



Hungerhill School Job Pack Curriculum Leader of Science



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A MESSAGE FROM OUR CEO



**MRS H REDFORD-
HERNANDEZ**

CEO OF BRIGHTER FUTURES LEARNING
PARTNERSHIP TRUST

Thank you for considering joining our trust. I am very proud to be the CEO of the Brighter Futures Learning Partnership Trust; it is a privilege to work with passionate, like-minded colleagues who are all focussed on delivering the best educational provision for the children and young people of Doncaster. We are a multi-academy trust serving the local needs of our community with great passion; we have a team of highly committed staff, governors, local businesses, and trustees who are committed to creating and delivering a world-class trust vision.

Mrs Helen Redford-Hernandez

CEO of Brighter Futures Learning Partnership Trust



A MESSAGE FROM OUR HEADTEACHER



2.

Thank you very much for responding to the advertisement for the position of Administrative Assistant based at Hungerhill School. I hope the details enclosed provide you with sufficient information to determine whether or not Hungerhill is the place you would like to start or continue your career. I was appointed Headteacher in September 2021. Having taught at Hungerhill for many years I am immensely proud to be at the forefront of the everyday running of this ambitious school.

MRS L POND

HEADTEACHER

Hungerhill is a mixed 11-16 comprehensive school with approximately 1,200 students on role. We are fully inclusive, catering for the needs of all students regardless of academic ability or prior attainment. The successful candidate will join a highly successful and well-respected school with strong parental support. The staff here are positive and forward thinking - they have grasped the opportunity for development enthusiastically and see change as an essential feature of the school. There is no hint of complacency, and we all recognise that continued success depends on a willingness to work hard and embrace new ideas.

Our students are at the heart of everything we do to ensure they have the support and guidance they need to reach their full academic and personal potential. We have high expectations and strive for our students to be successful learners and gain the knowledge, skills and attributes to flourish in the world of work.

Our core values of respect, honesty, resilience, excellence and care are embedded at every level throughout the school. Students are encouraged to believe in themselves and know that hard work and resilience can help them achieve their dreams.

In recent years, the curriculum at Hungerhill has been completely overhauled and the way it is delivered reformed and refined, so that it matches the ambition we hold for every student. Recruiting staff with the potential to make a significant contribution to this is crucial. You will play an important role in developing and delivering excellent standards of teaching and learning across our school.

The school was recently awarded the World Class Schools Quality Mark in 2018 and reaccredited in 2022. This award enables the school to access a peer group of elite schools nationally.

We offer an extensive range of enrichment experiences to students in order to develop self-esteem, confidence, self-expression, creativity and teamwork skills. We believe that student leadership is important in unlocking students' potential. Leadership is central to everything we do at Hungerhill and our substantial leadership opportunities are a key driver in enabling students to develop important life and employability skills- we are developing tomorrow's leaders today.

Lucie Pond
Headteacher



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ABOUT THE BRIGHTER FUTURES LEARNING PARTNERSHIP TRUST

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A big vision lies at the heart of the Brighter Futures Learning Partnership Trust; excellence is at the heart of all that we do and with this in mind, we aim to be one of the highest performing and unique trusts in the country, acknowledging that every child is different. As such, our curriculum offer will be shaped to reflect the diversity of our learners and their needs if they are to excel and develop into the next generation of highly skilled learners and innovators.

Our vision is to create teaching and learning which is inspirational, challenging, and relevant to the 21st century where every child and young person can fulfil their potential. We are also committed to developing outstanding pastoral care which we know is an essential ingredient in ensuring that every child can flourish to develop the knowledge, skills and attributes which will enable them to have the widest possible choice of career pathways.

We are unique in that our family of schools includes four primary schools, an infant school, an 11-16 secondary school and Doncaster UTC, which offers an unrivalled breadth of provision and learning experiences. One of these schools is also designated as a Teaching School and has a strong history of school-to-school support.

We have a genuine commitment to collaborative working and sharing of the best practice whilst understanding the need to retain our schools' individual ethos and strong sense of identity. We are totally committed to providing the best learning opportunities to promote the achievements of all children, young people and staff as we believe this enables them to grow as individuals and be the best they can be.

H. Redford-Hernandez

Mrs Helen Redford-Hernandez
CEO of Brighter Futures Learning Partnership Trust



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WHY HUNGERHILL SCHOOL?

