



PARK LANE
A C A D E M Y

Respect | Ambition | Pride

APPLICATION PACK

Curriculum Leader – Science

MPS/UPS plus TLR1b

Start Date: 1st Sept 2026

Respect - Ambition - Pride





PARK LANE
A C A D E M Y

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- If you have any queries regarding the application process please contact jdungan@parklane.spacademies.org
- Closing date for applications: Midnight 12th April 2026



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Park Lane Academy a proud member of the highly regarded South Pennine Academies Trust. If you are impressed by our exciting work over the last two years, understand our vision and want to be a part of our exciting '**Journey to Good**', then we are keen to hear from you.

Park Lane Academy was inspected by Ofsted in October 2022 and we were described as an 'improving school' where leaders act with integrity and are focused on creating an inclusive school and a place where pupils talk positively about the changes that they are seeing.

Our motivation is to continue our transformational journey with our mission to strive for excellence in everything that we do. At PLA we ensure that positive relationships are at the core of what we do each and every day underpinned by our core values of Respect, Ambition and Pride as we passionately believe that, as educators, we have a powerful role to play to inspire our students to be the best they can be.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates that are driven by a strong sense of purpose and the genuine ambition to help the Academy drive standards and turn our vision into reality.

If this is a position that appeals to you and you have the passion to make a positive difference to the life chances of our students, we would very much look forward to hearing from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at jdungan@parklane.spacademies.org or call 01422 362215. Please also visit our website www.parklane.org.uk and our social media pages to learn more about life at PLA.

Yours faithfully,

Mr Stuart Hillary
Principal

ABOUT PARK LANE ACADEMY

OUR VISION AND VALUES

Our **vision** is to maximise every child's potential to ensure we can say

“WE GAVE EVERY STUDENT THEIR GCSE PASSPORT TO SUCCESS”



Our core **values** of Respect, Ambition and Pride underpin everything that we do, and we passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and achieve their passports to success.

WHY JOIN US

1. **Culture:** We are a small school but have the culture of a big family - small school, big family!
2. **Relationships:** Positive relationships are at the core of what we do each and every day underpinned by our core values of Respect, Ambition and Pride, creating a positive environment for learning.
3. **High expectations:** The Academy has structured routines and high expectations of both staff and students.
4. **Equality:** Staff work extremely hard as a team to meet the needs of ALL students.
5. **Moral purpose:** We pride ourselves on being non-selective and this reflects our moral purpose and commitment to our local community.
6. **Attendance:** Our students enjoy coming to school, attendance is above national average and outcomes have improved year on year.
7. **CPD:** We invest in all staff and offer bespoke CPD to provide opportunities for progression
8. **Leadership:** Senior leaders are highly visible, supportive and have an open-door policy.



[Video Link](#)

