



WESTLANDS SCHOOL
Recruitment Pack
KS3 Coordinator for Science



Westlands Avenue
Sittingbourne
Kent
ME10 1PF

Job Description

School: Westlands School

Job Title: KS3 Coordinator for Science

Grade:

Responsible to: Assistant Headteacher for Science

Purpose of the job

Key responsibilities

- Ensure all students make at least expected progress in KS3 Science across the school whatever their starting point.
- Ensure that there is a shared understanding of what constitutes outstanding teaching and learning in the department.
- Strive continually to improve the quality of teaching and learning in the department.
- Lead the design, development and implementation of the KS3 curriculum.
- Design and implement assessments frameworks which generate accurate data to inform intervention (including mark schemes and grade boundaries).
- Be a role model of outstanding teaching in the department.
- Observe, mentor and provide guidance to teachers in the department.
- Be a role model of outstanding leadership by taking the initiative, demonstrating a growth mind-set and by adopting a rigorous approach to all aspects of the work of the department.

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons which are carefully differentiated to take account of the needs of individual students.
- Conduct regular evaluations of the quality of KS3 teaching and learning, including marking and feedback and lesson observations and act on the findings of quality assurance processes to develop definitive actions for improvement of KS3.
- Ensure the department follows and implements whole school policies on assessment, marking, feedback and behaviour for learning.
- Assist with the facilitation restorative approaches to resolve issues related to behaviour for learning.
- Ensure that the department follows a consistent, appropriate and meaningful approach to homework at KS3

- Maintain regular and productive communication with parents (by letter or phone) highlighting concerns in a timely and professional manner.
- Quality assure reports written by colleagues as written by subject leader.
- Lead departmental professional learning so that excellent practice is disseminated and embedded in the work of the department.
- To initiate, and where appropriate, organise curricular and educational enhancement activities related to the KS3 development.

Curriculum

- Ensure the effective implementation of the KS3 PoS and through detailed and meticulous research and planning.
- Establish and implement a variety of systems and processes which provide accurate information about students' prior learning, which informs future planning of the KS3 curriculum.
- Ensure that KS3 h/w and assessments are devised and applied at appropriate times and that these are moderated across the department to ensure consistency of approach, progression and feedback and suitability.
- Ensure set home work are rigorous and academically challenging.
- Develop departmental strategies to enhance scientific literacy at KS3.
- Implement strategies to embed 9 – 1 within the department.
- To ensure that displays focusing on key terminology are available within all teaching spaces used by year 7 and 8.
- Ensure that the data generated by assessments is accurate and facilitates accurate and meaningful intervention with underachieving students.
- Engage in the creation, consistent implementation and improvement of schemes of work for Key Stage 3.
- To use analysis outcomes to ensure that setting / resetting of student at KS3 is accurate and based on appropriate evidence.

Leadership

- Work with AHT – Science to develop a Department Development Plan (DDP) for KS3 which identifies clear targets, time scales and success criteria for improvement in response to thorough self – evaluation of all aspects of the work of the department associated with KS3 development.
- Preparing, updating and monitoring spreadsheet which detail student (and class) end of topic test and homework grades for Years 7 & 8.
- Produce (for head of department) and analyse progress and attainment data for Key Stages 3, after (yearly or termly) external examinations and internal data trawls for each identified cohort of students, including disadvantaged and the most able students, to make data-driven changes to curriculum design and student intervention.

- Work with Staff to develop and lead intervention and support strategies which take into account individual need and focus on developing the skills and academic progression of individual students at KS3.
- Ensure all reports and data trawls are completed accurately and on time by all members of the department.
- Devise a departmental calendar which identifies key assessment points for Key Stage 3, departmental QA processes and key curriculum 'milestones' to generate consistency of approach across the department.
- Assist with staff development as and when required (to include NQT mentoring, acting as a buddy and working with individual colleagues to enhance their performance as well as leading on areas within department meetings as directed by Subject Leader).
- Ensure the department is prepared for any form of external / internal scrutiny of KS3, through the collation and analysis of appropriate evidence (end of topic/ year exams / Student voice) and analysis of the performance of the department.
- Contribute regularly to department meetings which engage departmental staff in the sharing and development of outstanding practice and development of the KS3 curriculum.
- To ensure that KS3 cover work that has been (appropriately) set by absent teachers.
- To lead the transition from key stage 2 to key stage 3 by:
 1. Developing a transition program for use in rollover
 2. Organising staffing for the transition program
 3. Ascertain accurate science entry levels for students
 4. Provide intervention opportunities for students identified as having areas of weakness from entry levels

