

THE CHALK
HILLS ACADEMY

WHY WORK FOR THE CHALK HILLS ACADEMY?

ABOUT US

- £35 million state of the art building with well-equipped classrooms, in an Ofsted rated 'Good' school.
- You'll be working alongside a collaborative, forward thinking Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- An academy 'Social and Wellbeing' team.

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: www.advantageschools.co.uk/join-us/work-for-us

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or jpowell@advantageschools.co.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.



WHAT OUR STAFF SAY

LEARNING SUPPORT ASSISTANT

My favourite part of the job is working with such a very diverse, motivated and responsive group of learners. Seeing the pupils progress both in their learning and personal development, giving them the confidence to transfer their newly acquired skills into further learning, is the most rewarding thing anyone can do.

MIDDLE LEADER

At The Chalk Hills Academy, every single child matters and every single child's future matters. Working with such a fantastic team of teaching colleagues, prepared to step in and deliver outstanding teaching to every single child matters; to give every single child that chance of a future full of opportunities.

INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues.

A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residential, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

***"Educating
children,
serving the
community,
achieving
exceptional
outcomes."***

Stuart Lock
Chief Executive



Dear Applicant,

I am delighted that you have shown an interest in working at The Chalk Hills Academy. The information in this booklet is designed to give you a flavour of the school and to inform your decision making. You can find out further information on our website at thechalkhillsacademy.co.uk.

The Chalk Hills Academy is a thriving and unique 11–18 school in the west area of Luton. The ethos of our school is a clear one: To provide all children with the highest quality of teaching of an excellent academic curriculum, which enables them to become highly educated and to be full and active participants of society. We do not make exceptions in our high aspirations. At Chalk Hills, we pride ourselves on providing a nurturing environment that also challenges pupils to achieve the highest academic standards.

Ofsted recognises the school as being a 'good school and good in all areas', confirming something we already know. While such affirmation is important, it is the pupils' own attitudes alongside the high-quality teaching provided by our staff that leads to them doing so well. We also know that to achieve our aims, strong partnerships and effective collaboration are essential. The school is part of Advantage Schools, a trust of 10 schools across Bedfordshire and the surrounding areas. We share our practice and beliefs to enable young people to achieve the very highest standards. A strong and effective partnership with parents also underpins the work we do in school to support our pupils and we look forward to working with you to achieve this.

Candidates for this role must be committed to outstanding, inclusive education and this will be a focus throughout the recruitment process. We are a centre of academic excellence, with an ambitious curriculum and a determination to keep teaching and learning at the heart of everything we do. Pupils attain strong outcomes and many progress to prestigious universities and apprenticeships.

We are equally committed to the personal development of our pupils and have a strong pastoral structure and an extensive extra-curricular programme to ensure our pupils have opportunities to experience 'Above and Beyond'.

I extend a warm invitation to you to visit us and see what makes our Academy a very special educational establishment. If you would like to arrange a visit, please do make contact.

Best wishes,

Cathy Barr
Deputy Chief Executive Officer



Cathy Barr
Deputy Chief Executive

VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, pupils and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.



TEACHING & LEARNING AT THE CHALK HILLS ACADEMY

At The Chalk Hills Academy we have defined what excellence looks like and the behaviours required to achieve it. Our lessons consist of 5 parts, providing consistency and structure. A clearly thought-out lesson has set steps that need to be achieved, with parts in between to be filled with more knowledge through scaffolding and challenge. Engaging with pupils about expectations, content and outcomes also helps to boost pupil confidence in the current subject or topic.

At Chalk, we believe in teaching in bite-size chunks and checking for understanding throughout. We deploy various Assessment for Learning techniques to assess pupils' understanding of what has been taught. This includes question and answer and formative verbal and written feedback, including 'live marking'. We conduct regular re-cap quizzes to help pupils recall previously taught key objectives and memory content. This is done primarily during lesson starters.

We know that homework develops study habits and independent learning. At Chalk, pupils are expected to do homework in order to rehearse core knowledge. This can be tracked and monitored, not only by teachers, but also by parents and carers.

