



MOSAIC
LEARNING TRUST

Raising Aspirations,
Empowering Futures



Candidate Information Pack

Teacher of Science with TLR2b for
Teaching and Learning Development
within the Faculty – Full Time 1.0 FTE

Closing Date 19th January at 9.00 a.m.
Interviews to be held 29th January 2026



Golborne Community
Primary School



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School

be Outstanding!



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Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to the Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student so they can develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The ambition for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

What are the Benefits of Working for the Mosaic Learning Trust?

At the Mosaic Learning Trust, we understand that investing in our staff is the best investment for our students and offer a wide range of strategies to help our teachers and support staff to be highly effective in their roles. The Trust offers: -

Salary

We offer competitive salaries for teaching staff in line with the School Teachers Pay and Conditions Document. We also offer competitive salaries to school support staff on an incremental salary scheme, paid according to agreed pay grades using national spinal column points. Support staff receive an increment on 1st April each year, or when they have completed six months of service if appointed between October 1st and March 31st, until they reach the top of the band within their pay scale.

Pension

The Trust offers access to a substantial contributory pension scheme in line with the Teachers Pensions and Local Authorities.

Generous Holidays

Full year support staff have a statutory right to 28 days paid holiday a year including bank holidays, the Trusts' minimum entitlement for support staff is 35 days (including bank holidays) increasing to 40 days (including bank holidays) after 5 years' continuous local government service.

Wellbeing

We are committed to supporting the physical and mental wellbeing of our staff. We offer occupational health services, Schools Advisory Service (SAS) – wellbeing services, an employee assistance program, free flu vaccinations, eye care, discounted local gym memberships and we are a part of the cycle to work scheme.

Trust 'Inset Days'

The Trust offer additional Inset Days to give staff non-contact time for additional training, CPD, preparations, department time, leadership time etc.

Learning and Development

Learning and Development is essential to the success of the Trust and will help us meet our objectives and address the challenges we face over the coming years. This is an on-going process and one which should therefore be continuous throughout the year. There are many opportunities in the course of day-to-day work for learning and development to take place and service-specific training is provided appropriate to the needs of the job.

We also have an e-learning portal, through the National College which provides employees with access to a range of online courses and resources at a time that suits them, designed to help them enhance their professional development and refresh their learning, with new courses being added regularly.



December 2025

Dear Applicant,

Teacher of Science with TLR2b for Teaching and Learning Development within the Faculty – Full Time 1.0 FTE

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Faculty Information
- ❖ Job Description
- ❖ Person Specification
- ❖ Application Process

Standish Community High School is advertising for a permanent Teacher of Science to commence employment on 20th April 2026.

We are seeking to appoint an enthusiastic, self-motivated, and highly organised Teacher of Science who will take on additional responsibility for supporting the continued development of teaching and learning within the faculty. The successful candidate will play a key role in driving high-quality practice, contributing to excellent outcomes, and supporting colleagues in delivering engaging and effective science education.

We welcome applications from individuals with energy, commitment, and a strong determination to inspire both students and staff, and to help shape the ongoing development of teaching and learning across the faculty.

This full-time role will be based at Standish Community High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust.

We encourage applicants to apply through [TES](#). However, applicants can also apply through [Teacher Vacancies](#) and [MyNewTerm](#) or by filling in the school's application form found on the [School Website](#). Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk

Applications will be considered as soon as they are received, and the closing date will be Monday 19th January 2026 at 9.00 a.m. Interviews are scheduled to take place on Thursday 29th January 2025. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list check through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager



Standish Community High School

December 2025

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the position of Teacher of Science at Standish Community High School. I am happy to recommend Standish Community High School to you as a high performing, vibrant, caring and forward-thinking school – where the academic achievement and personal development of each student go hand in hand.

As a school we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Over the five years, our students make considerable strides towards adulthood - for them to achieve this all our students follow 'The Standish Way' and are encouraged to become Successful Learners, Confident Individuals and Responsible Citizens.

Our school has a strong sense of community, purpose and belonging. We value our students and recognise that success looks and feels different for each student. However, what is consistent is our team of passionate, enthusiastic, caring and committed staff who work relentlessly in pursuit of excellence for the students and community we serve.

