



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Teacher of Science

**City of Derby Academy, Sinfin,
Derby**

Permanent

0.6FTE

Pay Scale MPS/UPS

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes.

About the Role

A Teacher of Science at City of Derby Academy is responsible for delivering high-quality science education to pupils aged 11 to 16, while contributing to the school's wider vision of improving students' life chances. The role combines excellent classroom practice with a commitment to student achievement, personal development, and positive behaviour.

Who We're Looking For

We are looking for a passionate and ambitious Teacher of Science who can deliver excellent classroom practice, raise student achievement, and build positive relationships with young people. The successful candidate will share our commitment to improving life chances, have high expectations of all learners, and be eager to contribute to the continued development of City of Derby Academy.

About City of Derby Academy

City of Derby Academy is a school where every student and every member of staff is encouraged and supported to realise their full potential. Our culture is grounded in high expectations, strong and respectful relationships, and a deep commitment to inclusion.

Serving a wonderfully diverse community with more than 40 home languages, our vision is simple yet profound: to improve the life chances of every child.

We offer an ambitious curriculum, exceptional pastoral support and a wide range of enrichment opportunities, from educational visits and clubs to our thriving Combined Cadet Force.

Students develop academically, personally and socially, gaining the knowledge, skills and character they need for the next stage of their education, employment or training.

City of Derby Academy is a school where:

- Diversity is celebrated, and inclusion underpins everything we do
- Students feel safe, supported and able to thrive
- High expectations drive achievement, ambition and pride
- Relationships are strong, respectful and purposeful
- Staff wellbeing and professional development are valued, and colleagues are proud to work here

City of Derby Academy is a place of possibility; a community united by the belief that every child deserves the very best opportunities, every single day.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their preemployment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore shortlisted applicants are required to declare all unspent cautions or convictions, and any adult cautions or convictions that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role, or would like to visit the school, we would be happy to arrange this. Please call 01332 270450

Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications:

Sunday 19th July

Interview date:

w/c 20th July 2026

Potential Start date:

September 2026

JOB DESCRIPTION

Post Title: Science Teacher

Reporting to: Head of Science

Disclosure Level: Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

The purpose of the Science Teacher role is to provide outstanding teaching and learning experiences that equip students with the scientific knowledge, practical skills, and critical thinking abilities needed to succeed academically and thrive in an ever-changing world. The role exists to inspire a lifelong interest in science by delivering a broad, balanced, and engaging curriculum that develops curiosity, creativity, and evidence-based reasoning while supporting excellent student outcomes.

Key Duties and Responsibilities

Main Duties

A teacher must:

- Set high expectations which inspire, motivate and challenge students;
- Establish a safe and stimulating environment for students, rooted in mutual respect;
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students:

- Be accountable for students' attainment, progress and outcomes;
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide students to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

Plan and teach well - structured lessons:

- Impart knowledge and 'develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;

- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students:

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure students' progress; • use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- Monitor and support the overall progress and development of students as a form tutor.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to students' achievements and well being;
- Follow the school's Quality Assurance procedures;
- Maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;

- Complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- Take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- Deliver form tutor challenges/activities during form times;
- Carry out duties as shown on the staff Duty Rota;
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

Personal and professional conduct: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Honours Degree	✓		Application form, certificates
PGCE (or equivalent)	✓		Application form, certificates
GCSE Maths and English C or equivalent	✓		Application form, certificates
Evidence of relevant and ongoing CPD		✓	Application form, certificates
Knowledge and experience			
Subject and curriculum knowledge	✓		Application form, interview, observation
Planning for students across the ability range, and for those with SEND/EAL	✓		Application form, interview, observation
Using formative and summative assessment to improve student outcomes	✓		Application form, interview, observation
Effective behaviour management strategies	✓		Application form, interview, observation
New GCSE Specifications		✓	Application form, interview, references
Knowledge of current issues and recent developments in the curriculum area		✓	Application form, interview, observation
Mainstream teaching 11-16	✓		Application form, interview, observation
Teaching across the ability range	✓		Application form, interview, observation
Teaching examination classes	✓		Application form, interview, observation
Experience of a pastoral / form tutor role.		✓	Application form, interview, references

GCSE examiner experience		✓	Application form, interview, references
Personal skills and qualities			

Interpersonal	✓		Application form, interview, references
Negotiating	✓		Application form, interview, references
Communication (Oral and Written)	✓		Application form, interview, references
Delegation	✓		Application form, interview, references
Teamwork	✓		Application form, interview, references
Self-Motivated	✓		Application form, interview, references
Flexible	✓		Application form, interview, references
Organisation & Planning	✓		Application form, interview, references
Creativity & Problem Solving	✓		Application form, interview, references
Reflective	✓		Application form, interview, references