Our explicit teaching of effective study strategies prepares pupils for the requirements of independent study and revision as they progress higher up the school and beyond. Out of hours preparation sessions and the Homework Club allow pupils to study in focused environments with access to print and electronic resources. Assessment information is used to set challenging work and ambitious targets for pupils to track their progress over time, to report to parents, and to shape specific interventions for anyone who may fall behind.

We have a Teaching & Learning Team which includes Lead Practitioners who provide training and support to teachers at all levels, not because our teachers are not excellent already, but because we know we can always improve. We are research-informed and we prioritise sharing best practice and principles of high-quality teaching. Leaders at The Chalk Hills Academy are passionate about teaching and learning, teachers at The Chalk Hills Academy are passionate about their subject and pupils at The Chalk Hills Academy therefore develop the same passion for their subjects and for their journey of life-long learning.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



Refer a friend £500 bonus scheme



Support for all staff with an experienced licensed counsellor



Cycle to work scheme



We are in the process of a big benefit review. Watch this space!

CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues. Additionally, we offer a wide range of CPD training through various platforms, including The National College, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.

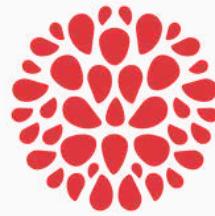


MEDICAL

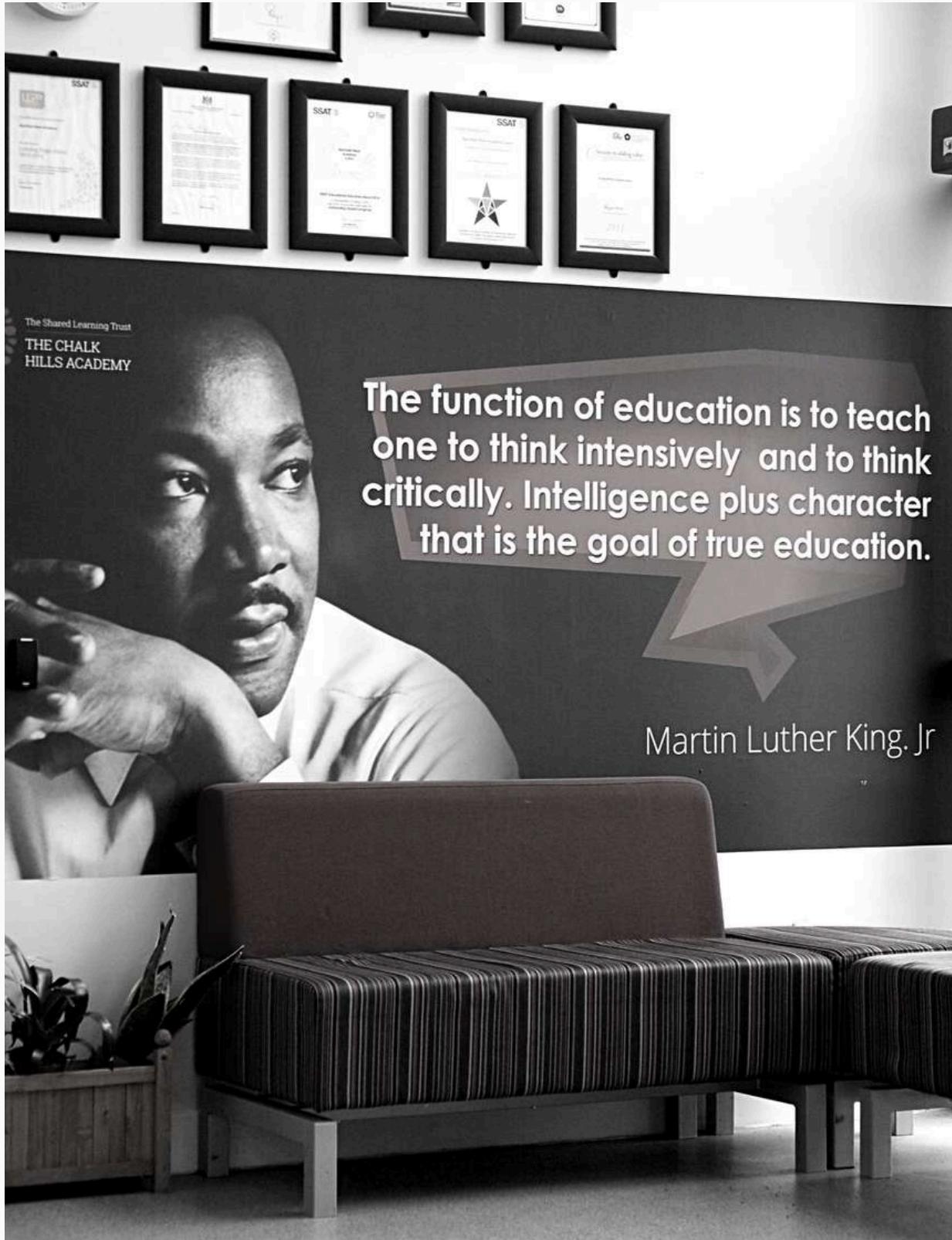
Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

