



Job Application Pack

Subject Director - Science

Salary: L12 – L15 (Lead Practitioner Scale £51,127 - £55,949) plus a TLR negotiable based on experience

Contract details: Full Time and Permanent

Closing Date: Monday 6th February 2017

Start Date: September 2017



Application Details

Thank you for your interest in this vacancy with the Torch Academy Gateway Trust. Further details of this post and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete an online application form and a covering letter/personal statement, which clearly demonstrates your suitability for this role.

The online application form for this role is located on the current vacancies page of the Trust website www.torchacademy.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by 9 a.m. on the closing date which is stated on the front page of this document.

Interview:

Interviews dates for this role are yet to be confirmed. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

The Torch Academy Gateway Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.



Job Description

Subject Director

Responsible to: Executive Head – Data and Achievement and Executive Head – Teaching and Learning

Purpose of the job:

The Subject Director is a key leadership position across our network of Academies, taking responsibility and accountability for the delivery standards and performance outcomes in the subject across the Group. The Subject Director role is to provide pedagogic leadership as an outstanding classroom practitioner, leading a small team of subject practitioners playing a key part in raising standards through the model of their own excellent teaching and by supporting the professional development of their colleagues. The post will also involve an element of outreach supporting our partnership subject departments. The ultimate aim will be to improve the learning experience and increase the achievement of our students, whatever their ability. The post holder may be seconded out to academies when there is a need.

Duties and Responsibilities

- To promote and be committed to the TAGT's aims and objectives
- To take accountability for Group wide standards of progress and achievement in the subject
- To lead the development of improvement strategies for the subject
- To promote and be committed to securing high expectations for learning and the raising of achievement within our academies.
- To take the strategic lead on the Progress Board for this subject area.
- To lead with the effective operation of subject teams by, individually and with others to:
 - i. deliver highly effective teaching and impactful intervention
 - ii. design curriculum plans appropriate to curricular and exam board requirements
 - iii. developing schemes of work, resources, teaching and learning strategies
 - iv. mark work, assess, record and report student progress
 - v. provide a stimulating learning environment
 - vi. have due regard for maintaining health and safety and security in the area s/he uses
 - vii. contribute to department and academy enrichment programmes
 - viii. contributing to review, monitoring and evaluation and the development of working practices
 - ix. participating in working groups and projects
 - x. taking part in other professional development activities
- Working with the subject departments in TAGT academies to improve attainment, classroom practice, and professional development;
 - i. leading the subject teams as a model of outstanding teaching
 - ii. raising student aspirations at all levels.



- iii. raising attainment across the department through leading improvements in teaching and learning
- Working with other teachers on classroom organisation and teaching methods/providing model lessons;
 - i. leading continuing professional development activities
 - ii. holding workshops on classroom management, differentiation
 - iii. pace and challenge, co-coaching
 - iv. matching teaching approaches to student learning styles
 - v. demonstrating model lessons
 - vi. team teaching
 - vii. developing strategies with colleagues to use with students experiencing difficulties
 - viii. keeping abreast of the new teaching and learning strategies
 - ix. identifying educational research to enhance existing practices
 - x. developing action planning based on the needs of the department
- Producing high quality teaching materials:
 - i. updating existing and create new schemes of work and supporting their introduction
 - ii. leading the introduction of new technologies, such as video conferencing, white board technology, the internet and the academy learning platform
 - iii. sharing good practice with members of staff
- Advising on Professional Development;
 - i. designing and delivering professional development activities
 - ii. participating in the planning and delivery of focused in-service training days
- Helping teachers experiencing difficulties;
 - i. observing and feeding back on the teaching of colleagues experiencing difficulties
 - ii. providing a structured programme of advice and support
 - iii. give constructive criticism
- If required, mentoring Newly Qualified Teachers;
 - i. providing a weekly discussion and overseeing personal action planning
- Initial Teacher Training:
 - i. providing exemplar lessons for trainee teachers
 - ii. contributing to the assessment of students' teaching practice
 - iii. participating in the training of teachers within teacher training institutions
 - iv. acting as mentor to trainee teachers
- Intervention
 - i. provide workshops for students on key borderline grades



