



The Sittingbourne School

**Teacher of Science - KS3 Coordinator
INFORMATION**





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The Sittingbourne School

The Sittingbourne School is a large, non-selective school situated in a semi-rural area of Sittingbourne. We are fortunate to own an extensive site that boasts wonderful sporting facilities, open green spaces and significant investment in new buildings.

We offer our pupils a broad and stimulating curriculum with a sharp focus on literacy and high expectations for all. We are proud of the positive learning culture that exists within the school and we set the bar high on expectations for behaviour and student engagement. We have extensive pastoral systems to support student engagement and wellbeing, and relationships between staff and students are open, friendly and cooperative.

Our school has been on a fabulous journey of continuous development since joining Swale Academies Trust over eight years ago. Ofsted has judged our school Good in the last two inspections, and we continue to move from strength to strength. Over the years, the school's popularity has grown considerably, with 2020 seeing us oversubscribed in all years and our large and thriving Sixth Form more popular than ever. Outcomes for the school show a continuing trend of improvement, highlighting the effectiveness of strategies implemented over time.

In 2019, the school underwent a holistic branding exercise to reaffirm our culture and core values. Consequently, the school has a clear, and embedded, vision that staff follow and fully believe in. Our ethos is community-centred, empowering and fully inclusive. Everything we do here at The Sittingbourne School is focused on ensuring that children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish.

Leadership across the school is a key strength. The school benefits from a large and highly experienced leadership team - and the support of an Executive Headteacher who knows the school and staff well. There are four exceptional deputy headteachers, as well as a vibrant and effective team of assistant headteachers and middle leaders. The school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to teaching and learning as well as school management. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

Students and staff feel proud to belong to The Sittingbourne School.



Teacher of Science - KS3 Coordinator
Salary Range MPS or UPS plus TLR2b
Required for September 2021



Permanent, Full time.

An opportunity has become available to appoint a KS3 coordinator for science.

We have a highly motivated team of science teachers in specialist accommodation with interactive whiteboards. We place strong emphasis upon pupils' scientific development and offer excellent career development opportunities, as well as professional support.

This is an exciting opportunity for an individual who:

- has the skills and curriculum knowledge needed to make a real difference to our Key Stage 3 provision
- possesses the ability to make science interesting and relevant to pupils
- has presence, charisma and the talent required to lead effectively within a large team.

Full details of the requirements of the post can be found in the accompanying recruitment pack.

Applications should be made via [Kent Teach](#). Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, please contact recruitment@swale.at or 01795 426091 (option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.

Interested applicants are welcome to contact Ms Kate Box, Assistant Headteacher at the school for an informal discussion regarding the post kate.box@swale.at or 01795 472449.

Due to the current situation we plan to interview remotely using a video call. We would ensure that candidates who were successful in gaining an interview were supported with the technology so that this process is seamless. We will provide you with details of the process with your interview invite.

Interview Date: 14th May 2021

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure.

Headteacher: Nick Smith



Our advice would be that those who were successful in gaining an interview should prepare as they would for a face to face and dress smart casual. We will allow plenty of time to ensure that you are able to answer our questions in full and you will not be judged if you are having problems with your technology.

We will leave plenty of opportunity for questions at the end of the interview, and we will spend lots of time talking and unpicking your answers. Please come prepared to share anything you'd like that we didn't cover, or any questions you have about it. We really appreciate your adaptability in these unprecedented times.

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WELCOME

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 seventeen 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.

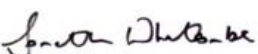
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, 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,


Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Teacher of Science - KS3 Coordinator

Responsible to: Head of Science

Purpose of the job

- To assist in the leadership of the Science Faculty in meeting the vision, aims and priorities of the school.
- To establish high quality teaching and learning of Science at KS3.
- To promote high standards of attainment and achievement.
- To provide professional leadership and management of own classroom to ensure that all young people at the school have high quality learning experiences, enabling them to achieve their very best.

Key Accountabilities and tasks Leadership

Leadership

- To assist the Head of Science in providing a clear vision and communicating the vision to all members of the faculty.
- To assist the Head of Science in securing the commitment of all members of the faculty to achieving the vision and to developing a team ethos within the faculty.
- To assist the Head of Science in promoting the school focus on learning by ensuring that whole school strategies are implemented and monitored effectively.
- To lead all developments within Science at KS3.
- To lead the transition from KS2 to KS3.
- To be a good role model for members of the department.

