

Tile Cross Academy



Head of Science Faculty Candidate Pack



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



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Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of Head of Science Faculty.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.



We were honoured to be named '**School of the Year 2020**' at the **UK Social Mobility Awards** and have been recognised as a finalist every year since. This reflects our unwavering commitment to providing opportunities for all students, regardless of background.



Most recently, in **June 2024**, we were **rated 'Good' by Ofsted**, a testament to the dedication and hard work of our staff, students, and wider school community.

Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Gurt Sanghera

Headteacher





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About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures.

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world

Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day to day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We



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value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their behaviours and attitudes impact on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.





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Our Science Faculty

The Science Department at Tile Cross Academy aims to develop students who enjoy science, gain life-long enthusiasm for the process of scientific discovery and understanding of how the world around us works. Students make good progress and the best currency in terms of qualifications and curriculum experience. The learners are taught the depth and breadth of theoretical and experimental science, while obtaining the scientific skills required, to proceed and study science at A Level and beyond.

KS3 Science is taught over a period of three years (Year 7, 8 & 9). The course is based on the Exploring Science Programme of Study and matches the requirements of the National Curriculum. It builds on the students' scientific knowledge and understanding from KS2. Transition lessons are embedded within the course to ensure that the foundations of knowledge that the pupils have gained from KS3 are secure thus enabling the pupils to make progress.

In KS4, pupils continue the study of GCSE science and will be able to take one of the three pathways offered, which are Edexcel GCSE Triple Sciences, Edexcel GCSE 9-1 Combined Science or Entry Level Science. The triple science course is a popular choice among our students of which the aim is to gain a qualification in each of the three science disciplines: Biology, Chemistry and Physics.

Throughout all the key stages pupils have numerous opportunities to develop cognitively and embed skills learnt through a program of study designed to encourage knowledge retention and analytical skills. Numeracy and Literacy are important pillars of the science curriculum and are explicitly taught throughout the curriculum.

Pupils at Tile Cross Academy enjoy science and thus are motivated to achieve especially with the Triple Science cohort who, year on year, have performed in line with or above national averages. As part of enrichment, pupils can also take part in various science-based learning visits, presentations and stem club activities that are run through the course of the year.

Students are assessed on their skills as well as their knowledge. This includes the ability to plan and safely carry out experiments, as well as having the resilience with which to analyse and evaluate the evidence they have collected. Assessment is carried out regularly by teachers; looking at class work and offering targets for improvement as well as more formal projects and tests to allow progress to be tracked.

We hope you are excited about the Head of Science Faculty role at Tile Cross Academy, and we look forward to receiving your application.





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Job Description – Head of Science Faculty

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

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

Responsible to: SLT Line Manager

Responsible for: All staff in faculty

Salary: MPS/UPS + TLR 1c

Professional Duties and Responsibilities:

Strategic Direction

- Support the vision, ethos and policies of the school, and specifically the science faculty, to secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all students irrespective of background, ethnicity, gender or disability.
- Liaise closely with other professionals, throughout the Trust, participating in subject meetings where necessary to drive improvement in science.

Achievement of pupils

- To be accountable for the achievement and progress of all students within your faculty area to ensure high outcomes are achieved. To be responsible for the monitoring of accurate targets, assessment, recording and reporting of student achievement within faculty areas and monitor/evaluate pupil performance data.
- Regularly review the progress of all Key Stages, subject areas and identified groups within the designated responsibility area following the analysis from TLR post holders.
- Where differences in key stages, subject areas and identified groups are found, work with other TLR post holders and SLT to identify successful strategies for improvement.
- Set challenging targets for all students through the effective development of high expectations with teaching staff.

Teaching and Learning

- To be accountable for the production of long, medium and weekly planning together with the production of an annual subject development plan which enables full delivery of the National Curriculum.
- To be accountable for the planning and delivery of GCSE and other accredited courses under your jurisdiction in relation to your identified subject/s area to all year groups ensuring delivery meets the academic and social needs of students.
- Regularly monitor the effectiveness of the teaching and marking within the designated responsibility area using learning walks and lesson observations as defined by the faculty / house quality assurance calendar.
- Use the performance management process effectively to develop teaching with the teachers with whom the responsibility area line manages.
- Use strengths of individual staff to support other staff within the designated responsibility area identified as requiring development.
- Act as a coach / mentor for staff for whom the role line manages.
- Provide effective feedback to staff as a result of monitoring helping them to identify areas for development.
- Develop and lead appropriate, evidence-based CPD for staff within the Science faculty.



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Behaviour and Safety of Pupils

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

Leadership and Management

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

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

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



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Person Specification – Head of Science Faculty

Key: A.F. = Application Form; I = Interview; T = Test or Exercise; P = Presentation

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



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



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

We:

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

We know you would love working at Tile Cross Academy. We have wonderful, enthusiastic students and amazing staff who always go the extra mile for their classes.

Informal conversations are warmly welcomed. Please contact **Amy Milner – PA to the Headteacher** amilner@tilecross.academy

Tile Cross Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.