Some of the many reasons parents and students choose Hungerhill School are:

- GCSE performance - historically sustained aspirational and ambitious curriculum
- The quality of teaching and learning safe and friendly learning environment
- Pastoral care and inclusivity are at the heart of the school
- The embedding of our core values of respect, honesty, resilience, excellence and care are a key theme throughout the school
- Extensive enrichment, extracurricular opportunities and student leadership
- Nominated for Pearson's Lockdown Hero
- Award for Outstanding Learner and Community Support
- Awarded the World Class Schools Quality Mark
- Awarded the Anti-Bullying Charter Mark: Silver



What our students say



"My first year at Hungerhill was great. At first it was tough, adapting to the recent changes. I like how we learn different and interesting things in each lesson and use my learning for different subjects. My favourite lessons are PE and English."

Felicity Ali



"When I started at Hungerhill I was scared to come and fail in my lessons, then I found that the teachers are brilliant and really nice so I felt much more comfortable and 100% better. I settled in more every day."

Aziza Mamdouh

"The first time I came into Hungerhill it was scary but I got through it. We spent some of the year on online lessons but I still made lots of friends and especially enjoyed my science lessons."

Reuben Hubalau



"At Hungerhill there are far more subjects than at Primary School. We do new subjects like music, ICT and Food. We have regular awards and I won the Head of Year award in Year 7. There are more students than at primary school but you soon get used to it."

Tony Huang



"When I started at Hungerhill I was scared to come and fail in my lessons, then I found that the teachers are brilliant and really nice so I felt much more comfortable and 100% better. I settled in more every day."

Aziza Mamdouh

"I have really enjoyed my past year at Hungerhill. I was able to apply all of the core values in my lessons. It may become challenging at certain times but always try your best since that is all you can do and all the teachers ask!"

Joshua Hinds



WORKING AT HUNGERHILL SCHOOL

5.



Hungerhill is a well-established, very popular and heavily over-subscribed co-educational 11-16 comprehensive school with extensive facilities. There are approximately 1,200 students on roll and the school serves a geographically defined catchment area, receiving students from five feeder schools. The school is full and has been over-subscribed for a number of years. There are 80 teaching staff and 88 non-teaching staff, providing excellent administrative, pastoral, technical and caretaking support.

The school emphasises the equal worth and dignity of all students. It stresses the importance of individual responsibility and respect. It encourages self-discipline, wide interests and service to the community. It values sharing, honesty and fairness. From this premise the school sets out to develop independent, caring, enquiring, morally responsible, adaptable and well-qualified young people prepared for life and work beyond school.

Hungerhill is a school with high standards of attendance, punctuality and school dress; with a strong emphasis on the quality of the learning environment; with a rich programme of extra-curricular activities open to all students; with high expectations in terms of the quality of relationships; with a clear focus on teaching and learning and everyone doing their best; and with a behaviour policy based on clear sanctions, fairly and consistently applied and a reward system designed to recognise many forms of success. As a team, we never compromise on the standards and expectations we have for all our students. Through hard work, determination and resilience, our students experience success in many forms whether that be in academic, sporting or creative fields.

Hungerhill prides itself on being an inclusive school, where we strive to inspire confident learners who will thrive and grow into the very best version of themselves. Visitors are always impressed by our family atmosphere, the warmth of relationships between staff and students and value for the individual.

As a former Teaching School, Hungerhill has been at the forefront of making evidence-informed practice the norm within classrooms. As a Teaching School, we led on a number of important teaching and learning initiatives which are founded on well-researched evidence-based practice.

We have strong links with a number of local universities which supported us with various projects. We ceased to hold the Teaching School designation in August 2021, when Teaching Schools were replaced with Teaching School Hubs. Our staff continue to work across the Trust as System Leaders as well as with other high performing national and local Trusts.

We have a strong partnership with Notre Dame School in Sheffield and Ambition Institute supporting the delivery of the Early Careers Framework and the NPQs. As a school we firmly believe in the importance of CPD for both teaching and associate staff, as a vehicle to increase motivation, competence and confidence and ensure career growth.



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THE SCIENCE DEPARTMENT



Science at Hungerhill fosters enthusiasm for the subject and ensures students fulfil their scientific potential. We deliver a science education that ensures that students understand the 'big ideas' of science. Students master investigative and practical skills that underpin the development of scientific knowledge and apply these to new situations. We encourage our students to be inquisitive, observant, and analytical thinkers who work both independently and within a team.