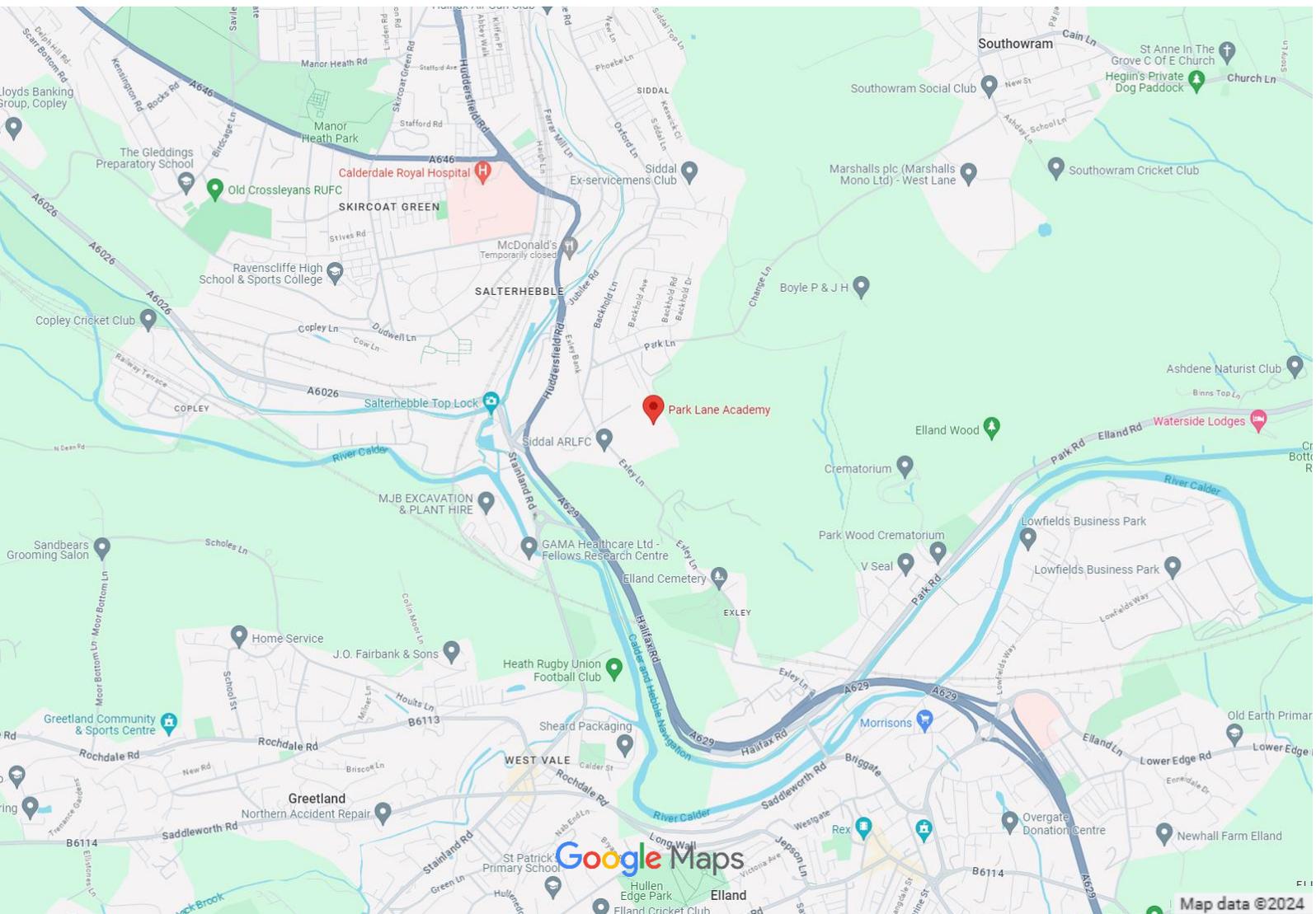


OVERVIEW OF THE DEPARTMENT:

As a member of our dedicated department, you will play a pivotal role in motivating, empowering and guiding our students to reach their full potential - as well as being part of a forward thinking and innovative team who have a fully embedded curriculum with long, medium and short term plans in place.

If you're enthusiastic about this role, understand our vision, and want to be part of our exceptional academy, then we would welcome your application.

HOW TO FIND US



HOW TO APPLY

- Thank you for taking time to read about the Academy and Trust. If you wish to apply you should;
- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

Curriculum Leader - Science

Reporting to:	SLT Line Manager
Salary:	MPS/UPS (plus TLR1b)
Term:	Full time
Location:	School Based

This job description should be read alongside the School Teachers' Pay and Conditions Document and the Teachers' Professional Standards.

Purpose of Job

We are looking for an outstanding, passionate and inspirational leader who is driven by a commitment to creating the best possible educational opportunities for young people in order to raise aspirations and transform lives. You need to be an exceptional classroom practitioner with a clear vision and understanding of implementing a broad, balanced and highly impactful curriculum to enable our students to achieve and fulfil their academic potential.

