



Ellesmere Park
High School



BUILD YOUR DREAM CAREER

Join our Team!

RECRUITMENT PACK

Teacher of Science

Ellesmere Park High School, Salford

WELCOME FROM ABIGAIL AND MAE



Ellesmere Park High School is, as our motto entitles, Vibrant, Inclusive, and Proud. We have now been students here for 4 years and we can only say that that motto is a perfect way to describe our school. From our first day of Y7, up to our first day in Y10, we have experienced nothing but a welcoming community who are always there to support you.

So, why should you want to work here?

What makes Ellesmere stand out?

We have had the opportunity to visit other schools, but nothing compares to the close-knit family that makes this school both a pleasure to work at and attend. It's obvious to any stranger that Ellesmere is proud of their students, and this is evident through the constant display of work and art along our corridors. In addition, its apparent by the quality of our work that we produce, that we are equally as proud to be a part of this accomplished school.

Undeniably, one of the best parts of our school is the opportunities given to us. Just in these past few years, we have been to London to learn about performing arts and music, Spain to witness first-hand the Spanish culture and language. We've won national trophies and set up a newspaper club, and with the help of enthusiastic teachers, everyone is able to express their interest in some form. It's a perfect mix of focused learning, and an enjoyable environment.

Friday lunch performances are a staple feature of the culture, where students -like us- get to showcase their talents, that in other schools could be overshadowed by traditional learning.

Whenever you ask a student or staff member what their favorite part of school is, their answer will always be the people. A history teacher who has only been here for a couple of days stated, "From SLT to new staff members, everyone is extremely welcoming and supportive. It's an extremely nurturing environment for all."

We are looking for teachers who will thrive in this caring and respectful environment and will bring in new and engaging lessons for students like us. If you apply here, you will get the chance be a part of our family as well as to share your interests and hobbies and be somewhere you can form bonds with others and inspire them.

As two Y10 students ourselves, we hope to get even more passionate and knowledgeable teachers who will spread their knowledge to current students like us and for the students in the years to come. We hope to see you soon.

Abigail and Mae. (Y10)



WELCOME FROM THE PRINCIPAL



There is a reason why I asked two of our students to write the first page of this pack, and that is simple: because they are the people who will give you the most honest and realistic idea of what our community is like.

Ellesmere Park lives by its motto of Vibrant, Inclusive and proud. It is a true community of children and adults who work collaboratively to give every one of our students the opportunity and support to be the best that they can be.

Ofsted says that this is a Good school, but that single word cannot possibly encapsulate our school adequately. I can honestly say that this is a place where every day, I love to come to work. I know from my constant conversations with staff and children, the feedback we get from colleagues on a regular basis, and the way in which our community welcomes people so warmly, that I am not alone in that. This is a great place to work. I have no desire to work anywhere else.

This is a school that does not rest on its laurels. All of our staff in every one of the myriad roles in which they work, are united in their desire to improve our provision for our community, and all of them work tirelessly to achieve that. Our staff cannot give of their best if they do not feel at their best, and our culture is one that supports everyone, both in their professional practice and in their ongoing wellbeing. This doesn't come from the Leadership of the school alone: all of our staff are kind and supportive of one another, and that is a joy to witness. As a new teacher, or a member of staff that is new to the school, you will find yourself surrounded by positive colleagues, happy, vibrant children, and you will be fully supported to be your best in your role.

We are lucky enough to be part of the Consilium Multi-Academy Trust. The same ethos pervades all of our schools, and the Central Team which supports and challenges them. The Trust serves over 6,000 children and we all work collaboratively and supportively together to make sure that every one of those children has the best experience of secondary school life, and leaves with not only the best qualifications that they are able to achieve, but also with the best set of morals, and are prepared to be the positive citizens of the future.

You might say I'm bound to say all that, but don't just take my word for it; think about what Abigail and Mae had to say and read the paragraph below that I asked one of our staff to write. Between the three of them, I think they should give you a flavour of life as part of the Ellesmere Park community.

If you would like to be a part of this inspiring school, then I would love to receive your application.

Iain Ross
Principal



I knew I wanted to be a part of the Ellesmere community when I came for a visit before I had my interview. I was greeted with warmth and kindness from every member of staff that I met and polite 'Good mornings' and 'Hello's!' from the students.

