



LEAD PRACTITIONER OF SCIENCE

Candidate Information Pack

WELCOME

Dear Applicant,

This is an exciting opportunity to join our school at a time when we are making considerable investment in achieving 'excellence' in all we do. We are very proud of our school and the opportunities that it provides for our wonderful students, staff, and our wider community.

Our school motto is 'Life in all its fullness' and this encapsulates our values and ethos. It is a school where every single individual matters. We have excellent staff and we endeavour to make every individual, whatever their role in school, feel valued, respected, and cared for. Your voice will be heard, and you will be part of a supportive staff body where we have high expectations and standards, but we also have the conditions and systems in place to help staff to be successful. Being part of the Unity Schools Partnerships also enables us to collaborate across our family of schools and gives us access to wider opportunities and support for our staff. We are a close-knit staff team, who celebrate the good times and support each other through any challenging times.

We strive to personalise staff professional development, putting you at the centre of your own career pathway. We want to ensure that you achieve your full potential, which in turn ensures the best experiences for the students you are working with. We want to ensure you have a good work life balance and one of the ways we achieve this is by introducing a two-week Autumn half term in 2023.

We pride ourselves in being an open school: one in which parents/carers feel they play a full and proper role in their child's education, and we provide outstanding student support to ensure that we remove students' barriers to learning. We focus on their own individual skills, strengths and aptitudes. Each student has a voice here – it is their school and their education. Yet each student is also part of a community, locally, nationally and globally. We want our students to become outstanding citizens and contribute greatly to the society in which they live.

Our school is rapidly increasing in size; it has a growing Sixth Form and staff turnover is low. We are proud of all that we have achieved but we are not satisfied and eager to continue to improve and as a member of staff within our school you will play an integral role in this.

So, if you are interested in joining our team of incredible colleagues in our school and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462 to arrange a visit and informal discussion.

We look forward to hearing from you.

Best wishes

Jodie Hassan
Executive Headteacher



Life in all its Fullness



Our Vision & Values

Our Vision: 'Life in all its Fullness' (John 10:10)

The vision at St Edward's Academy is hinged around the ambition that all members of our community should live 'Life in all its fullness' (John 10:10). It is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well, within a climate of mutual trust and respect.

St Edward's Academy is founded on Christian values and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

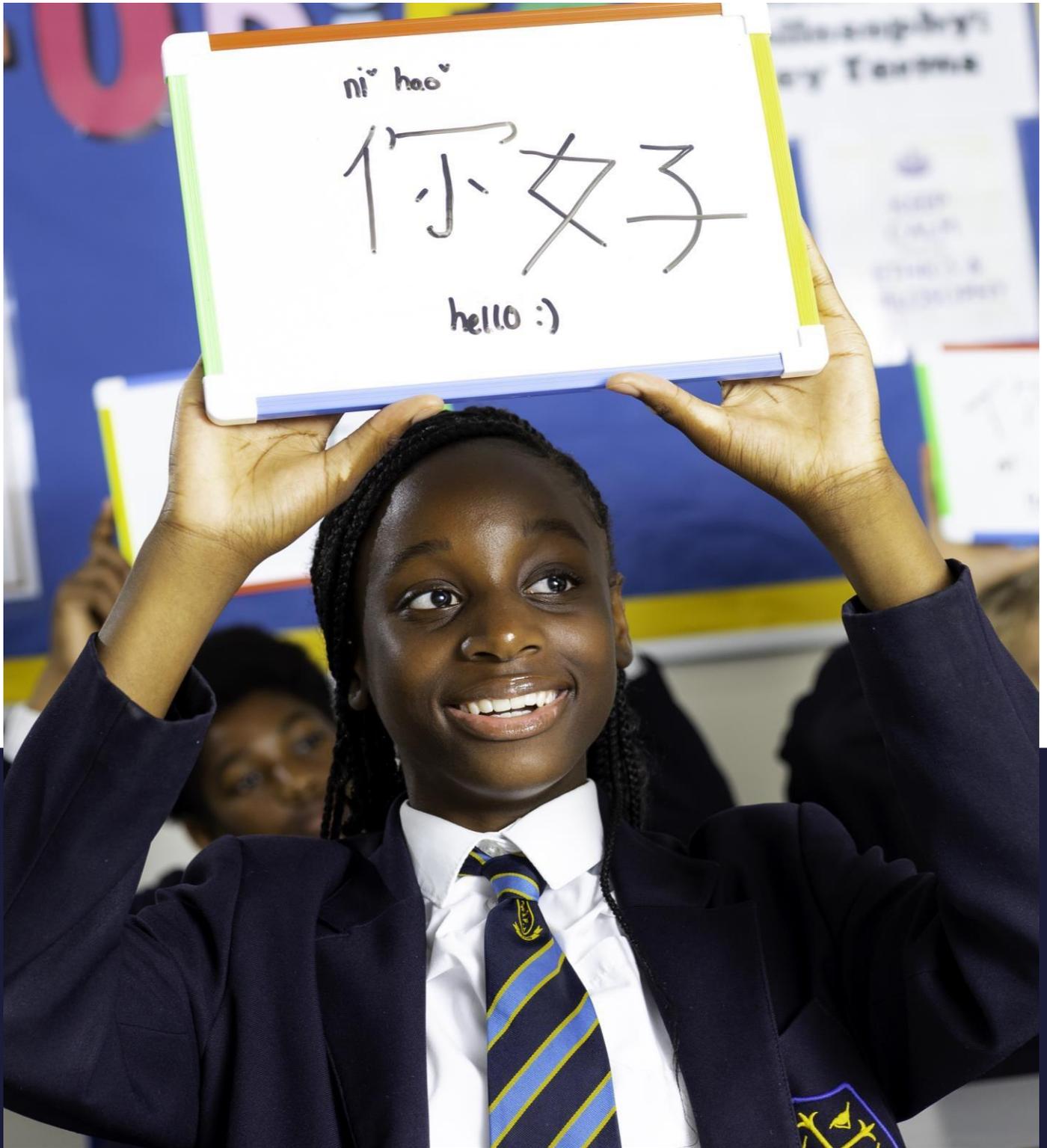
Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.

