



St Paul's Way

Education • Foundation • Trust



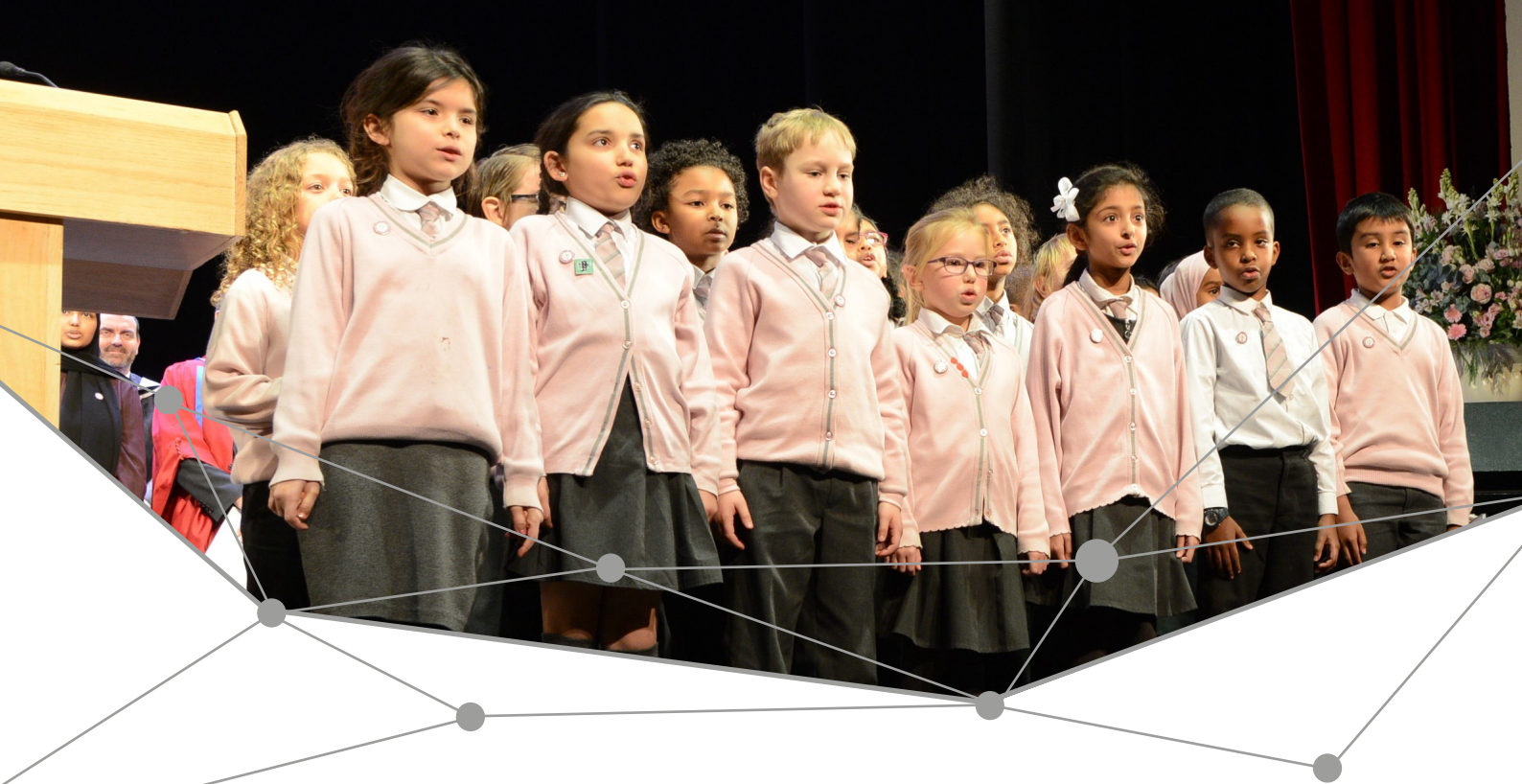
Candidate Information Pack

Subject Leader Science

*the best place to learn in, the best place to work in
and the best place to partner with*

UST

University Schools Trust



“ Providing transformational educational opportunities for all children...”