At Standish Community High School, we have a strong commitment and belief in developing staff at all levels. We seek to recruit and retain colleagues whose drivers match our school ethos and are committed to their own personal development. Successful candidates will receive a high-quality induction, appraisal, continuous development programmes and opportunities to contribute to whole school projects.

I hope you find this application pack helpful in making your decision to apply for this exciting career opportunity. I would like to thank you for your application, investment of time and - whatever the outcome – I wish you well in the future.

If you have any questions for us, do get in touch, we are always here to help.

Yours faithfully,

Mrs L Barker
Headteacher

FACULTY INFORMATION

Science

Thank you for considering Standish Community High School's Science faculty. We are a professional and supportive faculty, with a proven track record of good results. We have a proven track record of excellent results. The Science faculty achieved the following results over the last five years:

		2022	2023	2024	2025
Biology	9 - 7	72%	64%	80%	74.2%
	9 - 4	100%	100%	100%	100%
Chemistry	9 - 7	60%	58%	69%	80.6%
	9 - 4	100%	100%	100%	100%
Physics	9 - 7	68%	53%	67%	64.5%
	9 - 4	100%	100%	100%	100%
Science Combined	9 - 7	18%	22%	11%	11.6%
	9 - 4	78%	73%	74%	67.2%

We believe that our success is down to our high expectations, consistency on issues such as behaviour and assessment, expert subject knowledge and hard work. We are proud of our ability to develop staff, as our record of internal promotions is testament to. We are fully committed to offering a range of CPD opportunities to all members of the faculty and can achieve this through strong links with local schools.

We are well-resourced faculty, with ten specialist teaching laboratories. We currently follow the AQA scheme of work at KS3 and AQA trilogy or separate science at KS4. We are passionate about using practical work to inspire students and promote a love of the subject. We routinely review and update our schemes of work to match the ever-changing interests and needs of the students and to reflect the constantly changing national picture. Students enjoy Science at Standish and there is a strong culture of studying science post 16yrs.

We are looking to appoint a teacher who can engage and inspire students through high-quality, innovative teaching and who brings a genuine passion for Science. As this post carries a TLR2b for Teaching and Learning Development, the successful candidate will also play a key role in shaping and enhancing classroom practice across the faculty.

The successful candidate will:

- Commit wholeheartedly to maintaining the highest standards in the classroom
- Contribute positively to our collaborative and supportive faculty culture
- Inspire students to develop a lifelong interest in Science
- Align with and actively promote our strong school ethos

We strongly encourage applications from individuals who bring enthusiasm, subject passion and a willingness to contribute to the wider life of the school.

We will offer:

- A well-established and comprehensive mentoring and induction programme
- Strong links with local schools, providing opportunities for collaboration and professional development
- A warm community spirit where staff support one another
- A dedicated and cohesive team with a strong sense of camaraderie

I would be delighted to support the appointment of a teacher who is committed to inspiring students through excellent Science teaching and who can contribute to the ongoing development of teaching and learning across the faculty. I am extremely proud of our team, and if you would like to discuss the role further, please contact Mrs C Davies, HR Administrator.