RECRUITMENT BOOKLET



THE CHALK
HILLS ACADEMY



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK



Director of Science

We have an exciting leadership opportunity at The Chalk Hills Academy, Director of Science you will be joining a large, flourishing and thriving Science Faculty. At our academy, we are immensely proud of the unrivalled education experience offered, we have state of the art facilities throughout our Science Labs, fit for all your teaching needs. At The Chalk Hills Academy you will benefit from a forward-thinking and supportive leadership as well as an encouraging and enthusiastic staff body with enterprising students. As a result of implementing renewed Teaching & Learning framework since September 2023, The Chalk Hills Academy has seen accelerated and rapid improvement to the school and classroom culture. We are now looking for a Director of Science who is aligned with our educational vision and can lead the Science Faculty to achieve excellence outcomes.

At Chalk Hills, we are in the process of defining what effective and excellent teaching looks like via an Explicit Direct Instruction lesson framework: an evidence-informed compilation of best teaching practices. We want to focus on a small number of things based on our framework and work to the master then in our practice. We have called these our 'teacher 10': 10 Explicit Direct Instruction plays designed as a simple walk-through of how to execute specific classroom practices that will improve our teaching.

We welcome and encourage school tours for this role for you to ensure that you are aligned to our explicit approaches.

As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of driven and ambitious teachers that join us and have been given excellent CPD and developmental opportunities that has allowed them to climb the career ladder. Therefore, if you do not currently hold the NPQSL, we will support you in gaining this accreditation.

... If you want to lead and develop in a fast paced, dynamic and successful Academy, come and join us at The Chalk Hills Academy!

The successful candidate will

- A Teacher of your own specialism teaching KS3 KS4 and KS5.
- Ability to teach all science subjects at KS3 and KS4.
- To support other Leaders within the school.
- To have responsibility for planning, delivery, and assessment of learning activities for Science across Key Stages 3, 4 and 5.
- To ensure student achievement is at least in line with expectations.
- To be accountable for progress and achievement of students.
- To implement school policies and procedures as appropriate in day-to-day activities.

Job specifics

Start date	Following notice or September 2024
Salary	Leadership AL10-14 £65,297-£71,998 dependent on experience
Job Role	Full time, Permanent

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Job Description

Job Title	Director of Science
Salary	Leadership L10-14
Responsible to	Assistant Principal

Heads of Department are responsible to the Principal (through the Directors of Learning) for the vision policy and culture of their department and for establishing these within the larger framework of the academy. They have a responsibility for the personal and professional welfare of their staff, for the efficient organisation of the department and for the quality of educational experience offered to pupils.

VISION AND PURPOSE

1. To play an active role in curriculum planning and delivery, providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to the subject area of Sciences.
2. Be accountable for the learning and achievement of all students following programmes within the subject area of Sciences, within the general curriculum framework.
3. To liaise with colleagues across the Academy/Trust to support strategic development, share good practice and plan collaborative activities.
4. To ensure that The Shared Learning Trust is always presented positively within and beyond the Academy.

