</b> In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> <li>• Innovative and enthusiastic</li> <li>• Trustworthy</li> <li>• Reliable</li> <li>• Able to develop and maintain good relationships with staff, parents and students.</li> <li>• Focused on the need of the student</li> <li>• Ability to be a good ambassador</li> <li>• Ability to use initiative</li> <li>• Creative thinking</li> </ul>	
<b>Additional Requirements:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements		
	<ul style="list-style-type: none"> <li>• Sound understanding of the Secondary Curriculum</li> <li>• Knowledge of monitoring and assessment</li> <li>• Understanding of strategies for raising student performance</li> <li>• Widely read around pedagogy</li> </ul>	
	<ul style="list-style-type: none"> <li>• Communicates at a level and in a manner appropriate to the situation.</li> <li>• Able to plan, organise and prioritise effectively</li> <li>• Proven ICT skills</li> </ul>	

## The Recruitment Process

### 1. Application

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website <https://www.greenshawlearningtrust.co.uk/join-us/staff>. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than 17<sup>th</sup> October 2023. Applications received after this date and time will not be considered.

***We reserve the right to interview and offer prior to the closing date should exceptional candidates apply.***

### 2. Shortlisting

Shortlisting will be finalised on 18<sup>th</sup> 2023 Shortlisted applicants will be invited by telephone to attend an interview. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

### 3. Interview Process

Interviews will be held TBC. Applicants will also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

### 4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

### 5. Taking up post

The successful applicant will take up the post by September 2024 or before.

### 6. Additional information

For further information, please contact Karen Carling HR Manager, [k.carling3@broadwater.surrey.sch.uk](mailto:k.carling3@broadwater.surrey.sch.uk) 01483 520634.

### 7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.