Kind regards

Mr. D Brown
Head of Science

JOB DESCRIPTION

1. INTRODUCTION	
Post Title:	Teacher of Science with TLR2b for Teaching and Learning Development within the Faculty
Status:	Permanent
Job Overview:	<ul style="list-style-type: none"> • Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher, as set out in the current School Teachers' Pay and conditions Document (STPCD) • Develop and enhance T&L within the faculty ensuring consistent high standards across all curriculum areas • Ensure the provision of an appropriately broad, balanced, relevant, and differentiated curriculum for all students studying science, enabling them to develop a passion for the subject and a scientific skill set for life post 16 • Manage effectively and deploy teaching/support staff, financial and physical resources within the faculty to support curriculum areas • Support the Curriculum Leader and deputise when and where appropriate • Raise standards of student attainment and achievement within the whole curriculum area through monitoring and supporting student progress (Y7-Y11) • Help lead the faculty in developing robust assessment procedures to ensure accurate student progress data is collected • Monitor and evaluate assessment data across science (Y7-Y11) to highlight trends in student performance and identify key areas of strength and underperformance • Ensure the findings from the data (Y7-Y11) are the start of a collaborative discussion around the further development of teaching, learning and assessment in science • To support the Curriculum Leader in developing rapid rates of improvement for all students during their 5-year learning journey of science, promoting high expectations for students in meeting aspirational progress targets • To support staff in planning and implementing key strategies within the classroom to consistently deliver quality first teaching, delivered around the core fundamentals of science, ensuring all students can make meaningful and sustained progress • To enable every student (Y7-Y11) to become a successful independent learner in science • To support with meaningful and detailed quality assurance of the curriculum
Line Management:	Reporting to – Head of Science and SLT link line manager for science Responsible for – designated teaching staff and specified support staff within the faculty
Liaising with:	Headteacher, Senior Leadership Team, Governing Body, teachers and support staff, LA representatives, external agencies, and parents / carers
Working time:	Full time (1.0 FTE) as specified within the STPCD
Salary /Grade:	Classroom Teachers' Pay Scale, plus TLR2b £5,868.00 per annum
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190-day teaching year.

2. TEACHING	
2.1	Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
2.2	As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Standish or in those schools.
3. LEADERSHIP ROLE	
3.1	Help lead the development of teaching and learning, specifically focusing on the development of the curriculum around the core fundamentals of science to ensure student progress and achievement.
3.2	Monitor and actively follow up student progress.
3.3	Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and assessment in the faculty.
3.4	Work with colleagues to formulate aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school.
3.5	Lead and manage the planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of the students within the subject area, School Strategic Improvement Plan/Departmental Improvement Plan and the aims and the objectives of the school.
3.6	Work collaboratively with other curriculum leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
3.7	Be responsible for the day-to-day management, control and operation of course provision with the faculty, including effective deployment of staff and physical resources.
3.8	Implement school policies and procedures, e.g. equal opportunities, health and safety, safeguarding, etc.
3.9	Ensure that health and safety policies and practices, including risk assessments, throughout the faculty are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager
3 LEADERSHIP OF CURRICULUM	
4.1	Liaise with the linked SLT member to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self-evaluation and the Strategic School Improvement Plan.
4.2	Be accountable for the development and delivery of this curriculum area.
4.3	To support with meaningful and detailed quality assurance of the curriculum
4 LEADERSHIP OF CURRICULUM DEVELOPMENT	
5.1	Lead curriculum development for science (Y7-Y11).
5.2	Keep up to date with national developments in the subject area and teaching practice and methodology.
5.3	Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
5.4	Liaise with the SLT link to maintain accreditation with the relevant examination and validating bodies.



5.6	Ensure that the development of the subject is in line with national developments.
5 LEADERSHIP OF STAFF	
6.1	Work with the nominated SLT link to ensure that the staff development needs are identified and that appropriate programmes are designed to meet such needs.
6.2	Continue own professional development as agreed with SLT link.
6.3	Be responsible for the efficient and effective deployment of the faculty's technicians/support staff.
6.4	Undertake Appraisal Review(s) and to act as reviewer for a group of staff within the designated faculty.
6.5	Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the faculty.
6.6	Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
6.7	Promote teamwork and to motivate staff to ensure effective working relations.
6.8	Participate in the school's ITT programme.
6.9	Be responsible for the day-to-day management of staff within the designated faculty and act as a positive role model.
6 QUALITY ASSURANCE	
7.1	Ensure the effective operation of quality control systems.
7.2	Support the whole school process of the setting of targets within the faculty and to work towards their achievement.
7.3	Establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty.
7.4	Contribute to the schools procedures for lesson observation and self-evaluation.
7.5	Monitor the standards of teaching within the faculty.
7.6	Monitor and evaluate the curriculum area/faculty in line with agreed school procedures including evaluation against quality standards and performance criteria.
7.7	Seek/implement modification and improvement where required.
7.8	Ensure that the faculty's quality procedures meet the requirements of self-evaluation and the School Strategic Development Plans.
7 MANAGEMENT INFORMATION	
8.1	Ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system.
8.2	Make use of analysis and evaluate performance data provided.
8.3	Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
8.4	Produce reports within the quality assurance cycle for the faculty.



