



**The Abbey  
School**

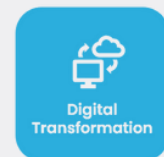
**Recruitment Pack  
2 I/C of Science  
(£5k Golden Hello)**



# Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



**Owen McColgan**  
Chief Executive  
The Howard Academy Trust



# THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum  
Workplace  
Wellbeing Award



benenden  
health  
Subsidised Private  
Healthcare



Free flu jabs  
every autumn



Employee Assistance  
Programme with  
Free Counselling



Mental Health  
First Aiders  
in all schools



Early finish for  
teaching staff on  
Fridays for CPD/PPA



Multiple routes  
into teaching



Opportunities for  
collaborative CPD



Trust-wide training  
and networking  
events



Career Progression  
and upskilling  
opportunities



Bespoke in-house  
Into Leadership  
Courses



LGPS/TPS Pension  
Scheme & Generous  
Contributions



Competitive salary  
with annual pay  
progression



Early salary  
withdrawal with  
Access EarlyPay



Minimum 25 days  
annual leave for  
full time staff,  
plus bank holidays



Discounted hire of  
school facilities



Cycle to work  
scheme



Free car parking  
at each Trust site



EV Charging across  
sites



On site catering  
with a full  
lunch menu



Discounted gym  
membership



A diverse and  
inclusive workplace



Staff referral  
scheme



Flexibility  
for life events



Annual  
Trust Awards

We are happy to talk about flexible working.





# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Located in Rainham, Kent



**Temple Mill Primary School**  
240 Pupils on Roll  
Located in Strood, Kent



**Deanwood Primary School**  
230 Pupils on Roll  
Located in Rainham, Kent



**Thames View Primary School**  
450 Pupils on Roll  
Located in Rainham, Kent



**Waterfront UTC**  
370 Pupils on Roll Rated  
Located in Gillingham, Kent



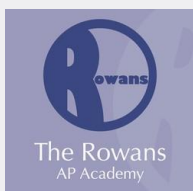
**Miers Court Primary School**  
410 Pupils on Roll  
Located in Rainham, Kent



**The Abbey School**  
1,100 Pupils on Roll  
Located in Faversham, Kent

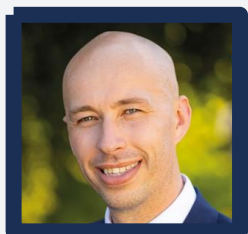


**Hurstmere School**  
960 Pupils on Roll  
Located in Sidcup, London



**The Rowans AP Academy**  
93 Pupils on Roll  
Located in Chatham, Kent

# Welcome to The Abbey School



The Abbey School joined THAT on 1st April 2023, after celebrating the school's best academic results ever in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1100 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Our students acquire not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. Our school emphasises the importance of working collectively both within the school and with local partners.

When you visit our school, I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning. Our school motto, ***"Be The Best You Can Be"***, reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.

*Dr Speller, Principal*

## About our Science Department

- Ongoing professional development with weekly CPD sessions.
- Modern facilities with a recently refurbished lab, and future upgrades intended.
- Diverse curriculum including GCSEs, A-levels in Biology and Physics, and AAQ in Medical Science.

  
NOR  
1121

  
Age Range  
11-19

  
PP  
34.3%

  
FSM  
35%

  
SEN  
14.7%

  
EAL  
8.8%

# Job Description

<b>Job Title:</b>	2 I/C of Science
<b>Contract Type:</b>	Full time, Permanent
<b>Remuneration:</b>	STPC MPS/UPS & Golden Hello

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

### **Personal and professional conduct**

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

### **Purpose of the Job:**

- Support the Head of Science in leading the department effectively
- Help drive high standards of teaching, learning, and achievement in science
- Lead on specific areas such as curriculum planning, assessment, or staff development
- Provide guidance and mentoring to colleagues within the department
- Assist with data analysis and tracking student progress
- Contribute to the development of departmental policies and improvement strategies
- Step in to lead the department when the Head of Science is unavailable

### **Key responsibilities:**

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.



- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

## **Assessment of Performance**

### **Achievement and Standards**

- Promotes good progress and outcomes by students
- Is accountable for students' attainment, progress and outcomes
- Plans teaching to build on students' capabilities and prior knowledge
- Guides students to reflect on the progress they have made and their emerging needs
- Demonstrates knowledge and understanding of how students learn and how this impacts on teaching
- Encourages students to take a responsible and conscientious attitude to their own work and study
- Adapts teaching to respond to the strengths and needs of all students
- Knows when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Has a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Has a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with PE as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Makes accurate and productive use of assessment
- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Makes use of formative and summative assessment to secure students' progress
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons
- Gives students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback



### **Performance Expectations:**

- Supports others in calculating class performance and progress measures, group performance and progress
- Ensures all students taught are able to understand their capabilities and track their own progress
- Works with the team to ensure that students have a conscientious attitude towards the subject and always work hard
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities
- Consistently makes secure and accurate assessments of students' competencies and progress
- Is highly effective in using assessment in lessons
- Provides feedback to students and giving them opportunities to respond to this feedback

### **Behavior and Safety of student's standards**

Sets high expectations which inspire, motivate and challenge students

- Establishes a safe and stimulating environment for students, rooted in mutual respect
- Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behavior which are expected of students
- Manages behavior effectively to ensure a good and safe learning environment
- Establishes a safe and stimulating environment for students, rooted in mutual respect
- Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrates consistently the positive attitudes, values and behavior which are expected of students

### **Performance Expectations**

- Provides a stimulating learning environment through excellent, interactive classroom display
- Supports other colleagues in their consistent application of the schools data and tracking processes
- Adopt high expectations for all classes and groups
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for

## **The Quality of Provision Standards**

### **Demonstrates good subject and curriculum knowledge**

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject
- Plans and teaches well-structured lessons
- Imparts knowledge and develop understanding through effective use of lesson time
- Promotes a love of learning and student's intellectual curiosity
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflects systematically on the effectiveness of lessons and approaches to teaching
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)

### **Performance Expectations**

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject
- Prepares and delivers consistently good and outstanding lessons
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches
- Shares with others how to gauge the impact of teaching and learning activities
- Provides expertise and suggestions for improvement of the curriculum

### **Management:**

- Assist in departmental leadership, including strategic planning and development
- Support curriculum design and implementation across key stages
- Monitor the quality of teaching and learning, including lesson observations and feedback
- Track student progress and identify areas for improvement
- Manage assessment and reporting systems, ensuring consistency and accuracy
- Coordinate resources, including equipment, budgets, and practical materials
- Support staff development, including mentoring new or trainee teachers
- Contribute to departmental self-evaluation and improvement planning
- Cover leadership responsibilities in the absence of the Head of Department

**Additional duties:**

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

*This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.*

*An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*

# Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Teaching qualifications, degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Further degrees</li> <li>Evidence of ongoing Professional Development</li> <li>First Aid qualification</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Outstanding teaching experience</li> <li>Experience of implementing strategies to raise student attainment with evidence of success</li> <li>Experience with behavior management and effective procedures for promoting positive behaviour</li> <li>Experience of promoting effective communications within their own team, as well as with others</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>High degree of accuracy</li> <li>Effective use of data to analyse performance and manage interventions where needed</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection and safeguarding policies</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Excellent communication skills, both written and verbal</li> <li>Ability to develop good relationships with colleagues, students and parents</li> <li>A solution focused mind set and a determined 'no-excuses' approach</li> <li>Ability to keep up to date on relevant policies and procedures in line with your duties</li> <li>Ability to be flexible and well organised to manage the workload</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