St Paul's Way Trust School

University Schools Trust

Contents

Welcome	5
The University Schools Trust	6
Our School	8
Our Offer to you	9
Development and Networking Opportunities	10
Job Description	12
Person Specification	17
Application and Selection Process	19





Welcome



At St Paul's Way Trust we expect each of our graduates to be fully prepared for the opportunities and the demands of the adult world. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

Our undergraduate curriculum, which promotes both academic excellence and the development of well-rounded citizens, is the result of very close work with two of our Trustees: Queen Mary University of London and King's College, London. It is precisely because of our unique relationship with these Higher Education institutions, alongside our other University Trust Partners, including Warwick University, University College London, The University of Greenwich and the University of East London, that we are able to provide this exciting, relevant and robust learning experience.

The superb outcomes and the impressive university/career destinations achieved by our students, are testament to the success of our model and our belief that every child can fulfil their potential. Our accomplishments, however, have always been underpinned by the strong partnership forged with our families and the local community.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

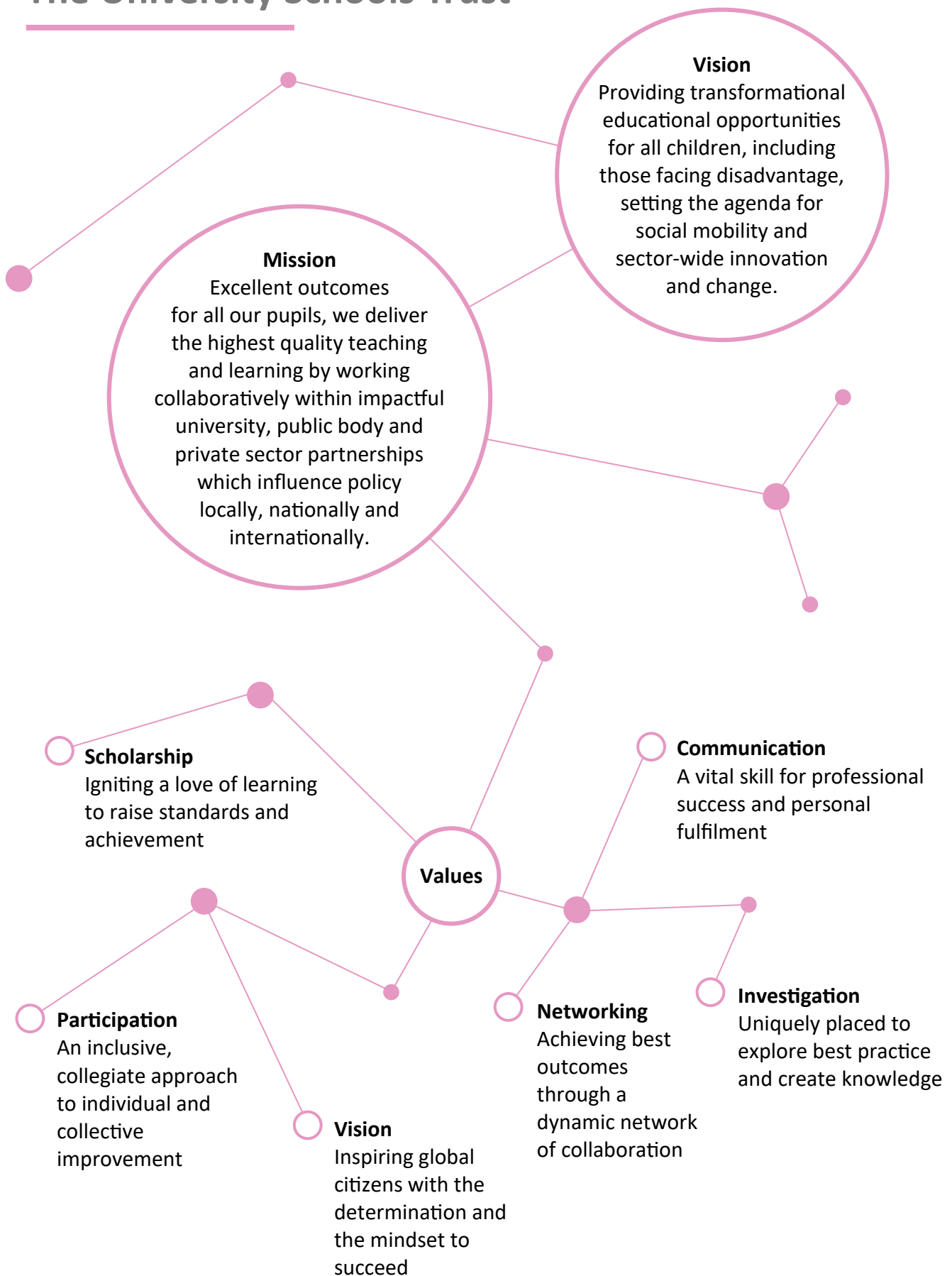
www.spwt.net

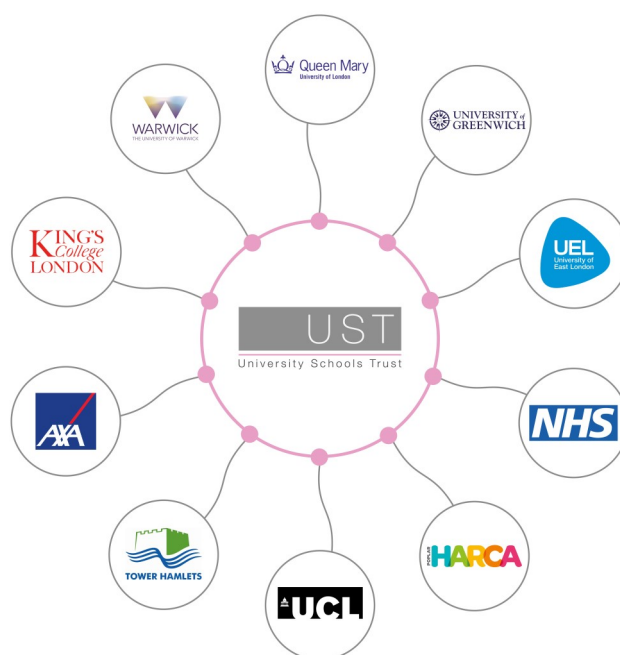
If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact Maria Ahmed (HR) on 020 7987 1883 or email umariaahamed@spwt.net

Philip Akerman

Executive Headteacher

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

www.ust.london/444/school-of-education

Our School

St Paul's Way Trust School is the secondary phase of an all-through school with St Paul's Way Foundation School. The school consists of 1,189 students on roll.

The school plays a pivotal role within the local community. The school received 540 1st choice applications for the 2019 intake in year 7, making it the most popular school in the borough for the fifth consecutive year. We have created a culture that is committed to ensuring that students and staff excel. Leaders are relentless in ensuring that students receive the highest quality of provision in terms of curriculum and extracurricular opportunity.