8.5	Produce reports on examination performance, including the use of value-added data.
8.6	In conjunction with the relevant SLT member, manage the faculty's collection of data.
8.7	Provide the Governing Body with relevant information relating to the faculties performance and development.
8 COMMUNICATIONS AND LIAISON	
9.1	Ensure that all members of the faculty are familiar with its aims and objectives.
9.2	Ensure effective communication/consultation as appropriate with the parents/carers of students.
9.3	Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
9.4	Represent the faculty's views and interests.
9.5	Contribute to the planning and delivery of the school liaison activities.
9.6	Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
9.7	Promote actively the development of effective subject links with external agencies.
9 MANAGEMENT OF RESOURCES	
10.1	Assist with the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
10.2	Work with the Curriculum Leader and the relevant SLT member to ensure that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
10 PASTORAL SYSTEM	
11.1	Monitor and support the overall progress and development of students within the faculty.
11.2	Monitor student attendance together with students' progress and performance in relation to targets set for each individual ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
11.3	Act as a Form Tutor if required and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
11.4	Contribute to PDP, citizenship and enterprise according to school policy.
11.5	Ensure the behaviour management system (BFL) is implemented in the faculty so that effective learning can take place.
11 SCHOOL ETHOS	
12.1	Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
12.2	Support the school in meeting its legal requirements for worship.

- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- 12.5 This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

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

Signed
(Teacher in Science with TLR)

Signed
(Headteacher)

Dated
(Teacher in Science with TLR)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSONAL SPECIFICATION

Requirements	Essential / Desirable
EXPERIENCE	
Experience of successfully planning lessons and following schemes of work	E
Experience of supporting the Head of Department in delivering Development Plans to enhance performance	D
Experience of creating intervention strategies to improve student performance	D
Ability to deal successfully with students, parents and carers to resolve issues	D
Experience of using tracking systems to enhance student performance	E
Prior experience of successful teaching in the relevant curriculum area	D
TRAINING & QUALIFICATIONS	
Qualified Teacher Status	E
Graduate level qualification in appropriate discipline	E
KNOWLEDGE & UNDERSTANDING	
Understanding of curriculum requirements and requirements for assessment, record and reporting of students attainment and progress	E
Be fully aware of the Ofsted standards for teaching and able to deliver lessons appropriately	E
Be accountable to the Teachers standards	E
An understanding of current educational issues in relation to the post	E
Ability to write reports providing quality information to students / parents	D
Secure knowledge of Safeguarding policies and procedures	E
PERSONAL SKILLS, ABILITIES & COMPETENCIES	
High levels of communication skills both oral and written	E
Be empathetic in dealing with students, parents and carers	E
High levels of inter-personal skills	E
Ability to work under pressure and to strict deadlines	E
Ability to use ICT to support teaching and learning	E
Able to work as part of a team	E
Ability to work unsupervised and under own initiative as required	E
Ability to manage own workload	E
Willingness to work flexibly across the day, week and year	E
Ability to find solutions to immediate, medium and long-term problems	D
PERSONAL QUALITIES	
Accurate completion of application form	E
Letter which addresses person specification, evidence in application	E
High standards in spelling and writing	E
APPLICATION	
Accurate completion of application form	E
Letter which addresses person specification, evidence in letter and application	E
High standards in spelling and writing	E
LEGAL ISSUES	
Legally entitled to work in the UK	E
Enhanced DBS Clearance	E
Valid UK Driving Licence, access to a vehicle with business insurance	D

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Charlotte Davies, who will arrange a suitable time: 01257 478 733.

Application process:

To apply, please use the TES, Teaching Vacancies, MyNewTerm, or our school application form.

Advertising date: 18th December 2025
Closing date: 19th January 2026
Short listing: 19th – 21st January 2026
Interview date: 29th January 2026

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Standish Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website <https://www.standishchs.org.uk/>

When completing your application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies are included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications will not be considered.