Aims of the post

- Be responsible for leading and developing the curriculum intent, implementation and impact of excellent quality of education.
- Model excellent classroom practice and provide the conditions in which other practitioners can flourish and excel in-line with the SPA L&T strategy.
- Grow a team of high-performing practitioners who are experts in both subject-knowledge, and subject pedagogy, as a result of excellent professional development and high-quality strategic leadership and management.
- Maintain high personal moral standards and to set an example of these standards to others whilst demonstrating exemplary leadership, effectively managing, leading and improving all aspects of the subject and promoting excellence, mutual respect, equality and high expectations for all students and staff.
- Provide leadership which ensures that teachers are well supported to improve their pedagogy and practice in order to secure outstanding progress and achievement for all students.
- Monitor data across KS3 and 4 to identify any patterns of underperformance, supporting staff with appropriate strategies and interventions to address this.
- Promote the secondary strategy by developing productive links between departments and other schools.

Key Tasks

To support the Senior Leadership Team in the management of the whole school curriculum by developing a high-quality curriculum offer which is aligned to the academy vision and values. This should be reviewed and updated regularly to ensure it meets the needs of our students and staff, and allows all students to achieve their full potential – including preparing them for life beyond MEA.

- a) To support the CL to develop, produce and maintain documentation including:
 - Appropriate schemes of work detailing content, method and assessment strategies
 - Long and medium-term planning
 - Curriculum area development plan (AIP) and SEF – including action plan, responsibilities, and resource implications
 - All other issues e.g. homework, marking, health and safety
- b) To keep the curriculum under review in the light of national local and academy developments (in line with the funding agreement).
- c) To monitor and evaluate the effectiveness of academy and curriculum area policies.
- d) To monitor the work of the curriculum area to ensure that all curriculum area members are consistently and effectively applying the policies and procedures of the curriculum area and the wider academy, addressing any concerns as they arise.
- e) To lead INSET for staff on work connected with the curriculum area.
- f) To keep abreast of the latest developments in the subject/qualifications of the department and to assist with the professional development of staff within the team (e.g. through appropriate delegation of work) and to identify in-service training needs within the team.
- g) To ensure the efficient administration of the curriculum area so that communication is clear, timely and efficient.
 - Effective communication of ideas and information among staff in the curriculum area
 - To enable staff to co-operate as a team in planning INSET and solving problems
 - Share expertise and good practice
 - Maximise student progress

All such meetings should have a published agenda and minutes or notes copied for the information of the SLT line manager, and this should be maintained on OneNote.

- h) To manage and monitor the administration of the Behaviour Policy within the curriculum area, to include rewards, sanctions and celebration of success. This will include the analysis of ATL and Behaviour Watch data.
- i) To organise the work of support staff allocated to the curriculum area.
- j) To manage the curriculum area's responsibilities in relation to assessment, recording and reporting in line with current academy policy, including the QA of data input and ensuring all deadlines are met.
- k) To examine analysis of the curriculum area's GCSE results and in year progress and to subsequently decide on future strategies for improvement, including supporting members of the team in their own class data analysis to plan effectively for student progress.
- l) To set curriculum area targets in conjunction with the SLT line manager and to monitor progress towards achieving those targets. To ensure appropriate intervention programmes are in place and being monitored. To ensure that individual student or class targets are set as and where appropriate.
- m) To be responsible for the class/group setting of students within the curriculum area within the guidelines of whole school policy.
- n) To be the team leader/reviewer for the Performance Management of teachers designated by the Principal, including associate staff assigned to the faculty.
- o) As a tutor, to take responsibility for the academic and pastoral oversight of the students in your tutor group: to keep appropriate records; to report to and meet with parents; to liaise when required with the primary/post 16 phase; to liaise with outside agencies as appropriate.
- p) To ensure that ICT is used and promoted effectively within the curriculum area.

In addition to the above specific key tasks, the post holder will be required to:

- a) Assist the SLT in improving the quality of learning and teaching in the academy, ensuring the effectiveness of lesson plans and schemes of work, including the development of subject specific professional development and pedagogical approaches.
- b) Assist the SLT in raising academic standards and raising attainment in the curriculum area, including the wider school, and with cross-curricular dimensions.
- c) Assist the SLT to ensure that all students receive their entitlement to the full curriculum offer within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress. (Including, SEN, VI, Language Development, etc)
- d) Liaise with the SLT on curriculum area timetable and curriculum matters.
- e) Liaise with form tutors and/or pastoral staff with regard to work, behaviour, attendance or other issues involving individual students.
- f) Be aware of, and respond to, practice and policy affecting the subject in primary feeder schools and post-16, and liaise with SLT regarding relevant developments and appropriate next steps.