Through the school's extensive network of partnerships through the University Schools Trust and beyond, there is a culture of high expectation of outcome beyond just the classroom and students are offered an extensive range of opportunities to excel. Leaders are ambitious in their vision for the school. They continually set and achieve ambitious targets in terms of student outcomes, attendance, and destinations.

In 2017-2018, 98% of students from SPWT Sixth Form went to university. 66% of students went onto study at Russell Group Universities. Ambitious targets have been set for this year's GCSE and A Level outcomes, in keeping with the trend of high performance at both Key Stage 4 and 5 that exceed both local and national averages.

St Paul's Way Trust School provides an inspirational physical learning environment for children and young people, and warmly welcomes the community. Secure access between public and private areas enables pupils and members of the local community to easily access the school's extensive dual use community facilities, which include a theatre and a large public sports provision.

The school benefits from a Science Research Centre; a project managed by Queen Mary University of London (QMUL) and an additional set of outdoor tennis courts that were completed in Autumn 2018, funded by extended grants from London Marathon Trust and the Tennis Foundation.

Our Offer to you

Exceptional outcomes

- Exceptional A-Level results
- 96% of SPWT graduates going on to study at university.
- Most oversubscribed school in the borough
- Top attendance in the borough.

Attractive pay/conditions

- Inner London pay spine.
- Access to car parking facilities.
- Finance guidance and support.

Great location

- Located on Hackney/ Tower Hamlets border.
- Walking distance from Victoria Park/Mile End Park.
- Easy access to the Central line and Devons Road DLR.
- Short commute from Canary Wharf.
- Short commute to Westfield Stratford.

