

Saltley Academy



Head of Science Candidate Pack



**Washwood Heath
Multi Academy Trust**
Respect Collaboration Aspiration



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Headteachers Welcome

Welcome to Saltley Academy. Thank you for considering a career at Saltley Academy and showing an interest in the role of Head of Science within our School.

We are a vibrant and forward-thinking educational institution committed to providing an exceptional learning environment where every student can flourish. Our staff are at the heart of what we do, and we are dedicated to creating a supportive and dynamic workplace where professional growth and personal development are encouraged.

Saltley Academy is a leading educational institution situated in Birmingham. Our mission is to inspire and empower students to achieve their full potential through a commitment to excellence, inclusivity, and innovation. We offer a range of academic and extracurricular opportunities designed to support and challenge our students, preparing them for success in their future endeavours.

Our values include:

- Excellence: Striving for the highest standards in all aspects of our work.
- Inclusivity: Creating an environment where everyone is valued and respected.
- Innovation: Embracing new ideas and approaches to enhance teaching and learning.
- Collaboration: Working together to achieve common goals and support one another.

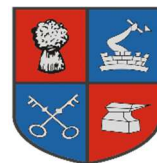
Our staff are passionate, dedicated professionals who contribute to a thriving and positive school environment. We invest in our team by providing opportunities for continuous professional development and fostering a culture of support and collaboration.

Saltley Academy is part of the Washwood Heath Multi Academy Trust.

This Candidate Pack is designed to give you an overview of our academy, the role we are recruiting for, and the qualities we seek in our candidates. We hope it helps you understand what makes Saltley Academy a great place to work and guides you through the application process.

Paul Marano

Headteacher





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About Our School

We are proud not just of our examination results, but also our commitment to valuing each individual/pupil, celebrating all the cultures of our city and country and being the best we can be.

Our 'Academy Pledge' as a Rights Respecting School is as follows; "Saltley Academy is founded on the principle of all respecting the dignity and rights of each and every individual. Respectful relationships are at the core of this learning community, which will enable our young people to respect all whom they meet and to understand and develop the skills they need to embrace the responsibilities of being an outstanding learner and an active, contributing and content citizen."

Saltley Academy provides outstanding learning opportunities for our pupils, in a safe and caring environment. Our pupils feel that they belong to the school, have a voice and are treated equally. Being a member of Saltley Academy transforms not only your life but all the lives of our Academy community. We work alongside other schools and institutions, so we can inspire our pupils to be outstanding, life-long learners, who are also taught and guided by the inspirational staff here at Saltley Academy.

With the skills and personal qualities that are required for a happy and successful life and career, Saltley Academy prepares pupils for adult life, as respectful and responsible citizens in multi-cultural Britain. In a school where real success is recognised and celebrated, Saltley has the highest expectations for academic progress and personal standards. We also encourage our pupils to believe in what they can achieve. Providing every opportunity possible for them, we aim to be a shining example of excellence in teaching and learning.

School Vision & Ethos

Saltley Academy is committed to developing outstanding learners. This means that all students will have the opportunity, guidance and care to ensure that:

- They achieve academic excellence;
- They are respectful and respected;
- They are safe, guided and cared for, while developing independence, resilience and creativity;
- They develop as happy, successful, respectful and responsible citizens, who will play a positive role in the school, the community and society as a whole;
- They develop the skills and qualities needed to do this, which will prepare them for further study and the world of work;
- They have a wide range of enriching experiences and different learning opportunities;
- They have access to excellent teachers, quality support staff and superb facilities and technology;
- They are able to be the best they can be.

Curriculum Overview

Our ambitious curriculum at Saltley Academy is built to inspire and challenge students, giving them opportunities to develop and become outstanding learners. It aligns with the WHMAT strategic vision for teaching and learning as it is both broad and rich, underpinned by our principle of respecting the rights of all in our community, and meets individual needs, allowing all students to secure outstanding achievements.

We aim to provide our students with a breadth of knowledge, skills and experiences that enable them to reach their full potential academically, culturally, socially, morally and spiritually. As a Rights Respecting School, Articles 29 (the goals of education) and 31 (the right to leisure, play and culture) are central to the aims of our curriculum.



