



**Orion  
Education**

Teacher of Science with 2i/c TLR



**Improving  
Outcomes  
Transforming Lives  
Enabling Social Mobility**

# Welcome from the CEO

*Thank you for showing an interest in our pupils, our schools, and our Trust. This is an exciting time to join Orion Education. We are a very different organisation in 2024 than we were four years ago.*



**Simon Garrill**  
Chief Executive Officer

Thank you for taking the time to look, and for showing an interest in one of the roles in our schools. In a long career in education, starting out as an English teacher, I have loved the fact that I get to work with some fantastic young people and a group of like minded professionals who have a real passion for their work and share the same values. There aren't many professions where that is the case.

We are driven by our desire to do the best for our young people. Our reason to exist is to improve outcomes, transform lives and enable social mobility. Our values of trust kindness and endeavour underpin our work, and we succeed through ensuring a healthy culture and academic rigour. This emphasis on leadership involves nurturing a robust pipeline of leaders deeply committed to our values and mission. Collaborative partnerships are integral to our goals, as we seek to forge strong partnerships to amplify our impact.

At Orion Education, we take pride in the work that we do to develop our teachers and our leaders. Our approach to instructional coaching and leadership development has been recognised nationally. We are at the forefront of a coaching model that supports you in making the most of your career. Our expectations of ourselves and each other are high. In return we offer you unrivalled professional development, so that you can fulfil your own ambitions. Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

*Simon Garrill*

# Our Four Critical Questions

**Why do  
we exist?**

To improve outcomes, transform lives and enable social mobility.

Trust • Kindness • Endeavour

**How do we  
behave?**

**What do  
we do?**

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

Through a clear backbone, strong culture, academic rigour and smart systems.

**How do we  
succeed?**

## Mission & Values

All schools share the trust four critical questions. We exist to improve outcomes, transform lives and enable social mobility.

## Curriculum

The curriculum within our schools is designed around our principles of focused, coherent, sequenced, and inclusive. Where we can enhance collaboration and reduce workload, we standardise some elements. However, teachers do adapt the curriculum based on the needs of the students in their class.

## Assessment & Feedback

Our assessment and feedback calendar captures the rhythm of our assessment and data collection. Data driven instruction and responsive teaching ensure that formative assessment is central to pedagogy.

## Safeguarding & Attendance

Safeguarding is the responsibility of all. Our standardised approach to safeguarding and the support that we give our schools ensures that all children are kept safe. External reviews scrutinise the work that we do.

## Quality Assurance

Our school workflow captures the rhythm of the work that we do. We undertake regular cycles of structured monitoring to ensure that our schools are accelerating the progress of the students in their care.

## CPD

We allocate 7 training days to the teachers in our schools. All our teachers take part in instructional coaching. In addition, we provide enhanced levels of training for our leaders to develop their expertise in their current role and to prepare them for their next role.

## Workload

Schools are expected to streamline workload as much as possible. We limit the number of assessment points within our calendar and ensure that teachers do not undertake unnecessary administrative tasks.

## Teaching

Teaching is responsive to the needs of pupils. Our lesson framework based on the Rosenshine principles helps teachers to frame learning. However, we understand that each lesson will be different and will be designed to meet individual needs of pupils with adaptive teaching.

## Behaviour & Routines

It is essential that we have the highest expectations of behaviour within our schools. Good discipline and order are the foundation upon which pupils learn. Our common culture rubric and our behaviour, along with a codified approach to routines ensures that our schools are great environments in which to learn and teach.

## SEND

Adaptive teaching is at the core of our approach to meeting the individual needs of pupils. We share best practice and undertake annual reviews of SEND to ensure that pupils make progress. All our schools are open and welcoming places for pupils with SEND.

## Performance & Appraisal

We share a common approach to performance management and appraisal by providing a highly supportive and professional environment. Our talent programme ensures that colleagues who are talented and ambitious to progress are supported to do so.

## Operations

We take pride in running our schools well. Governance, IT, estates, finance, communications, and marketing are all within our Backbone.

# The Orion Backbone

The Orion Backbone provides clarity on the elements of our schools that are standardised or aligned.