Our curriculum for 'Life in all its fullness' is designed to equip children to be curious and confident independent learners but also responsible, resilient and caring citizens in their community. As they leave St Edward's Academy, we want every child to be ready to take on the next steps in their journey to adulthood with a love of learning, positive attitudes and a rounded set of values and skills to guide them. This is achieved through our HOPE values; Humanity, Optimism, Perseverance and Excellence.

Our Mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Our students feel safe, valued and accepted.





*“Making remarkable
change happen”*



LEAD PRACTITIONER OF SCIENCE

Start date:	September 2025 (earlier dates considered for right candidate)
Contract Type:	Full time / permanent
Salary:	Leadership Scale (L6-L10). Plus Outer London weighting
Closing date for application:	09:00am, Monday 24 th February 2025
Interview date:	Wednesday 26 th February 2025
Reporting to:	Deputy Headteacher (Curriculum)

We are seeking an outstanding science educator to join our team as a Lead Practitioner. In this pivotal role, you will enhance the quality of science education, inspiring both students and staff, and contributing to our ongoing success and growth. Collaborating closely with senior leadership across this core department, this position is ideal for individuals aspiring to lead teaching and learning initiatives at the whole-school level in the future.

St Edward's Church of England Academy is an ambitious school, committed to fostering academic excellence and personal growth. Serving a diverse student body across Key Stages 3 to 5, we pride ourselves on our close-knit community where students feel safe, respected, and valued. Our recent Ofsted inspection in May 2022 rated us as 'Good' overall, with an 'Outstanding' grade in Personal Development.

St Edward's Church of England Academy is part of Unity Schools Partnership, a forward-thinking academy trust secondary, primary and special schools. We value our people and we have developed a strong culture of collaboration and best practice. You will be part of our trust's senior leaders' network and will have development opportunities at regular intervals including our leadership events and other trust network opportunities. Unity Schools Partnership celebrates both professional development and career progression. The Teaching school which is part of Unity will support the successful candidate in this post and their future career.

The successful candidate will:

- Support the Deputy Headteacher and the Head of Science in delivery of the school vision, for all learners.
- Take ownership of evidencing our improvement of outcomes for all learners.
- Manage and motivate members of the Science team and the wider school team.
- Have a full understanding of processes involving children in care, child protection and safeguarding and be committed to working in partnership.
- Have a positive and creative approach to problem solving.
- Be committed to high standards of teaching and learning and the professional development of staff.
- Have high expectations that motivate, support and challenge teachers and students alike.
- Have excellent communication skills.

In return we will provide:

- Access to any support/CPD required to be able to fulfil the role.

- Your own dedicated fully equipped teaching lab for lessons.
- Your own iPad for support teaching and learning – all KS5 pupils have 1-to-1 iPads.
- A supportive and friendly working environment with well-established well-being programmes.
- The option to take one PPA period off-site each week.
- A two-week half-term break in October each year.
- An excellent programme of induction into the Academy with supportive and dynamic staff.
- Access to the Unity Teaching School Hub and Unity Research School resources.
- A comprehensive employee benefits package, including discounted gym memberships, grocery savings, holiday deals, and opportunities to purchase refurbished technology.

We would encourage an informal discussion and visit to the school with Chantelle Sargeant, Deputy Headteacher (Curriculum) prior to submitting your application, please contact Maria Driscoll (Headteacher's PA) on 01708 730462 or email MDriscoll@steds.org.uk to make an appointment.

Closing date: 9:00am, Monday 24th February 2025.

Interviews to be held Wednesday 26th February 2025.

We can only accept applications submitted online via our careers website and which are completed before the closing deadline. With this in mind, we encourage you to apply as soon as possible and advise you check the job information as per the listing on our careers site.

We care deeply about inclusive working practices and diverse teams. If you'd prefer to work part-time or as a job-share, we'll facilitate this wherever we can – whether to help you meet other commitments or to help you strike a great work-life balance. We're keen to ensure we're designing an organisation that works for everyone, so we particularly encourage applications from different under-represented groups.

Unity Schools Partnership is committed to safer recruitment, equal opportunities, safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service check will be required. Unity Schools Partnership, welcoming diversity.