Workload and well-being

- 'Purposeful practice' workload tool.
- On-site gym access.
- Local incentives/discounts.
- Access to Cycle/Tech scheme.

Bespoke career pathways

- Teacher Development Trust 'Bronze' award for professional learning
- IOE accredited leadership courses (NPQML/ NPQSL/NPQH)
- Lead Practitioner development programme
- Bespoke career pathways for teaching and non teaching support staff.
- Faculty-led CPD budgets.

Partnerships

- University partners including those from Russell Groups.
- UST lead school.
- Opportunities to positively affect student life chances in schools across London.
- Annual Science Summer School hosted by Professor Brian Cox, the school's patron.

Unique curriculum

- Music scholars programme.
- Faraday school.
- Academic sixth form.
- Lead members of the Tower Hamlets Art Network (THAT).
- Inclusive provision including Deaf Support Base.
- Greenhouse tennis provision for students.

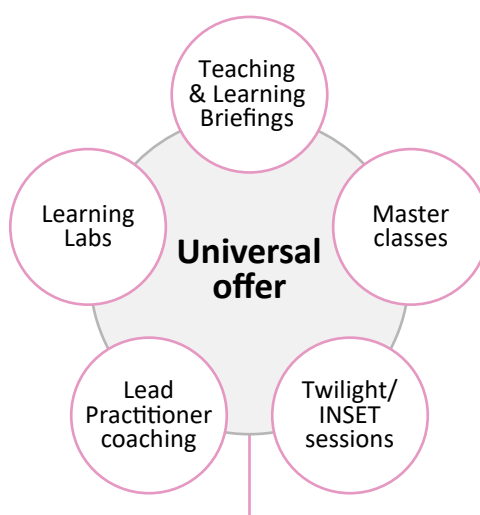
Policies driven by professionals

- Faculty lead feedback policies.
- Teacher led curriculum design.
- 'Purposeful practice' staff consultation to reduce teacher workload.

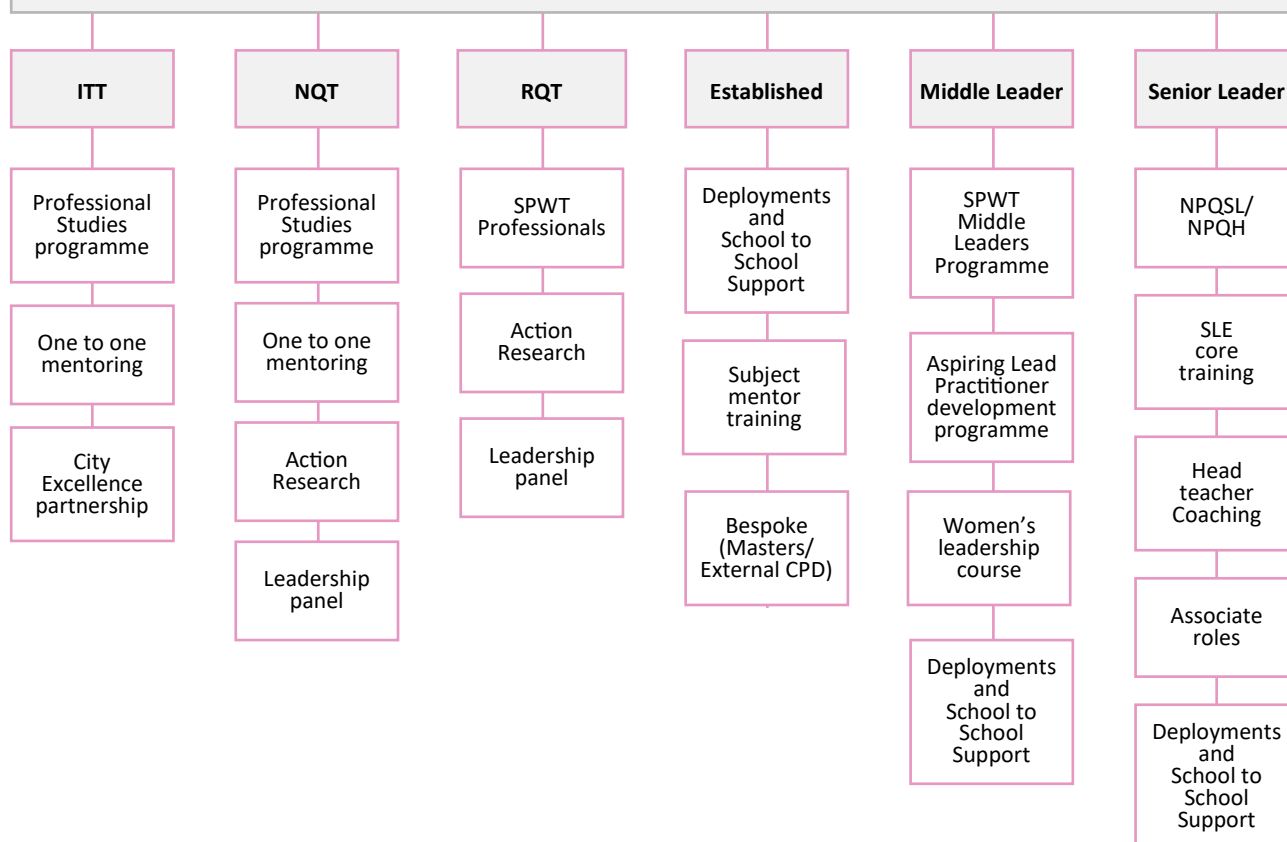
Development and Networking Opportunities