Management of personnel and resources

- a) To manage all the resources of the curriculum area, including to manage/deploy such resources in the most effective way to ensure student progress is maximised.
- b) To ensure that the appropriate personnel requisition stock needed by the curriculum area, to keep stock lists up to date, and to arrange for annual inventories to take place as appropriate.
- c) To induct all new members of staff to the curriculum area and where appropriate act as, or arrange, a mentor to ECTs and ITT students in line with academy policy and under the direction of the nominated NQT induction tutor.
- d) To ensure that suitable work is available for teachers covering for any absent colleagues in the curriculum area and offer appropriate support to supply or covering teachers.
- e) To advise the SLT on the allocation of classes and other timetable requirements for the subjects in the area.
- f) To manage ICT support/technical staff, where appropriate.

Accountability

- Accountable to the Senior Leadership Team and LAB for effective fulfilment of the roles and responsibilities outlined above.
- To play a key part across the secondary trust academies as required by the Executive Principal to undertake a supportive, collaborative and partnership approach to school improvement.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the Academy, leading by example.
- Establish and develop effective and professional team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Assist the SLT in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated in the department and academy.
- Be able to prioritise, be efficient and meet deadlines.
- Provide high quality line management linked to a culture of mutual respect, staff welfare and high expectations.

Footnotes

The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal/Executive Principal or his/her representative. This job description may be reviewed at any time via consultation between the LAB and/or the SLT and the post-holder to meet the needs of the school.



PERSON SPECIFICATION

E = Essential
D = Desirable

A = Application Stage
I = Interview and Assessment stage
R = References

Relevant Experience

Outstanding classroom practitioner.	E	A,I,R
Enthusiastic leader with high standards and a record of proven success in raising achievement for groups of students.	E	R,I
Record of managing a team of staff, including teachers and associate staff.	E	A,R
Experience in managing strategic projects or a subject area.	E	A

Education & Training Attainments

Qualified teacher status.	E	A
Degree in relevant subject area/discipline.	E	A
Leadership or management training.	D	A
Excellent ICT capability.	D	A

General & Specialist Knowledge

Able to innovate and lead on curriculum development within and beyond subject area.	E	I
Able to motivate others.	E	I
Able to demonstrate a thorough knowledge of strategies to maximise student progress and ensure challenging targets are met by students of all abilities.	E	A

E = Essential
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Skills & Abilities

Must be an effective teacher, skillful in communicating with individuals and groups, and have a positive presence in the classroom environment.	E	R,I
Ability to employ a wide range of learning and teaching approaches and styles.	E	I
Ability to manage a budget efficiently.	E	A
Ability to observe, monitor and evaluate the capability of teachers (including trainees), including offering support and giving effective feedback and development opportunities.	E	A,I,R
Ability to identify curriculum priorities, which contribute to the strategic learning and development plan of the Academy.	E	A,I
Ability to plan and deliver high quality professional development, based on the identified needs of individuals and teams.	E	A,I
Displays commitment to the protection and safeguarding of children and young people.	E	A,I

Any additional factors

Must be confident, flexible, enthusiastic, approachable and able to inspire others.	E	I
Willingness to undertake professional leadership development.	E	A
Must be determined to raise achievement and attainment.	E	A
Commitment to raising the profile of subject area and associated qualifications, including post-16 routes and careers.	E	A,I
Willingness to undertake outreach work, including across the Trust and cross-phase.	D	I



SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:



- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



Park Lane, Exley, Halifax, HX3 9LG
Telephone: 01422 362215,
Email: admin@parklane.spacademies.org
Website: parklane.org.uk



PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies
- **Flexible Days** – Our Trust is trialing a Scheme which allows all staff up to 2 days paid time off during term time for life events



PARK LANE ACADEMY

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