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At Saltley Academy students will:

- Experience a broad, rich and inspiring curriculum
- Be literate and numerate
- Learn to become active citizens
- Learn and develop the Saltley Outstanding Learner Qualities needed for success in life, including becoming confident, articulate orators
- Prepare for and secure the foundations for future progression

Outstanding Learner

The ten Outstanding Learner Qualities (OLQs) that students learn about and are expected to develop are embedded in each aspect of the school and feature in the form time and assembly curriculum. We see these qualities as integral to success and becoming life-long learners.

- Respect – Show it to earn it
- Independence – Show your skills
- Resilience – Show commitment
- Communication – Be understood
- Innovation – Be creative
- Leadership – Take responsibility
- Reflection – Take time to evaluate
- Knowledge – Apply it
- Collaboration – Be a team

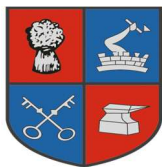


Broad and Rich Curriculum

At KS3, the curriculum is broad, and students experience the full National Curriculum through each subject's learning journey, giving them opportunities to explore each subject and become junior experts e.g. junior historians whilst learning the key knowledge and principles required. Each learning journey has been carefully planned for all to make progress towards goals, sequenced to make sense and build on prior learning. Subjects make links with each other which allows students to make further meaningful links with knowledge information and skills and gives them further opportunities to recall and practise this knowledge and skills. Our curriculum at KS3 inspires students to develop the skills of enquiry and curiosity in order that they become lifelong learners.

Our curriculum is ambitious for all and academic rigour is integral to every curriculum pathway at KS4. Students are carefully matched to their pathway to ensure they are able to reach their potential, achieve academic success and continue their learning at Post 16 on the course of their choice. The English Baccalaureate suite of subjects is the most ambitious pathway, giving a breadth and depth of curriculum that will enable any chosen path in further education. The majority of students will take the Ebacc, while students who demonstrate the commitment, resilience and aptitude required, will also study separate Sciences instead of Combined Science. The majority of students will achieve 9 GCSEs at the end of Year 11, with selected students working towards 8 GCSEs, with an addition focus on the core subjects English and Maths.

Our curriculum maintains the flexibility needed for some of our students with high level SEND, either in mainstream or in the Bridge (our Resource Base for pupils with Autism). We are able to offer Asdan for preparation for life skills, and allow students to work towards Entry Level in the core subjects before taking the GCSEs in these subjects.



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Job Description – Head of Science

In addition to the responsibilities of class teacher as set out the Classroom Teachers Job Description (*taken from the school teachers' pay and conditions document*) you will also undertake the following duties and responsibilities.

To provide outstanding faculty leadership for **Science Faculty** and ensure that it is appropriately and effectively monitored and delivered.

Responsible to: Leadership of SLT Line Manager

Responsible for: All staff in faculty

Accountabilities:

Achievement of pupils

Standards of Student Performance - To be accountable for the achievement and progress of all students within your faculty area to ensure high outcomes are achieved. To be responsible for the monitoring of accurate targets, assessment, recording and reporting of student achievement within faculty areas and monitor/evaluate pupil performance data.

- Be accountable for the progress of students within the designated responsibility area.
- Regularly review the progress of all Key Stages, subject areas and identified groups within the designated responsibility area following the analysis from TLR post holders.
- Where differences in key stages, subject areas and identified groups are found, work with other TLR post holders and LT to identify successful strategies for improvement.
- Set challenging targets for all students through the effective development of high expectations with teaching staff.

Quality of Teaching and Learning

Standards of Teaching and Learning – To be accountable for the quality of Teaching & Learning with your Faculty area. To be accountable for the production of long, medium and weekly planning together with the production of an annual subject development plan which enables full delivery of the National Curriculum. To be accountable for the planning and delivery of GCSE and other accredited courses under your jurisdiction in relation to your identified subject/s area to all year groups ensuring delivery meets the academic and social needs of students.

- Regularly monitor the effectiveness of the teaching and marking within the designated responsibility area using learning walks and lesson observations as defined by the faculty / house quality assurance calendar.
- Use the performance management process effectively to develop teaching with the teachers with whom the responsibility area line manages.
- Use strengths of individual staff to support other staff within the designated responsibility area identified as requiring development.
- Act as a coach / mentor for staff for whom the role line manages.
- Provide effective feedback to staff as a result of monitoring helping them to identify areas for development.
- Provide challenging targets for and develop milestones for completion of targets with individual staff.
- Developing numeracy across the school and throughout key curriculum areas.

