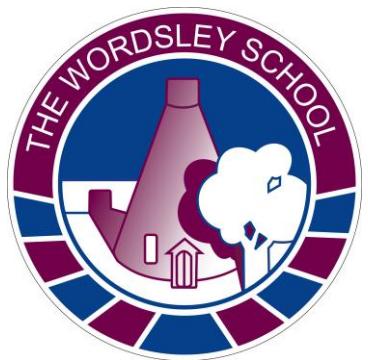


# CURRICULUM ACHIEVEMENT LEADER SCIENCE



## APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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# Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher and leader. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. People make schools, and at Wordsley, we have great ones. We want staff who really care about their students and each other, always going the extra mile. We all enter the teaching profession to make a difference to young people and share our love of subjects with them.

Personally I am a History teacher and still get a buzz from being in the classroom. I am looking for a teacher who loves Science as much as I love teaching about the past.



Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has an important part to play. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.

As the Curriculum Achievement Leader (Head of Department) for Science, you will lead a friendly, well qualified and fully resourced department.

You will be supported to create the Science Department that you wish to. We have spent a great deal of time and effort in the last year in developing our Science curriculum. We are looking for someone to build on and shape this work, resulting in the best experience that we can offer to our pupils.

This would suit someone looking for their first role in subject leadership or an experienced leader looking for a new challenge. We are looking for a Science teacher who can teach all abilities up to GCSE level.



I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email ([rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by completing an application form in **My New Term** vacancy ref:

<https://mynewterm.com/jobs/151792/EDV-2026-WS-07049>

Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post.

I look forward to hearing from you.

**Ashley Weatherhogg**  
**Headteacher**

# Stour Vale Academy Trust

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## ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, six primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

# OUR VALUES



## INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

## COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

## RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

## EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

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[SVAT.ORG.UK](http://SVAT.ORG.UK)

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will ***create the difference together.***

# Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

## **OUR MISSION**

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

## **OUR VISION**

We promote high levels of aspiration and achievement, and support each other to be the best we can be

## **OUR VALUES**



**CURIOSITY:** we have enquiring minds and are keen to learn



**INTEGRITY:** we are honest and have strong moral principles



**KINDNESS:** we are friendly and considerate of each other



**RESILIENCE:** we respond well to challenge and are keen to improve



**RESPECT:** we have an appreciation and awareness of others

## **OUR MOTTO**

**BELIEVE** · **ACHIEVE** · **INSPIRE**

# The Science Department

The Science Department has improved enormously in the last two years. The successful postholder will join a team of nine science specialists, supported by two laboratory technicians. There are currently four other TLR postholders in the department, each with specific responsibilities. The department has nine spacious and well-equipped laboratories which have new 'Clever Touch' interactive whiteboards.

At Wordsley, we want pupils to enjoy Science right from the start of Year 7. Our curriculum delivery places a strong focus on developing pupils' practical skills to enable them to be successful learners of Science and to prepare them for their future. We are currently working hard to improve our curriculum and are looking for a Head of Science to help develop this further.



Our curriculum is based around Key Concepts in Science, which act as golden threads throughout KS3. At Key Stage 3, the curriculum is delivered via discrete topics which are taught explicitly as one of the 3 Science subjects.

At Key Stage 4, pupils are entered for the EDEXCEL GCSE specification on either the Separate Sciences or Combined Science pathway. We enter one group of 30 pupils for Separate Sciences, with this group identified in advanced and offered the chance to do so. We do not force pupils to do separate sciences if they wish not to. This means that everyone who does it is motivated and committed, as it is an additional GCSE for them.

# Job Description

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<b>Post title:</b>	<b>Curriculum Achievement Leader</b>
<b>Responsible to:</b>	<b>See Wordsley line management structure</b>
<b>Salary:</b>	<b>MPS/UPS (as appropriate) + TLR 1A (£10,173)</b>

## Section A: Purpose

- Responsibility for the leadership, management and development of the department.
- Strive to ensure that levels of pupil progress, both individually and collectively, are at least in line with what prior attainment would predict.
- Responsibility for all staff within the department (as per the published line management structure) and to ensure that they model the school's mission, vision, values and motto, in their work.

## Section B: Key responsibilities

### Communications

- Ensure that all staff within the department communicate appropriately and in-line with the communications guidance to staff, written in the Staff Handbook.
- Disseminate relevant information from Leadership Group meetings in a timely and effective manner.

### Curriculum

- Ensure that the curriculum for all subjects within the department:
  - (a) is planned and sequenced to ensure that new knowledge and skills build on what has been taught previously
  - (b) is structured so that it is building towards clearly defined end points.
- Pupils within the subject are able to articulate:
  - (a) the purpose of an individual lesson.
  - (b) where an individual lesson fits within a broader unit of work.
  - (c) how the knowledge and skills being taught in the current lesson/unit of work build on those that have been taught previously.
  - (d) What teachers do to enable pupils to remember things they have already been taught.
- Teachers within the department are able to articulate:
  - (a) how an individual lesson fits into a broader unit of work, why it is sequenced in this way and what the next step(s) is?
  - (b) the strategies they use to support pupils to develop their 'memory for learning' and knowledge retrieval.
- Keep abreast of curriculum developments and research relevant to the department, including teaching practice and methodology. (Subject, pedagogical and pedagogical content)
- To be responsible for the development of cross-curricular skills in accordance with the school's agreed priorities.