Person Specification

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	ESSENTIAL	DESIRABLE
Qualifications & Training	Qualified Teacher Status.	Good honours degree Training at a school with similar characteristics to the Trust Schools.
Experience	Teaching of specialist subject across at least two key stages.	Teaching across all three key stages, with experience of teaching specialism at level 3 and A Level. Experience in a school similar to the Trust Schools
Knowledge & Skills	Knowledge of the National Curriculum. Knowledge of relevant courses at Key Stage 3. Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety. A good understanding of the importance of literacy and numeracy across the curriculum.	Knowledge of relevant courses at Key Stage 4. A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils. Experience of improving academic outcomes for student progress.

	A good understanding of how to assess pupil progress.	
Personal Qualities	<p>Enthusiasm for your specialist subject.</p> <p>Hardworking, reliable and trustworthy.</p> <p>Ability to communicate positively with children.</p> <p>Ability to work supportively within a team.</p> <p>A commitment to own continuing professional development.</p> <p>Ability to reflect upon and improve your teaching practice.</p>	<p>A commitment to others' continuing professional development.</p> <p>Evidence of impact of professional development on student progress.</p>

Letter from Jon Whitcombe – Trust Principal

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of sixteen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and Sittingbourne Community College, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

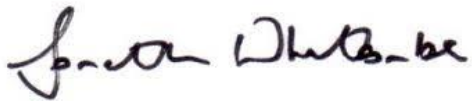
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads "Jon Whitcombe". The signature is written in a cursive style with a large initial 'J' and 'W'.

Jon Whitcombe
Trust Principal

Welcome from Christina Honess – Head of School

Dear Applicant

KS3 Coordinator for Science

Thank you for expressing an interest in this post. I hope you will take a look at our website at www.westlands.org.uk and take the time to consider the information enclosed with this letter.

Westlands School is good. We have received this judgement from OFSTED on our most recent inspection in February 2019, where we were assessed as good in every category. However, we are not content to sit back and maintain our position. We wish to improve further. At the heart of our desire to improve is a relentless drive to ensure that pupils make exceptional levels of progress in core subjects. Our curriculum is vast, and offering courses to suit pupils of all abilities is one of the reasons for our success.

To achieve our aim, we place the recruitment, retention and professional development of teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest of expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

If you became part of our team, I believe we could offer you a number of benefits. Firstly, you would become part of something successful. Secondly, as a Teaching School we can offer an exceptional package of professional development, ranging from an acclaimed NQT induction programme, training through the nationally recognised Improving and Outstanding Teacher Programmes, the National Professional Qualification for Middle Leadership, the Outstanding Leaders in Education Programme, a Masters Degree, and support for aspiring heads to obtain the NPQH qualification.

We want to appoint teachers of the highest calibre and realise that we also have to offer a competitive remuneration package. In addition, you would be employed by Swale Academies Trust, of which Westlands School is the founder member. There are numerous schools in our trust and we are working with others. The trust will grow further. This means that there are opportunities for teaching jobs and professional development in other schools.

Details of the school can be found on Kent Teach, together with further information about the requirements of the post and an application form. We need to recruit a teacher with a proven track record of ensuring that pupils make at least good/outstanding levels of progress on a consistent basis. The position would suit someone who already has teaching experience, or an NQT looking for their first position.

Westlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check.

As a school dedicated to the principle of equal opportunities we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

We would have high expectations of you as a teacher, but I can assure you that the rewards are significant. If you wish to apply you should send a fully completed application form and covering letter to me as soon as possible. I look forward to receiving your application.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Christine Hones', written in black ink on a light-colored background.

Miss C Hones
Head of School

Swale Academies Trust

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.



As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Whitstable School, Whitstable
- Westlands School, Sittingbourne

Central Support Services

- Ashdown House, Sittingbourne

Extract from Safeguarding Policy

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Recruitment of ex-offenders

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the [Kent-Teach](#) website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications

- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold. This can be downloaded here:

<https://www.swale.ac/page/?title=Privacy+Notice&pid=33>