SPWT offers all staff teaching and non-teaching opportunities to train and develop as professionals at all stages of their careers.

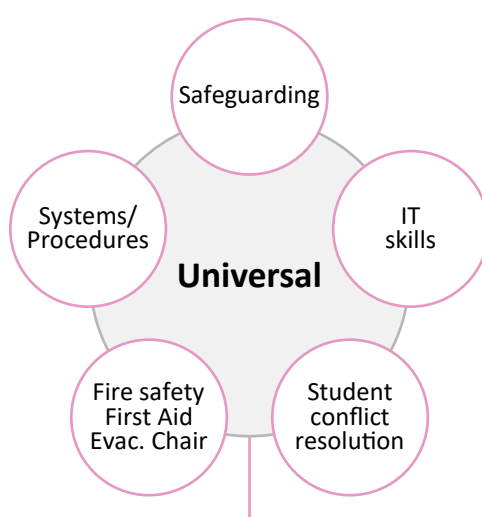
Our CPD Offer:



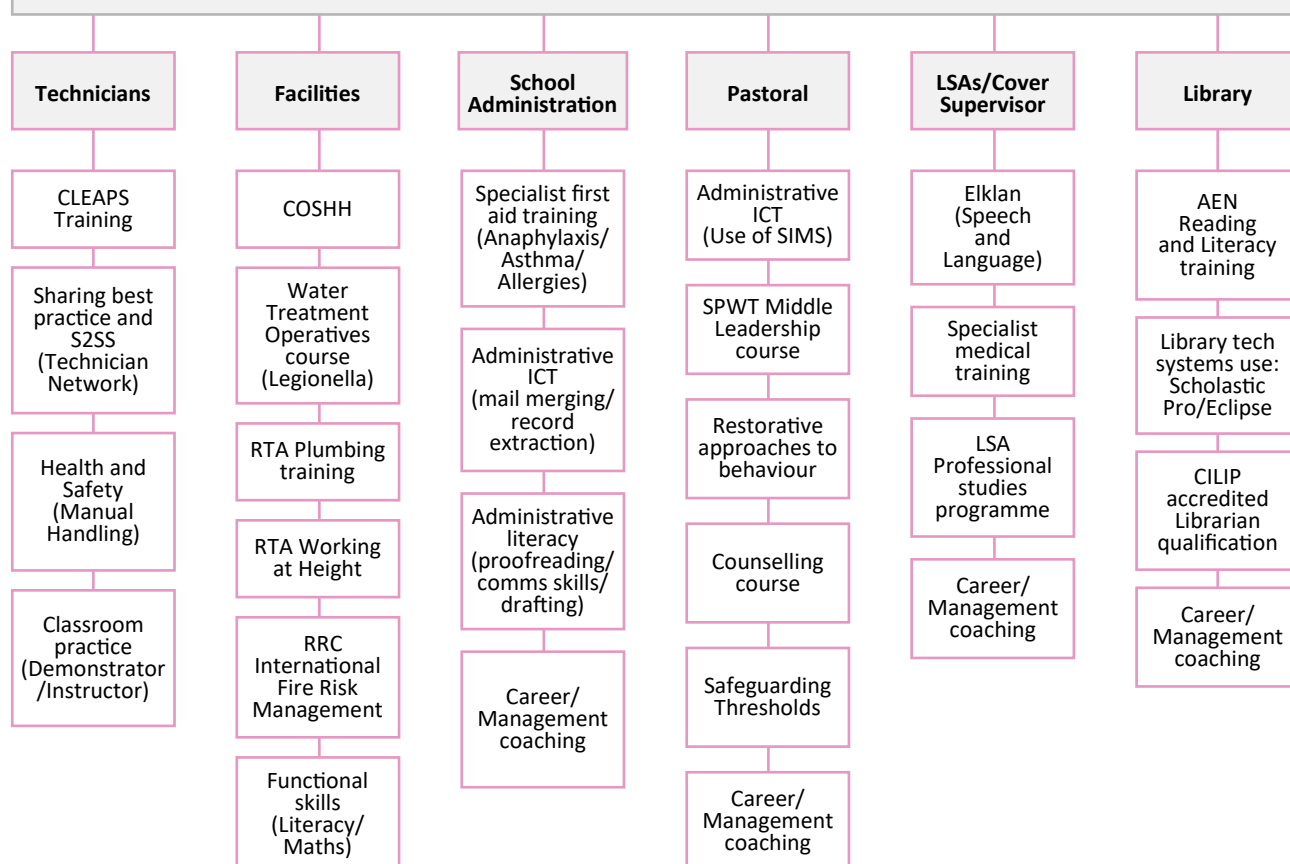
Bespoke career stage courses in addition to your universal offer



Our CPD Offer: The School Community



Bespoke career stage/training courses in addition to your universal offer





Job Description

Job title:	Subject Leader Science	Full/Part time:	Full time
Location:	St Paul's Way Trust School	Salary range:	TLR 1A
Responsible to:	Head of Faculty Science	Grade:	TLR 1A

Job description:

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee. Through our influential trust partners, we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London,
setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB ROLE

- Work collaboratively with the Head of Faculty to manage planning and delivery of the curriculum, including schemes of work and assessments, with responsibility for Key Stage 4 Combined Science.
- Line manage Key Stage 3 curriculum and work collaboratively with the Subject Drivers to manage planning and delivery of the KS3 curriculum, including schemes of work and assessments
- Monitor and evaluate the curriculum and provide specialist subject expertise to assist Faculty staff, as appropriate.

SPECIFIC RESPONSIBILITIES

Curriculum leadership

- Engage in the self evaluation processes within the Faculty and contribute to the Faculty leadership review to ensure a strategic improvement plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution
- Lead on the design, planning, coordination, quality assurance, monitoring and evaluation of the curriculum, with specific responsibility for Key Stage 4 Combined Science and Key Stage 3 Science, ensuring that it meets the aims of the school and the needs of all pupils.
- Ensure that the statutory requirements of the National Curriculum are met
- Develop CEIAG and enrichment provision within the Faculty that is embedded into the curriculum.
- Lead on the development, monitoring, and evaluation of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils
- To lead quality assurance e.g. learning walks and book reviews to ensure that teachers:
- Teach consistently high quality lessons informed by the school's teaching principles
- Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
- Teach to ensure knowledge is retained in long term memory of pupils
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
- Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group, ensuring that appropriate approaches to learning are used in relation to pupils with specific learning needs
- Follow the school policies and procedures
- To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in tangible impact on pupil learning
- To ensure all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies

- Engage in the student progress review (SPR) model to ensure strategic plans are in place to address underperformance or concerns over individual pupils or sub groups
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils across the faculty