- ii. provide targeted support for disaffected or more able students
- iii. support strategies for helping particular groups such as underachieving boys

Other specific duties

- To undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description

Person Specification

Factor	Essential	Desirable
Knowledge/Qualifications		
Graduate with qualified teacher status		✓
Hold AST / SLE status or equivalent	✓	
An awareness of current issues in education	✓	
Knowledge of national curriculum requirements at KS3	✓	
Knowledge of courses and requirements at KS4 and KS5	✓	
Understanding of use of data to assess and inform teaching and learning	✓	
Experience of exam board marking in the subject		✓
Experience		
Experience of leading, developing and enhancing the teaching practice of other staff	✓	
Outstanding record as a Leader of the subject	✓	
Experience of teaching A level in the subject		✓
An excellent classroom practitioner that can model best practise	✓	
Relevant management experience		✓
Teach intervention groups at KS3 and KS4	✓	
Skills		
Excellent classroom practitioner	✓	
Good organisational and personal management skills	✓	
Effective planning and teaching	✓	
Effective behaviour/classroom management	✓	
An ability to demand high standards	✓	
Ability to lead a high performing team	✓	
Ability to work independently and be a team player	✓	
Ability to develop and support other staff to develop a variety of teaching strategies	✓	
Ability to enthuse and direct students and staff towards raising expectations and levels of achievement	✓	
The ability to meet deadlines	✓	
Good ICT skills	✓	
Behaviour and other related characteristics		
Flexible and committed to work across our group of partnership schools	✓	
Takes the initiative	✓	
Is self-motivated	✓	
Work in ways that promote equality of opportunity, participation, diversity and responsibility	✓	
A commitment to abide by and promote the TAGT Group Equal Opportunities, Health and Safety and Child Protection Policies	✓	
A commitment to the ethos and values of the TAGT	✓	
To display a responsible and co-operative attitude to working towards the achievement of the TAGT's aims and objectives	✓	
An ability to respect sensitive and confidential work	✓	
Commitment to own personal development and learning	✓	
Regular use of a car for business purposes (expenses reimbursed)	✓	
The post holder will require an enhanced DBS	✓	



Torch Academy Gateway Trust Information

Vision statement

The Torch Academy Gateway Trust is committed to securing high levels of achievement for all students in our schools, regardless of their background. We believe that all young people can and should succeed in school.

We are driven by a strong moral purpose to ensure the very best outcomes for our students, in order to improve their life. Welcome opportunities and enable them to live fulfilled lives.

About our Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust (MAT) based in the East Midlands. Our track record demonstrates our ability to deliver our core goal; achievement for every child.

The schools in our portfolio include both secondary and primary, working in a range of contexts. The trust currently consists of six 'member' schools and three 'partner' schools. We also run a successful School Centred Initial Teacher Training (SCITT) programme and a Teaching School Alliance (TSA) which links 23 schools together sharing effective practice and developing new models for staff development.

Our values are central to developing a positive ethos throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

We Promote

Trust:	All stakeholders work together to realise our vision
Integrity:	All decisions are based on the best interests of our students
Mutual Respect:	Ensuring a voice for all stakeholders
Empathy:	Teaching should be well planned, varied and stimulating
Self-Improvement:	A commitment to supporting the development of our staff, students and wider community



Group Ethos

- High expectations are essential to raising standards
- Everyone can succeed
- Barriers to learning must be challenged and overcome
- Teaching should be well planned, varied and stimulating
- Learning should be active, focussed and engaged
- High standards of behaviour are expected at all times
- Clear lines of accountability exist at all levels
- Developing staff and students to engage in effective teaching and learning

Securing Success

Our vision is to build capacity for sustained improvement. There are a number of short term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.