- To develop effective curriculum links with the wider local community, as appropriate, in order to extend the subject beyond the taught curriculum, enhance teaching and learning (T&L) and develop pupils' wider understanding.
- Be open to trailing new developments in T&L to support pupil progress (working with Learning Champions as necessary).
- Support whole-school approaches to the cross-curricular development of literacy, oracy and numeracy.

### **Examinations**

- Ensure that pupils are entered correctly for all relevant external examinations in a timely manner, in accordance with the required deadlines.
- To fulfil all relevant statutory responsibilities as outlined by the Joint Council for Qualifications (JCQ) relevant awarding bodies.
- To liaise with the Exams Administration Team regarding relevant examination and validating bodies, to oversee and organise non-examination assessments (NEA) marking and moderation, ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.

### **Finance/resources**

- Submit an annual department budget, which details how the allocated amount will be spent and ensures a 5% contingency is allocated to the overall department capitation.
- Assume responsibility for spending the department budget in-line with relevant school policies and the principles of 'best-value', ensuring that the budget remains within the agreed allocation.

### **Monitoring the quality of teaching and learning**

- Retain an accurate view of the quality of T&L (inc. marking and feedback) within the department.
- Conduct lesson observations, drop-ins and other observations of classroom practice as directed by the Headteacher and/or according to the school's published monitoring processes.
- Take appropriate action to support each member of staff to further develop their practice, addressing any areas of concern.

### **Pupil behaviour and attitudes**

- Ensure that staff within the department work within the framework provided by the School Behaviour Policy.
- Recognise and reward positive student achievements, in-line with the agreed school protocols.
- Contribute to/lead opportunities to obtain pupil voice, as appropriate and relevant to departmental or whole-school priorities.

### **Self-evaluation and development planning**

- Write the Department Improvement Plan (DIP), to be approved by the SLT line manager, liaising with other departmental responsibility holders as appropriate.
- Share the DIP with all members of the department in a timely and effective manner.
- Implement the DIP, monitoring its success at agreed points throughout the year.

### **Staffing/staff development**

- To monitor the effectiveness of responsibility holders within the department, using appraisal objectives to stretch and challenge performance.
- To work with the SLT line manager with responsibility for staffing and timetabling to ensure an effective timetable for the department.
- Utilise CPD opportunities to support the growth and development of members of the department; reflecting upon the quality of T&L and future aspirations of teachers.

### **Tracking, monitoring and intervention to support pupils' academic progress**

- Track the academic progress of all pupils within the department using agreed, robust summative assessments, measuring progress against individual and collective targets.
- Intervene as appropriate with pupils whose academic performance suggests that underperformance is likely.

### **Additional**

- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Part Two: 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 pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

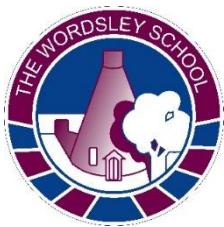
# Person Specification

Qualifications, professional development and knowledge	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualified teacher status.	E	A
Educated to degree level.	E	A
Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time.	E	A/R
In-depth knowledge and understanding of effective Science teaching.	E	I
A willingness to keep abreast of relevant educational research and pedagogical development.	E	I
Evidence of relevant professional development	D	A

Professional experience	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Evidence of positive impact in a Science Department.	E	A/I/R
Taught Science successfully at GCSE, demonstrating strong outcomes.	E	A/I/R
Effectively analyse pupil data, with a high degree of accuracy, drawing logical conclusions and recommendations for further action.	E	I
Ability to plan and sequence schemes of learning.	E	A/R
Supported extra-curricular activities within Science.	E	A/R
Experience of responsibility within a Science department or other role that is relevant. Evidence of impact within that role.	E	A/I/R

Traits and competencies	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Outstanding oral communicator.	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy.	E	A/I/R
Ability to delegate effectively and hold staff to account.	E	I/R

Demonstrate dynamism and creativity in solving problems.	E	A/I/R
Motivate and inspire individual colleagues and teams.	E	I
A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
High levels of emotional intelligence and self-awareness.	E	I
Someone who: <ul style="list-style-type: none"> <li>• is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance.</li> <li>• prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school.</li> <li>• thrives on challenge, with the necessary drive and determination to get a job done.</li> </ul>	E	I



# The Wordsley School



**The Wordsley School**  
Brierley Hill Road  
Near Stourbridge  
West Midlands  
DY8 5SP  
(01384) 816015

[rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)  
[www.wordsleyschool.co.uk](http://www.wordsleyschool.co.uk)