Behaviour and Safety of Pupils

Rewards, Behaviour & Safety – To be accountable for Rewards, Behaviour & safety of students within your Faculty area

- Regularly review the responsibility behaviour data and identify trends in groups and times of the day.
- Where behaviour problems are identified, develop and implement support strategies. These could include: whole faculty / house training, individual teacher training, support for specific classes (through rearranging in class support and discussion with student support), reviewing group mixes and altering groups where possible.
- Review punctuality and attendance to classes.
- Ensure that all teaching staff within the designated responsibility area follow school procedures relating to behaviour and achievement.
- Develop the learning environment within the designated responsibility area to ensure high quality display supporting effective behaviour and promoting engagement and enthusiasm.

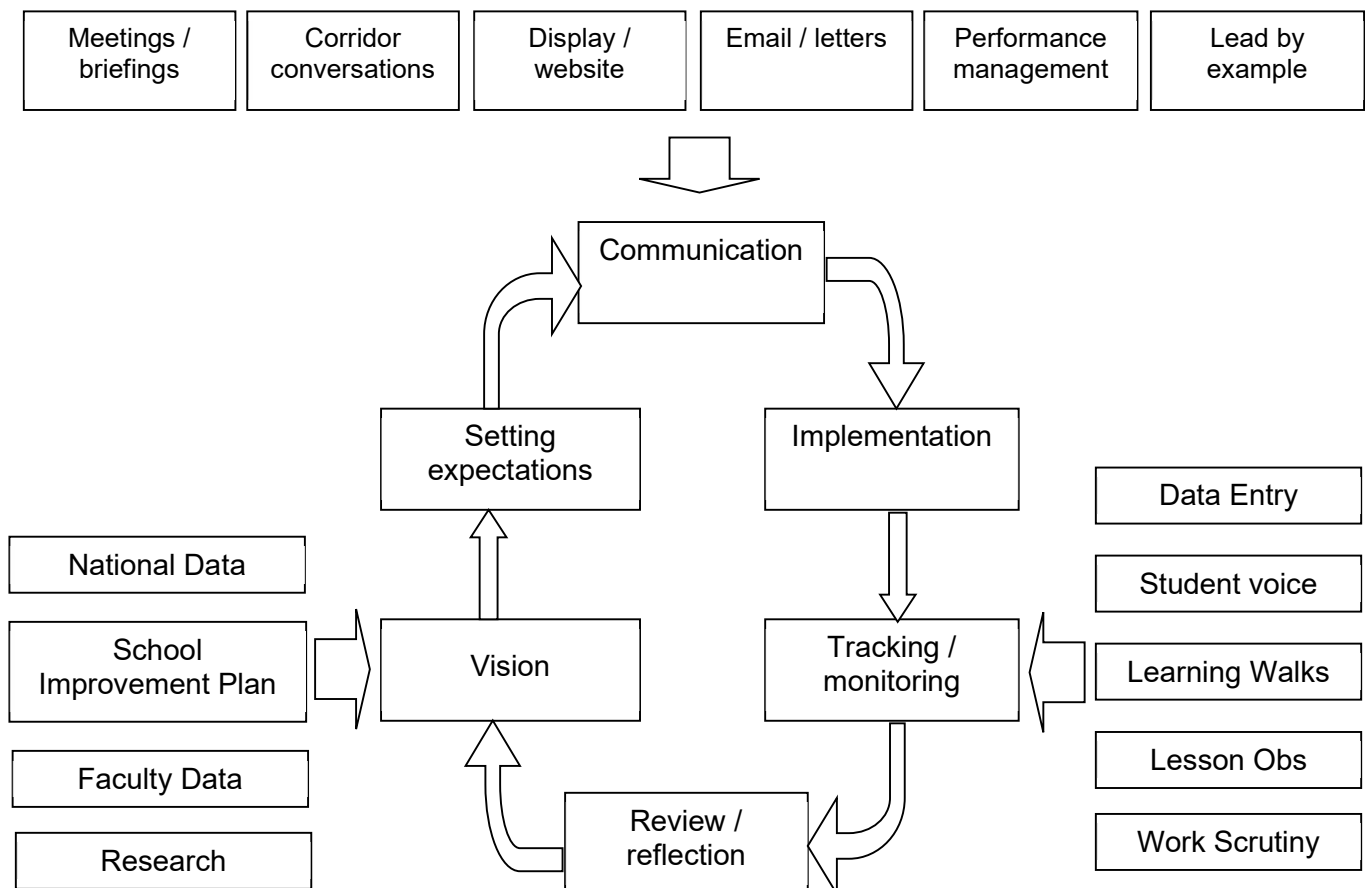


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Quality of Leadership and Management