I have been lucky enough to start my teaching career at EPHS which has been full of positivity, encouragement, support and rewarding moments on a daily basis. All staff (whether they are a 3rd year teacher like me or a seasoned veteran) believe in the common goal of supporting the students to be the best that they can be. Because this ethos is embedded through all aspects of the school, not just within the classroom it truly does give the children the best opportunities for when they leave, whatever this may be. It really is a fantastic place to be, and I am proud to say I work at EPHS.'

Alice
Head of D&T

ABOUT THE SCHOOL



Ellesmere Park High School is a vibrant and inclusive school serving the Eccles and Monton areas of Salford. Ellesmere Park is one of nine schools alongside a central team, which constitutes Consilium Academies. There are 812 children on roll at the school (42 above PAN, reflecting the popularity of the school within the local community), 27% are disadvantaged and 31% have identified SEND.

Each child is of great value at Ellesmere Park, they are unique individuals and they each are provided with opportunities which enable them to thrive and develop their skills and talents. The school's overarching vision is 'Be The Best We Can Be'. We implement this through our curriculum which is ambitious, inclusive and inspiring for all learners. The purpose of the curriculum at EPHS is to equip every child with the knowledge, skills and personal qualities in order to reach the limits of their capability, regardless of their background, needs, or privilege. We aim to provide equity of opportunity, so children achieve success now and in the next phase of their education and life, making a positive contribution to their community and to society. We develop the confidence and character of the whole child through totality of experience which encompasses academic subject knowledge and skills, creative development through the arts, alongside a program of personal growth, social education and development.

Children are happy at Ellesmere Park High School and they have strong relationships with staff. There is a plethora of activities that they can engage in both through the planned and taught curriculum and through additional extra-curricular provision.

Ellesmere Park High School is an inclusive school. The curriculum has been planned so that it is equally as ambitious for children with SEND as it is for their peers. Pedagogy is carefully considered to ensure that we are better meeting the needs of our SEND children. There is a specialist SEND Provision at Ellesmere Park High School. The Local Authority commission places at the school for children with Autistic Spectrum Conditions. The provision in the Enhanced Resource is afforded the same level of monitoring as provision across the rest of the school. Children with SEND now have a high profile in the school and the staff understand their needs. As a result of this alongside high quality CPD, teachers are in a strong position to ensure that children with SEND achieve the same standards expected of their peers.

There is a plethora of professional learning opportunities for staff at Ellesmere Park High School including whole staff training, bespoke CPD sessions to develop pedagogy and practice and the opportunity to engage in professional learning networks across the trust. Teachers are inspired. They continue to develop their good practice so that they become even better teachers.

The views of parents, staff and children are positive and leaders are well supported by leaders of the trust: people are proud to be part of the Ellesmere Park community.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equality with Integrity. Consisting of nine schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equality, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equality, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Teacher of Science
REPORTS TO:	Head of Department
CONTRACT:	Permanent
WORKING PATTERN:	Part Time
GRADE:	MPS/UPS

MAIN PURPOSE OF THE ROLE

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support students' academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person

CORE RESPONSIBILITIES & TASKS

Main Duties

- To plan their teaching to achieve maximum progression in pupils' learning
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress.
- To evaluate their own teaching critically and to use this to improve their effectiveness
- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.

Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies at Moorside High School.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to whole school planning activities.

Curriculum Provision

- To assist the department and whole school in ensuring a range of teaching is provided for students, which complements the school's strategic objectives.

Curriculum Development

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.

Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- To ensure the effective and efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.

- To ensure that appropriate safeguarding procedures are in place.
To participate in the school extra-curricular programme.

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION



Training and Qualifications	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Awareness of current GCSE syllabus development		X
Skills and Knowledge	Essential	Desirable
Able to enthuse, motivate and discipline students	X	
Ability to teach to KS3 and GCSE	X	
Ability to have the vision to plan ahead and to get things done	X	
Efficient manager and administrator	X	
Good, up-to-date, subject knowledge and skills	X	
Full working knowledge of the National Curriculum	X	
To work as part of the team, contributing effective strategies to support high quality teaching and learning	X	
To be able to assist in the planning and organisation of school trips/visits		X
Experience	Essential	Desirable
Experience of teaching across the full age and ability range of an 11-16 school	X	
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	X	
Enthusiasm to inspire in students a desire to learn and participate	X	
To be able to work effectively with pupils, staff, parents and members of the community	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
Personal Attributes		
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience	X	
Positive attitude	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	X	