ACCOUNTABLE FOR

1. The vision for the subject teams and the high aspirations for the achievement of every student in our academy.
2. The Subjects' Action Plans, based upon the academy-wide quality assurance procedures and collated in the Departmental Improvement Plan.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track student overall progress and achievement on a regular basis;
 - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
 - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
 - Linking this data to performance management through whole-class value-added analyses.
5. Action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
6. Well-informed advice based on their knowledge of national developments to the Head of Faculty, Assistant Principal, Principal and the CEO regarding curriculum innovation, the learning environment and resources for learning and health and safety matters, including risk assessments.
7. High quality mentoring and coaching to the subject teams regarding learning and teaching and curriculum planning and delivery, particularly to those members new to teaching.
8. For good discipline and orderly conduct within the subject areas through departmental working with Curriculum Leaders and all members of the Learning Support Team.
9. Good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject develops within the broader context of lifelong learning.
10. Leadership to ensure high quality subject teaching schemes are based on personalised learning principles and are in place for the start of each academic year, having been revised to reflect new developments/requirements of examining boards and new developments in information learning technologies such as Show My Homework & Go 4 Schools.



11. Effective liaison with other Curriculum Leaders to ensure coherence between the subject programmes and the academy's priorities.
12. Ensure that work is always set for classes when a member of the subject teams is absent.
13. Sound financial management within the departmental budgets that have been set.

14. Collaboration with the Vice Principal regarding:
 - The arrangements for the performance management and professional development of all members of their subject teams; and
 - The academy's arrangements for quality assurance and internal verification.
15. Leading on exhibitions and display of students' work from within the subject areas and supporting with academy events across the curriculum for the benefit of our wider community.
16. Their teaching and personal tutoring.
17. Undertaking any other professional duties which are reasonably delegated to her/him by the Principal, CEO or Trust.

This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

Person Specification

The successful candidate will be an experienced professional, possessing Qualified Teacher Status. The required attributes are as follows but not extensive: energy, innovation, reliability and commitment. Additionally, strong leadership skills are essential with a management style which recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements:

Essential	Desirable
<p>Qualifications and Experience:</p> <ul style="list-style-type: none"> Qualified Teacher Status A good honours degree or equivalent Successful middle leadership experience Science Specialist 	<ul style="list-style-type: none"> Evidence of further subject-based professional development A minimum of 3 - 6 years teaching experience
<p>Teaching:</p> <ul style="list-style-type: none"> Experience of teaching the subject across the age range, including GCSE, AS and A2 level. An outstanding classroom practitioner Has strategies for raising standards in Secondary Education Experience of high quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students The ability to engage, enthuse and motivate students Experience of the use of ICT to enhance the teaching and learning process 	
<p>Assessment:</p> <ul style="list-style-type: none"> Can use monitoring strategies to inform intervention and lead to positive learning outcomes Evidence of improved student outcomes 	
<p>Planning:</p> <ul style="list-style-type: none"> The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students The ability to set consistently high expectations for all students through class work and homework 	<ul style="list-style-type: none"> Evidence of extended curriculum opportunities in all areas

<ul style="list-style-type: none"> Monitoring the quality assurance procedures to ensure that learning and teaching are at least good 	
<p>Management:</p> <ul style="list-style-type: none"> Has successfully led a team Experience of working with others to develop teaching skills Shows awareness of whole school issues Has the ability to translate vision into practice and be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence Has the ability to lead the development of new ways of thinking about learning and teaching Promote individual teachers and nurture a team that contributes to the improvement of the school and its development Be willing to listen and reflect on feedback from others 	<ul style="list-style-type: none"> Has experience of managing budgets
<p>General and Personal Qualities:</p> <ul style="list-style-type: none"> Has the ability to work with a range of partners both within the school and beyond in the wider community Demonstrates the ability to drive projects forward and successfully completes projects Has the ability to think creatively to anticipate and solve problems Maintain high professional standards Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development Is a team player, has excellent health, strength and stamina Excellent written & oral communication skills 	<ul style="list-style-type: none"> Has the potential for further advancement
<p>Personal Characteristics:</p> <ul style="list-style-type: none"> Commitment to excellence Impact and influence Transformational Leadership Holds People accountable Challenges and Supports Develops potential in others Sense of humour and perspective 	

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