## Our Schools

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

### Secondary Schools



11 - 18



11 - 16



11 - 18



11 - 18

### Primary Schools



4 - 11



4 - 7



4 - 11



4 - 11

## Candidate Charter

Orion Education wants every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

### Our Commitment to You

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting your privacy** we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing** talent we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

### We Will

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

### In Return We Ask that You

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you

## Your Wellbeing at Orion Education

We know that, to achieve our vision, it is our people who will make the big difference. That is why we are continuously reviewing our wellbeing offering through the implementation of our wellbeing strategy.

### Wellbeing Strategy

Our strategy aims to represent a commitment to an integrated approach to staff wellbeing that creates:

- a sense of belonging
- an environment and culture based on our vision, mission and values
- an environment where staff wellbeing is integrated into day-to-day practices
- an environment that recognises skills and encourages personal development
- encouragement and support for employees to develop and maintain a healthy lifestyle
- support for people with manageable health problems or disabilities to maintain access to or regain work
- improved staff satisfaction, recruitment and retention.

### Our Commitment

- development of the Orion Education wellbeing charter
- protected time for PPA
- needs based flexible approach
- improving working lives through employment policies such as flexible working, absence management, menopause, mental health and dignity at work
- creating a safe place to work through health and safety strategy and initiatives
- ensuring that all line managers support staff through regular line management meetings
- decreasing the interval between treatment and return to work through occupational health referral and advice
- career development through continual professional development (CPD)
- personal support through the Employee Assistance Programme counselling service
- adherence to the rarely cover policy
- reducing workload through sharing best practice and agreeing smarter ways to work in line with the backbone.

## Why work for us

### Competitive salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role you do with automatic pay progression for main scale teachers. Pay ranges are reviewed annually with our recognised unions.

### Pension Scheme

All contracted members of staff will be automatically enrolled into a career-average pension scheme with either the Teachers' Pension Scheme or the Local Government Pension Scheme. You don't pay tax or National Insurance on your contributions and Orion Education adds a generous employer contribution, which varies depending on your salary.

### Professional Development

Key to our ongoing success our development programmes are second to none.

Our commitment to instructional coaching ensures a consistent approach to teacher development across our schools.

Our Trust conference, online CPD modules and in-school service training supports you to achieve your goals whatever they might be.

Additionally, our programme of Trust Twilights provides our teachers with opportunities for deliberate practice and curriculum development planning.

Our early career teachers benefit from weekly mentoring and coaching, alongside a thorough training programme and additional Trust-wide events.

We also have opportunities for practitioner research and access to an NPQ programme through National Institute of Teaching.

### Benefits

For a full list of our benefits, please visit our website [Orion Education - Staff Benefits](#)

# Welcome from the Principal

*Welcome to Orion Spires, where we offer a distinctive small school environment with fantastic facilities. We are justly proud of our reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.*



**Mrs Anna Burden,**  
Principal

Our three core values are respect, responsibility and resilience, and these values underpin all aspects of daily academy life.

I am proud to be the Principal at Orion Spires. Orion Spires is one of a family of schools forming part of the Orion Education Trust, a Trust built on the core values of trust, kindness and endeavour, values which I strongly believe in and values that can help Orion Spires, prepare students for the challenges that will face them in an ever-changing world. The 21st Century will change more rapidly than ever before, and as educators, we need to ensure we provide our students with the skills and knowledge they need to adapt to the unknown and embrace the future.

We believe that Orion Spires makes a difference to the life chances of our students, and we are committed to ensuring that every child leaves school a confident and happy young person who will be equipped and ready to play an active and constructive part in the Community they live.

I want Orion Spires to be the school of choice for our community, a place where children can thrive, feel safe and be happy. I firmly believe every child has a right to a brilliant education, and I will work tirelessly with the support of Orion Education and all the fantastic staff at Orion Spires to ensure we provide this.

We very much look forward to welcoming you to Orion Spires.

*Anna Burden*

# About our School

*Orion Spires offers a distinctive small school environment and is justly proud of its reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.*

At Orion Spires we all work hard to provide a safe and happy environment within which every student can grow and achieve personal, social and academic success.

We believe that Orion Spires makes a difference in the life chances of our students and that we can nurture confident young people who will play an active and constructive part in the community they live.

We are proud of our inclusive approach and strive to ensure that learning is enjoyable and seen as a lifelong process.

**Orion Spires is part of the Orion Education Trust.** The mission of Orion Education is to enhance the lives of children and young people by equipping them with the knowledge, personal skills and qualifications to become highly employable citizens, who can lead communities.