LEADERSHIP OF FACULTY

- Assist the Head of Faculty to ensure that the staff development programme is implemented, monitored and evaluated.
- Assist the Head of Faculty in leading quality assurance e.g. learning walks and book reviews, to ensure that high quality teaching and learning is in place across the Faculty
- Assist the Head of Faculty in leading on target setting and raising attainment for Key Stage 4 Combined Science and Key Stage 3, to ensure that underperformance of pupils is effectively challenged and overcome
- Line manage Science Subject Driver; support the design, planning and coordination of the KS3 curriculum and lead the quality assurance of the KS3 curriculum and assessments e.g. SoW reviews.
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school
- Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promote the general progress and well-being of individual pupils
- Promote and model the policies and expectations of the faculty

Teaching responsibilities

- To undertake a designated programme of teaching across all key stages
- To collaborate with colleagues at and/ or teach pupils, and take part in training/ coaching, at the St Paul's Way Foundation School (Key Stages 1-2)
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery
- Teach consistently high quality lessons informed by the school's teaching principles
- Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
- Teach to ensure knowledge is retained in long term memory of pupils
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
- Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Work in collaboration with Learning Support Assistants, Special Educational Needs Team and Inclusion Team
- Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for pupils
- Be a role model for pupils, inspiring them to be actively interested in your subject
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in your curriculum area
- Promote learning through out of hours activities such as enrichment, educational trips and speaker visits
- Promote aspects of Personal Development, CEIAG and enrichment related to your subject

- To understand progression and be able to assess against benchmarks, and to keep such records as are required
- To be comfortable using data to plan interventions for individual pupils.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures
- To follow the school policies and procedures on teaching, learning and assessment
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management process .
- Participate in whole school and CPL programmes .

Pupil Support and Progress

- To be a Form Tutor to an assigned group of pupils if and when required
- To promote the general progress and well-being of individual pupils and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Pupil Support system.
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by pupils
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
- To contribute to personal development, CEIAG and enrichment according to school policy
- To apply the Behaviour for Learning policy so that effective learning can take place
- Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support teams
- Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support team and Faculty heads

General administration

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
- Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

- The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

- The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

COMMON ROLES OF THE ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: Head of Faculty Science

The above job description was agreed in October 2020. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

..... Signed by (Post holder)

..... Signed by (Headteacher)

Knowledge and Experience	Essential	Desirable
Qualified teacher status		
Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard		
Knowledge of the National Curriculum in subject specialism		
The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress		
Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum .		
Experience teaching French at KS5 desirable		
Good understanding of effective procedures for managing and promoting positive behaviour among pupils		
Good degree in subject specialism or related discipline		
Experience in urban schools		
Strong management skills and evidence of motivating pupils and staff		
Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required.		
Ability to recognise and respond to the needs of children of different attainment levels.		
An ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention		
Understanding of sound financial planning and best value practice		
Track record of raising standards at middle leadership level		
Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff		
Experience of promoting highly effective communications within and between teams and other stakeholders in the school community		
Skills and Abilities	Essential	Desirable
The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff		
Good level of ICT skills		
Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance		
Ability to apply effective teaching and learning strategies		
Ability to lead and manage own work effectively and take responsibility for own professional development		
Ability to recognise and respond to the needs of children of different attainment levels		
Ability to lead and manage a team of colleagues, including other middle leaders		
The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents		
Strong management skills and evidence of motivating pupils and staff		

Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required		
Ability to implement and support with leading whole school initiatives, supporting colleagues to raise standards through effective professional development and increased subject knowledge and skills		
Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards		
Personal Qualities	Essential	Desirable
Ability to develop good personal relationships within a team; making an effective contribution to high morale		
Passion for teaching own subject specialism		
Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels		
Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects		
An appetite and stamina for challenging work		
A proactive approach to continuous professional development		
A passionate belief in the success of young people and obtaining high standards		
Flexible, adaptable, results orientated and able to prioritise, resilient under pressure		
Ability to communicate effectively (both orally and in writing) to a variety of audiences		
A good-humoured approach to all aspects of teaching, management and leadership		
Other	Essential	Desirable
Commitment to equality of opportunity and the safeguarding and welfare of all pupils		
To undertake, within reason, other various responsibilities as directed by the Deputy Headteacher		
This post is subject to an enhanced Disclosure & Barring Service check		

Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit [www.spwt.net/contact vacancies](http://www.spwt.net/contact-vacancies) and follow the link to complete your application form.

Deadline for applications to be received by Midday, Monday 23rd November 2020





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