JOB DESCRIPTION



Management

- To assist the Head of Science to devise and implement strategies to ensure that subject targets are met at KS3.
- To analyse KS3 subject data and identify areas of strength and areas for development.
- To identify students vulnerable to underachievement and implement intervention strategies.
- To assist the Head of Science to plan and implement strategies designed to improve teaching and learning within Science.
- To review students' work and progress in Science at KS3.
- To promote the professional development of teachers within Science through classroom observation, coaching in the classroom and regular professional development discussion.
- To assist the Head of Science to ensure that the day to day running of the department is effective.
- To contribute to the Science Development Plan and SEF for KS3 identifying clear targets, time scales, success criteria and evaluation of all aspects of the work of the faculty associated with KS3 development.
- To develop and maintain good professional relationships with colleagues at all times.
- To assist the Head of Science to monitor the performance of staff within Science and share good practice and challenge under performance.
- To ensure the Faculty is prepared for any form of external/internal scrutiny of KS3 through the collation and analysis of appropriate evidence.
- To ensure all reports are completed accurately and on time by all members of the faculty.
- To assist the Head of Science in ensuring KS3 cover work has been appropriately set by absent teachers.

Teaching and Learning

- To promote joint lesson planning and planning of schemes of work
- To promote pedagogical dialogue within the faculty leading to shared lesson planning.
- To implement, promote and monitor effective behaviour management strategies within the department.
- To promote good relationships with students, parents and other stakeholders.
- To teach engaging and challenging lessons that are carefully differentiated to take account of the needs of individual students.
- To ensure that the Faculty follows a consistent, appropriate and meaningful approach to homework at KS3.
- To initiate, and where appropriate, organise curricular and educational enhancement activities related to KS3 development.