## About The Role

### Teacher of Science & 2i/c

We are looking to recruit a Teacher of Science who will play a crucial role in delivering high-quality and engaging Science lessons to our students. You will inspire a love for the subject, foster critical thinking and contribute to the overall success of our students.





## Job Description

<b>Job Title</b>	<b>Teacher of Science with possible TLR2c for 2i/c</b>
<b>Closing Date</b>	<b>11 May 2026 09:00</b>
<b>Salary</b>	<b>MPS/UPS</b>
<b>Contract Type</b>	<b>Permanent</b>
<b>Working Hours</b>	<b>Full time (32.5 hours per week)</b>
<b>Location</b>	<b>Orion Spires, Canterbury</b>
<b>Reporting To</b>	<b>Head of Faculty</b>

## Job Purpose

To improve outcomes, transform lives and enable social mobility.

- To live the vision and values
- To deputise for the Head of Faculty
- To be accountable for student progress and development throughout an agreed key stage in the subject area including meeting student achievement targets
- To assist the Faculty leader to ensure high standards of teaching and learning across the subject area through continuously, developing and enhancing the quality of teaching and learning
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in the agreed key stage
- To ensure that all academy policies and procedures are implemented and applied consistently by all staff in the subject area
- To ensure an agreed tutor programme is implemented and that tutors are effective in their role
- To assist the Head of Faculty to effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the subject area.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.

## Key Responsibilities

### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To plan and prepare courses and lessons in line with academy policy.
- To contribute to the whole academy's planning activities.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.

- To ensure effective and efficient deployment of classroom support.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
- To ensure that ICT, Literacy, Numeracy, PHSE and Work-Related Learning are reflected in the teaching/learning experience of students

### **Operational/Strategic Planning**

- To assist the Head of Faculty on rigorous self-evaluation and review of subject area performance, recording outcomes with evidence in a focused, precise and evaluative manner in the Subject area self-evaluation form (SSEF) which will feed into the whole academy self-evaluation form (SEF)
- To lead on the development of appropriate syllabi, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area
- To assist the Head of Faculty by contributing to the formulation of and subsequently the monitoring evaluation and review of the faculty improvement plan
- To use information from personal learning plans and assessment data to formulate a raising achievement plan for teachers across the subject area
- To assist the Head of Faculty to foster and oversee the application of Literacy and ICT in the subject area, including the development of materials
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary
- To use the specialism materials available to develop a comprehensive assessment methodology which tracks pupil progress and skill development in a scientific and enterprising manner

### **Curriculum**

- To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum that has high expectations of achievement for all students
- To lead development of a subject or Key Stage and its delivery, reviewing it regularly in the light of academy and national policies, as well as the impact on achievement
- To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum that has high expectations of achievement for all students
- To lead development of a subject or Key Stage and its delivery, reviewing it regularly in the light of academy and national policies, as well as the impact on achievement
- To be responsible for the selection of appropriate examination syllabi where appropriate, ensuring coverage and providing the examination officer with accurate and appropriate information when requested.
- To be responsible for the development of Work-Related Learning (WRL) and literacy strategy through the subject area in line with academy policies
- To work with others to embed cross curricular Literacy across the academy, that is effective in raising standards

### **Staff Development: Recruitment/Deployment of Staff**

- To assist the Head of Faculty to build an effective team of motivated teaching and support staff who share the academy vision of high achievement for all students
- To assist the Head of Faculty to induct, guide and support all staff in the subject areas, ensuring training needs are met, in liaison with the Assistant Principal with responsibility for professional learning
- To assist the Head of Faculty in the performance management of staff in the subject area, in line with the academy performance management policy
- To assist the Head of Faculty to monitor the efficient and effective deployment of the faculty's

- technicians/support staff and contribute to their performance management process
- To assist the Head of Faculty on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high quality personnel
  - To assist the Head of Faculty in the day-to-day management of all teaching and support staff in the subject area and to act as a positive role model
  - To make appropriate arrangements for classes when staff are absent
  - To participate in the academy ITT and ECT training and induction programmes
  - In liaison with the Assistant Principal responsible for Professional Learning, ensuring staff training needs are met

### **Quality Assurance**

- To ensure that challenging targets for achievement are set, communicated to staff and students and that all staff work positively towards reaching them
- To work with the subject lead to monitor and evaluate the work of the subject area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria
- Accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with academy policy and that information collected through the process is used to make changes that will impact positively on student achievement