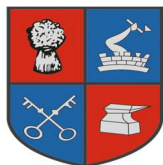
Leadership – To be accountable for and provide professional leadership for colleagues delivering aspects of your designated subject and to provide subject information, planning and monitoring information to designated to support your faculty visions. To administer your departmental budget in line with school agreed priorities.

- Devise medium and long term plans for the development of the defined area of responsibility which supports the areas defined on the school improvement plan.
- Use a wide range of communication strategies to share the vision as defined by the medium and long term plans with the teaching staff under the defined responsibility area.
- Create and implement a quality assurance calendar to regularly review the progress of students and teaching within the defined responsibility area in line with the school QA schedule.
- Set regular review meetings with staff in relation to progress through the performance management cycle.
- Set high expectations of staff and students within the defined area of responsibility.
- Completes rigour regular self-evaluation to underpin actions and plans that are focussed accurately on areas requiring improvement.
- Develop leadership within the defined area of responsibility by distributing responsibilities to staff with TLR, UPS, Main Scale and NQT.
- Motivate and inspire staff under area of responsibility and beyond to develop the responsibility area as defined by the vision.



Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

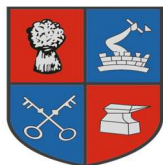


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Person Specification – **Teacher**

Key: A.F. = Application Form; I = Interview;

| CRITERIA | ESSENTIAL | M.O.A | Criteria Met |
|--|---|--|--------------|
| EXPERIENCE <i>(Relevant work and other experience)</i> | Experience of working in a school Ability to teach KS3 and examination courses at KS4 | AF/I AF/I | |
| SKILLS AND ABILITIES <i>(e.g. Written communication skills, dealing with the public)</i> | Excellent teacher performance in the classroom and ability to utilise an effective range of teaching and learning styles Ability to create a learning environment that values all students equally and enables all to achieve To provide opportunities for students to develop awareness of cross-curricular themes and key skills Ability to work under pressure and meet competing deadlines Knowledge of the curriculum and current issues in education Ability to work in a pastoral team as a form tutor Good understanding and competence in ICT Good organisational skills Excellent communication skills – written and verbal Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self control and independence whilst managing students' behaviour constructively Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate Willingness to be involved in the extra-curricular programme within the faculty Committed to raising standards in the school High level of self-motivation and energy and enthusiasm for the education of young people | AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I | |
| TRAINING | Willingness to undertake appropriate training | AF/I | |



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|--|--|-------|--|
| | Willingness to deliver appropriate training within the school training plan | AF/I | |
| EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications | Qualified teacher status | AF/I | |
| | Degree or equivalent | AF/I | |
| | Subject specialism that has been applied for | A/F/I | |
| OTHER | Ability to respond flexibly and adapt to changing and challenging circumstances | AF/I | |
| | Ability to persuade, negotiate and influence others | AF/I | |
| | Ability to maintain strict confidentiality of information received and processed as part of the job role | AF/I | |
| | Ability to set and maintain high standards within the maths team | AF/I | |
| | Ability to project a professional image for the school | AF/I | |
| | Ability to have a flexible approach to work to meet the needs of the school | AF/I | |
| CONTRA INDICATION | Criminal convictions involving offences against children | AF/I | |

Saltley Academy is an equal opportunities employer. We are committed to creating a diverse and inclusive workplace where everyone feels respected and valued. We encourage applications from all individuals regardless of race, gender, disability, sexual orientation, or age.

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential. **We:**

- offer an excellent induction programme within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive NQT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

Informal conversations are warmly welcomed. Please contact **Janice Crosedale – PA to the Headteacher** jcrosedale@saltley.academy