JOB DESCRIPTION



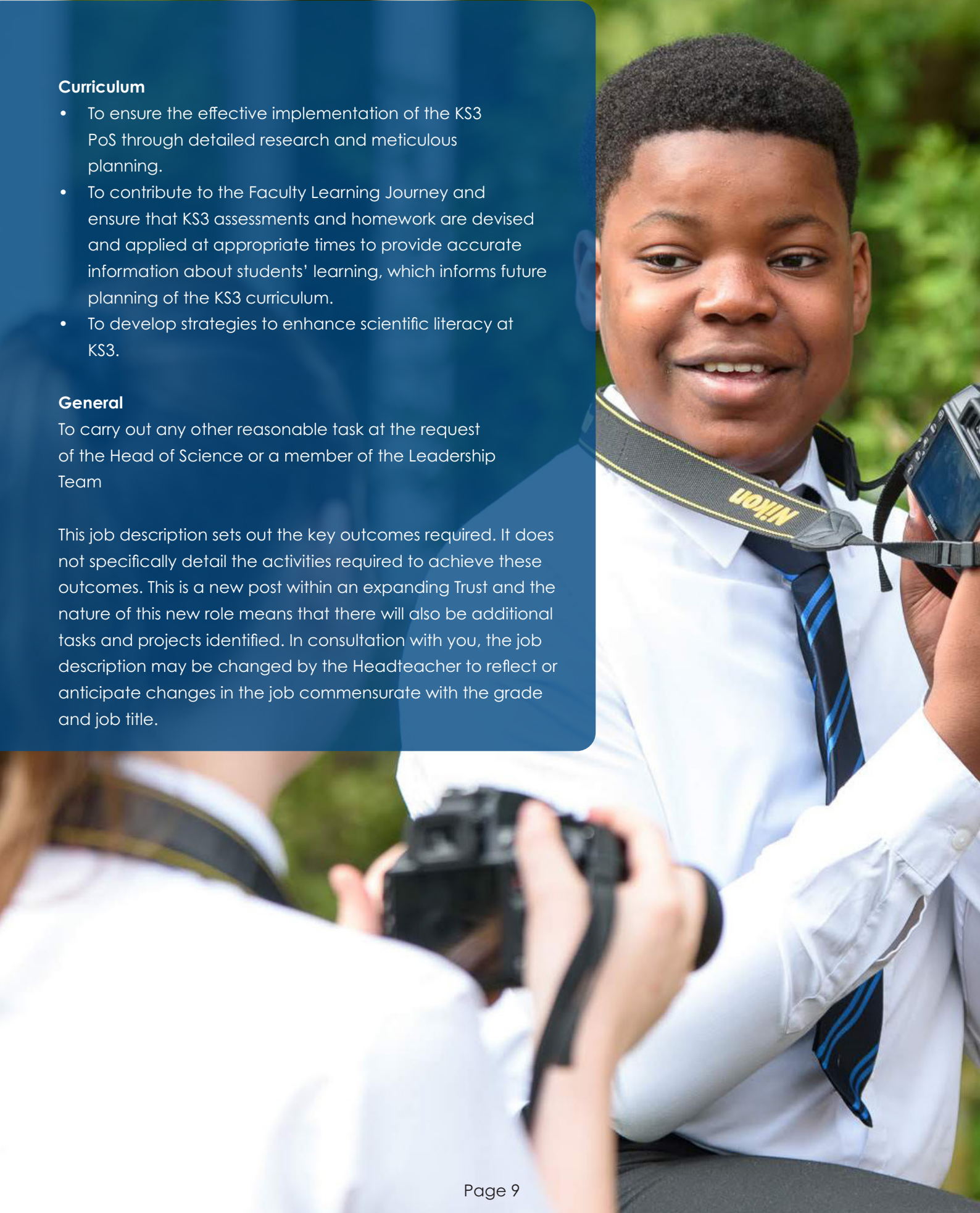
Curriculum

- To ensure the effective implementation of the KS3 PoS through detailed research and meticulous planning.
- To contribute to the Faculty Learning Journey and ensure that KS3 assessments and homework are devised and applied at appropriate times to provide accurate information about students' learning, which informs future planning of the KS3 curriculum.
- To develop strategies to enhance scientific literacy at KS3.

General

To carry out any other reasonable task at the request of the Head of Science or a member of the Leadership Team

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. This is a new post within an expanding Trust and the nature of this new role means that there will also be additional tasks and projects identified. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE
Qualifications & Training	1	Qualified Teacher Status.	E
	2	Graduate.	E
	3	Evidence of appropriate Professional Development.	E
	4	Further Professional Qualifications.	D
Knowledge / Skills	5	Evidence of having the skills to be an outstanding/ good classroom practitioner.	E
	6	Ability to teach across the full age/ ability range.	E
	7	Ability to implement strategies to raise achievement within a team.	E
	8	Ability to contribute to the positive management of student behaviour within a team and whole school.	E
	9	CPD of self and others.	E
	10	Coaching within a team.	D
	11	Ability to inspire both adults and young people from a wide variety of backgrounds.	E
	12	Excellent communicator.	E
	13	Confident user of ICT.	E
	14	Intervention strategies for those at risk of under achievement.	E
	15	Experienced in the production of effective and differentiated lesson planning.	E
	16	Sound practitioner of AFL and leading others.	E
	17	Use and impact of data on learning at strategic level.	D
	18	Contributing to staff INSET.	D
Experience	19	Effective teamwork/leadership which includes the empowerment of others.	D
	20	Track record of leading the raising of achievement and attainment.	D
	21	Experience of monitoring set targets in a specified action plan to evaluate and ensure progress.	D
	22	Experience of effective impact on a range of student behaviours for learning.	E
	23	Effective practitioner at both KS3 and/ or KS4.	E

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Subject Specific Areas	To have a thorough and up to date understanding of the requirements of the Science curriculum.	E
	To have a high degree of emotional intelligence and apply this in day to day practice with young people.	E
	To have a degree in a Science subject.	E
	To be able to teach across the Science subjects at KS3.	E
	To keep up to date with research and developments in pedagogy in Science.	E
	Commitment to extra-curricular activities within the Science team.	E
Personal Qualities	To have a love of and infectious enthusiasm for teaching.	E
	Lead by example.	E
	Meet deadlines and manage a fluctuating workload.	E
	Honesty and integrity.	E
	Work actively and productively as part of a team.	E
	Outstanding interpersonal skills and the ability to relate well to a wide range of people.	E
	Excellent sense of humour.	E
	Willingness to innovate.	E
	Strategic thinker.	E
	Ability to support and challenge others.	E
	High personal standards.	E
	Optimism.	E
	A high degree of confidentiality and the ability to effectively share sensitive information to a wide range of audiences.	E
A determination for self and others to be the best you can.	E	
Equalities and Safer Recruitment	Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Trust's Equalities Policy.	E
	Ability to demonstrate emotional resilience in working with challenging behaviours.	E
	Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.	E

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.

OVERVIEW

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



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building/Estate Management

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

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 our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

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>