Safer Recruitment Policy Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the schools Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post. The Disclosure & Barring Service has published a Code of Practice and accompanying explanatory guide.

This School is committed to ensuring that it meets the requirements of the Disclosure & Barring Service in relation to the processing, handling and security of Disclosure information.

The school will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a Barred List
- a satisfactory DBS disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status
- the production of evidence of the right to work in the UK
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999.)

2. Keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.

4. Require staff who are convicted or cautioned for any offence during their employment with the School to notify the School, in writing of the offence and penalty. All processes are in line with the DfE 'Keeping Children Safe' 2016 regulations.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. DBS checks required for relevant posts.

Unity Schools Partnership – welcoming diversity.

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Lead Practitioner – Science
CONTRACTED HOURS	Full time / permanent
LOCATION	St Edwards Church of England Academy
GRADE / SCALE POINT – SALARY	Leadership Scale (L6-L10) Plus Outer London Weighting Allowance
REPORTING TO	Deputy Headteacher (Curriculum)

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To develop and implement teaching and learning initiatives and strategies throughout the department and school which raise the teaching practice of all members of staff and therefore raise student standards and progress;

To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence;

- a) To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement;
- b) To work with the Trust Lead for Science in identifying best practice in other subject areas / schools;
- c) To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;
- d) To support development of high quality teaching materials and schemes of learning;
- e) To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning;
- f) To support underperforming teachers to enable them to improve their practice;
- g) To lead on the induction, support and CPD of newly qualified teachers and liaise with all relevant external organisations;
- h) To support the Trust's Initial Teacher Training programme and liaise with all relevant external organisations as required.

KEY TASKS & RESPONSIBILITIES

STRATEGIC DIRECTION AND DEVELOPMENT

- a) Ensure the highest possible standard of learning across Science in liaison with the Deputy Headteacher and other Senior Leadership colleagues through coaching and mentoring of staff;
- b) If necessary, support Mentoring Support Plans and capability process for staff requiring to improve professional practice;
- c) Take a lead role, working closely with the Deputy Headteacher (Curriculum) in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole-school improvement;
- d) Support the wider Science leadership team in analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Deputy Headteacher and other Senior Leadership colleagues on progress and plans;
- e) Use local and national data and other information in order to provide:
 - a comparative baseline for evaluating learners' progress and attainment;
 - a means of judging the effectiveness of their teaching;
 - a basis for improving teaching and learning
- f) Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning;
- g) Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;

TEACHING AND LEARNING

- a) Ensure the highest possible standard of learning across Science in liaison with the Deputy Headteacher and other Senior Leadership colleagues through coaching and mentoring of staff;
- b) Secure and sustain effective teaching of Science through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling and learner interviews to the Deputy Headteacher and Senior Leadership Team as necessary;
- c) Teach a timetable within specialism appropriate to the demands of the role and the need of the school.

LEADING, MOTIVATING AND DEVELOPING

- a) Demonstrate teaching skills which lead to excellent results, excellent and innovative pedagogical practice and deliver model lessons as required;
- b) Carry out subject/quality assurance activities e.g. classroom observations;
- c) Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction);

- d) Disseminate materials and advise on practice, research and CPD provision;
- e) Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes.
- f) If necessary, stand in for members of the wider Science Leadership Team.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree or equivalent • Established and evidenced practice as an outstanding teacher over a prolonged period
Teaching and learning	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development • Consistently strong classroom practitioner with a record of positive outcomes • Proven ability to raise standards in classrooms other than their own • Experience of leading teaching and learning initiatives beyond their own classroom • Excellent understanding of the components which comprise outstanding teaching and learning • Experience of giving effective feedback to colleagues about professional performance • Experience of coaching and mentoring colleagues • Experience of conducting lesson observations
Knowledge	<ul style="list-style-type: none"> • Use of assessment and attainment information to improve practice and raise standards • Use of strategies to promote good learning relationships and high attainment in an inclusive environment • Vision for the developments of teaching and learning • Strategies to enhance teaching and learning • Use of intervention strategies to address identified issues for development • Awareness of the latest developments and initiatives in education
Skills and Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills • The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience • Evidence of developing and using high quality learning strategies and monitoring learner progress to raise attainment • Evidence of high achievement in teaching across the Key Stage / curriculum area • Evidence of working effectively as a middle manager or currently leading a key responsibility/development within a team • Evidence of working effectively as a personal tutor • Experience of contribution to the professional development/mentoring of colleagues • Effective use of Assessment for Learning to engage learners as partners in their learning • Ability to establish curriculum development, assessment, co-ordination and coaching

	<ul style="list-style-type: none">• Ability to plan and resource effective interventions to meet curricular objectives• Experience in development of partnerships with other schools, businesses and both the local and wider community
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How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have a tour and informal discussion, please contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role.

Please visit unitysp-careers.co.uk to apply

Closing Date: Monday 24th February 2025 – 9.00am

Interview: Wednesday 26th February 2025

Unity Schools Partnership
The registered office is at Unity SP Offices, Park Road, Haverhill, Suffolk, CB9 7YD