



# TRUE LEARNING PARTNERSHIP



Glossopdale School & Sixth Form  
Deputy Curriculum Leader - Science  
Recruitment Pack



## ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



## COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



## COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



## CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



## INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



## TRUE LEARNING PARTNERSHIP

### Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

# Welcome to Glossopdale School & Sixth Form, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in joining Glossopdale School & Sixth Form. Our school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop and wider community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are looking for an experienced and passionate Deputy Curriculum Leader for Science. You will join an excellent team of specialists where all three disciplines are taught from KS3 to KS5. You will have responsibility for one of the subjects within the Science curriculum area and will work closely with the leaders in Science and across the school.

We exist to empower our students to find their purpose, develop high aspirations and thrive, both academically and personally. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed as young people and into adulthood. Our core purpose is not merely finite 'success' for our students but our culture and curriculum enables them to thrive – to continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School & Sixth Form, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students effective learning habits. We communicate and practise these regularly, as both staff and students.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School & Sixth Form and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Kate Smith  
Headteacher

## **Job Description & Person Specification**

**POST:** Deputy Curriculum Leader – Science

**SCALE:** MPS/UPS + TLR 2.1

**RESPONSIBLE TO:** Curriculum Leader Science

### **Purpose of the job**

The core purpose of a Deputy Curriculum Leader (DCL) is to support and deputise for the CL in providing professional leadership and management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students and to do so in the spirit of the school's vision, culture and strategic direction.

The DCL will be responsible for a specific key stage, subject or area of the curriculum, as agreed with the CL and SLT.

### **Main areas of responsibility**

To support the CL in providing clear vision and optimistic direction and leadership for the Science curriculum team.

- To support and contribute to the school's strategic direction.
- To support the CL in establishing clear expectations for all staff in the Science curriculum team that reflect the ethos and direction of the school and the curriculum area.
- To support the CL in leading the Science curriculum team through extolling and modelling the highest possible professional standards.
- To maintain an active profile around the school promoting high expectations of behaviour in line with school policy.
- To support the CL in developing team members' teaching expertise through, for example, curriculum planning, pedagogy, sharing resources and successes; ensuring that teaching and learning has a high profile at faculty meetings.
- To monitor the quality of teaching and learning within Science through a programme of quality assurance, including learning walks, work scrutiny, staff voice, student voice and data analysis.
- To be accountable for the performance management of assigned staff.
- To report on the work and progress of curriculum area members as required by the Headteacher.
- To contribute to the operational and strategic direction of Science and the school by collaborating with the DCL and CL team.
- Support the CL in monitoring behaviour and attendance to lessons in Science, implementing actions to support staff and students.

### **Strategic direction**

- To communicate a vision for Science, reflecting our whole school ethos and engage the curriculum team in striving to achieve it.
- To develop and implement policies and practices for Science which reflect our school's commitment to high achievement and effective teaching and learning.

- To create a climate which enables staff to develop and maintain positive attitudes, keeping up to date with current educational thinking through disciplined research and planning for the development of pedagogical content knowledge.
- To establish a clear, shared understanding of the importance and role of Science in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- To use data effectively to identify students who are underachieving in Science, and create and implement effective plans to support those students where necessary.
- To analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of Science.
- For Science, to monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

## **Curriculum**

- To oversee the production of curriculum maps for Science and ensure that these long-term plans for progress are delivered, reviewed and adapted if necessary.
- To ensure curriculum coverage, continuity and progression in Science for all relevant students, including more able students, students with special educational needs, disadvantaged students and Sixth Form students.
- To ensure that the curriculum for Science is ambitious, inspiring and effectively sequenced to enable all students to make good progress.
- To oversee the completion of effective Medium Term Plans in Science that ensure resources and activities are in place to teach Tier 2 and 3 vocabulary, identify and address misconceptions and guide students towards mastering agreed subject-specific threshold concepts.
- To lead on the development of Schemes of Work and ensure they are in place for Science.
- To support the CL in setting reliable and valid internal examinations and assessments taking into account impact on staff workload and wellbeing.
- To support the CL in external examination entry as well as controlled assessment monitoring, completion and administration, where relevant.
- To keep abreast of the statutory requirements and examination board requirements, and developments in Science, and adapt the subject/key stage curriculum in the light of these and evidence from other schools.
- To support the CL in ensuring cross-curricular issues such as equal opportunities, literacy, numeracy, PSHE, SMSC, promotion of British Values and CEIAG are addressed across the curriculum area.
- To support the CL in managing the learning environment; promoting the subject through a range of curricular and extra-curricular activities.
- To support the CL in ensuring that the curriculum for students attending intervention, Alternative Provision and any other additional provision is ambitious, appropriate and that progress is routinely monitored.