### **Management of Information**

- To assist the Head of Faculty to ensure the input and maintenance of accurate student data and information as requested and in line with the academy assessment policy
- To make use of analysis and evaluate performance data provided in comparison with academy, local and national performance
- To ensure tutors regularly review personalised learning plans guided by the use of data
- To identify and take appropriate action on issues arising from evaluation of data, setting deadlines where necessary and reviewing progress on the action taken
- To assist the Head of Faculty to produce reports on student progress and attainment within the quality assurance cycle for the subject area

### **Communications**

- To ensure all members of staff are familiar with the aims, objectives and policies of the academy and the subject area
- To ensure effective communication/consultation as appropriate with the parents/carers of students
- To attend meetings as appropriate
- To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate
- To assist the Head of Faculty to organise regular subject area meetings and to ensure that the interests of the subject area are represented at faculty meetings
- To assist the Head of Faculty in arranging details for internal and external examinations, ensuring clear communication to parents and students

### **Marketing and Liaison**

- To contribute to the academy liaison and marketing activities
- To assist the Head of Faculty to lead development of effective subject links with partner schools and the community, attending where necessary events in partner schools
- To assist the Head of Faculty with the effective promotion of the subject at open days/evenings and other events

### **Management of Resources**

- To assist the Head of Faculty to manage the available resources of space, staff, delegated budget and equipment effectively within the policies and procedures laid down by the academy
- To work with the Head of Faculty to ensure that the subject areas teaching commitments are effectively and efficiently time-tabled and roomed
- To ensure the academy health and safety policies and practices, including risk assessments,

throughout the faculty are in line with national requirements and are updated where necessary

### **Pastoral System**

- To contribute to PHSE, Citizenship and Work-Related Learning programmes of study
- To liaise with the Head of Faculty to ensure that the academy pastoral system is implemented effectively
- To participate in assemblies
- To participate in after hours activities with students
- To communicate as appropriate, with the parents of students and with external agencies concerned with the welfare of the individual students
- To contribute to and implement the academy policy on rewards and support taking responsibility for student behaviour
- To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary
- To ensure the Behaviour Management system is implemented consistently in the subject area, so that effective learning can take place
- To liaise with the student support services manager where a student is causing concern, attending planning meetings where appropriate

### **Vision and Values**

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the Trust's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Trust policies and procedures, particularly those relating to conduct, child protection (as above), health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person

## Person Specification

Area	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Application Certification Interview References
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• DfE recognised Qualified Teacher Status</li> <li>• Graduate in relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant CPD</li> </ul>	Application Certification
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience at secondary level</li> <li>• Strong teaching ability backed up by good and outstanding outcomes</li> <li>• Tailored teaching that challenges and supports students</li> <li>• Experience of writing lesson plans, developing resources and assessing students work</li> </ul>		Application  Interview  References
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Understanding of theory and practice of effective teaching and learning</li> <li>• Knowledge of National Curriculum requirements at KS3, 4 &amp; 5</li> <li>• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement</li> <li>• High expectations which motivate and challenge students</li> <li>• Excellent subject knowledge</li> <li>• Understanding of how students learn</li> <li>• Highly tailored planning using scheme of work</li> <li>• Effective use of formative assessment</li> <li>• Behaviour management to support a disciplined and joyful culture</li> <li>• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers</li> <li>• Understanding the importance of being a Tutor</li> <li>• Good level of ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of what makes an Orion Education academy different and successful</li> <li>• SEND theory and practice</li> </ul>	Application Interview  References

<p><b>Character</b></p>	<ul style="list-style-type: none"> <li>• Strong moral purpose and drive for improvement</li> <li>• Values driven</li> <li>• Mission-aligned</li> <li>• Humble and kind</li> <li>• Motivated, enthusiastic and flexible</li> <li>• Excellent interpersonal skills</li> <li>• Good sense of humour</li> <li>• Desire to develop yourself</li> <li>• Ability to receive and act on feedback</li> <li>• Strong attention to detail</li> <li>• Ability to work under pressure</li> <li>• Commitment to safeguarding</li> <li>• Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students</li> <li>• Commitment to the full life of the academy</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to offer extra-curricular provision</li> </ul>	<p>Application</p> <p>Interview</p> <p>References</p>
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**Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.**