## **Teaching, learning and assessment**

- To set high expectations for, and to monitor, the quality of learning and teaching within Science, participating fully with the school's continuous evaluation procedures.
- To continually improve the effectiveness of teaching and learning in Science using evidence of and sharing best practice based on research on how students learn.
- To lead and monitor engagement with evidence-based practice in Science, supporting staff in developing effective pedagogy for long-term learning.
- To encourage innovative and effective summative assessment design and formative feedback which is meaningful, manageable and motivating for students and staff.
- To support the CL in establishing and implementing clear policies and practices for assessing, recording and reporting on pupil achievement, using this information to recognise achievement, set targets, address gaps in learning and secure good progress.
- To set high expectations for the behaviour of students in lessons, taking action or referring for action as appropriate and within the School Behaviour Policy; to ensure team members are supported fully with discipline and behavioural issues.
- To support the CL in developing further opportunities for recognising, rewarding and celebrating success and achievement.
- To support the CL in ensuring effective development of students' literacy, numeracy and IT skills through the subjects within Science.
- To secure excellent progress and outcomes for students in Science.
- To support the CL in implementing the whole school strategic vision for Pupil Premium and Disadvantaged students within Science and monitor the impact of Tier 1 and 2 interventions to ensure gaps are closed and good progress is made.
- To support the CL in the organisation of assessing students' literacy skills and reading ages, using this and other information to arrange and quality assure effective intervention for students in Key Stage 3 and 4 whose attainment is not at expected levels.

## **Leading and managing staff**

- To help staff to achieve constructive working relationships with students and parents.
- To establish clear expectations and constructive working relationships among staff involved with Science, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
- To sustain your own motivation and, where possible, that of other staff involved in the subject.
- To appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s).
- To audit the training needs of subject staff and implement an effective subject-specific CPD programme at curriculum level.
- To lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations.

- To ensure that trainee and Early Career Teachers are appropriately trained, monitored, supported and assessed.
- To enable teachers to achieve expertise in their subject teaching.
- To work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students' needs.
- To ensure that the Headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- To develop the knowledge and leadership skills of teaching and/or support staff within Science, where relevant.

### **Appraisal & Continuous Professional Development**

- To ensure adherence to the Teacher Standards.
- To keep up to date with recent educational developments and to participate in INSET.
- To participate in the school system of coaching.
- To undertake any reasonable direction from the Headteacher

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessment
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>Has QTS and degree with experience of successfully teaching at secondary school level</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Has demonstrated further professional development through qualifications or training</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands what constitutes high quality teaching and is a good practitioner</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Can demonstrate high standards in leading learning that leads to raising attainment for students</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands how to lead sustained improvement in standards of learning</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Demonstrates personal effectiveness in improving the quality of learning and assessment</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands effective performance management of staff</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands what quality Science provision for KS3, KS4 and KS5 is</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands the relevant curricula leading up to KS3 and knowledge of pathways beyond KS4 and KS5</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands how to use evidence informed pedagogy both generic and subject specific</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands how to use assessment for learning related to Science</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands qualification requirements such as curriculum content, exam entry, coursework requirements, verification, risk assessment and standardisation</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands how to use modern technology to enhance learning and support workload and wellbeing</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Knows and understands curriculum quality assurance processes and how to use them to bring about improvements in a subject</li> </ul>	E	A, I, R

# **Core Responsibilities for all Trust Employees**

## **Health & Safety**

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

## **Equality & Diversity**

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

## **Data Protection**

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

## **Safeguarding & Child Protection**

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

# Key Information regarding the Application Process

## To Apply

Completed application forms should be submitted via My New Term.  
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

## Key Dates

Closing date for applications: Tuesday 5<sup>th</sup> May 2026 at 9am

Interviews will take place week commencing 11<sup>th</sup> May 2026.

## Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

## Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

## Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True 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. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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PARTNERSHIP**

# Contact Us



True Learning Partnership

Poynton High School, Yew Tree Lane,  
Poynton, Stockport, Cheshire, SK12 1PU

W: [www.truelearning.org.uk/](http://www.truelearning.org.uk/)

E: [recruitment@truelearning.org.uk](mailto:recruitment@truelearning.org.uk)