Science is a very strong, successful department which is always looking to improve. There are currently 13 teachers within the department who are overseen by the Trust Director of Science. Subject specific curriculum teams are led by experience TLR holders.

The science department is very well-established with modern labs set across two buildings. All classrooms have interactive displays and high-quality ICT equipment to support in the delivery of teaching. Subjects are generally taught within specialism and there is a large bank of resources to support teaching and learning within the department.

Students follow a mastery-based curriculum starting in year 7 and builds into the GCSE curriculum. Students are offered an aspirational pathway in either AQA Triple or Trilogy science specifications. Approximately 30% of students studying Triple science.

These courses offer a wide range of new topics and skills that build upon prior knowledge, recycle their learning as they progress along the course and challenge students in terms of skills, complexity, and application. Our students strive for excellence, achieve the best they can and leave Hungerhill School able to understand and explain the scientific world around them, nurturing the values of respect, honesty and compassion towards others and the environment.

The department aims to instill a love of science in students providing them access to a broad development programme consisting of enrichment activities such as trips to the Yorkshire Wildlife Park, extra-curricular opportunities in the Science Seekers after school club which explores a range of exciting experiments in Year 7. We also offer Science leadership experience.

The department has excellent transition links with its feeder schools holding regular meetings between staff from KS2 and KS3. The department is developing its collaborative work with the Doncaster UTC further strengthening teaching and learning and the support of students in their post 16 study. A significant proportion of our students move to study Science subjects within post 16 settings across Doncaster.

If you would like any further information or to discuss this role please contact our Trust Director, Martin Keens at Keens.M@hungerhillschool.com

JOB ROLE



Job Title: Curriculum Leader for Science

Contract Length: Permanent

Contract Type: Full time

Salary: TLR 1C

School : Hungerhill School

Location: Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY

Accountable to: Headteacher/ Director of Science

ABOUT THE ROLE

The Science Department is a key curriculum area within the school being taught in KS3 and GCSE. The core purpose of this post is to ensure the quality of learning experiences for students in Science are of the highest standard, in order for students to progress at rates which are above expectations for them. The successful candidate will work with the Curriculum Leader to ensure the delivery of the curriculum to the highest possible standard, delivering exciting and innovative lessons across all ages and abilities.

We are looking for an individual who understands that all children are entitled to be successful in this critical area of knowledge. Lessons must be well planned, teaching must be consistently good or better and marking and feedback must be of a very high quality. The candidate must be able to teach Science at Key Stage 3 and 4.

For this post to be successful we are looking for a Curriculum Leader who can combine enthusiasm, energy, flexibility and adaptability who is a well-motivated team player that can also work independently and is capable of using their initiative.

KEY RESPONSIBILITIES OF THE ROLE

- Report to the appropriate Governors' Committee at least twice per year regarding progress and results in Science.
- Make a key contribution to the School Development Plan and ensure its objectives are met and activities are addressed.

JOB ROLE

GENERAL RESPONSIBILITIES

- Establish and ensure high standards of learning and teaching in the curriculum area.
- Implement all quality assurance procedures outlined in the handbook, including undertaking lesson observations, learning walks, work sampling, student voice activities.
- Produce an annual department DDP.
- Produce long term and annual plans for the development and resourcing of the department to ensure raising the level of achievement for all students.
- Monitor and evaluate pupil performance in the curriculum area.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement in the curriculum area.
- Set clear annual and long term targets for improving pupil performance in the curriculum area, taking the necessary action to achieve these targets.
- Act as line manager for members of the department, monitoring, supporting and motivating other teachers of the subject, helping them to set targets for professional development and improvement as outlined in the schools' performance management policy.
- Assist the appropriate member of the SLT in addressing the professional development needs of other teachers of the subject.
- Assist the appropriate member of the SLT in the appointment of new staff to the department.
- Assist the appropriate member of the SLT in providing support and training in the induction of new staff.
- Assist the appropriate member of the SLT with the deployment of staff teaching in the curriculum area, making the best use of their experience, abilities and knowledge.
- Support teachers in maintaining effective discipline.
- Establish and implement clear long term, medium term and short term schemes of learning.
- Establish and regularly review a department handbook.
- Convene and attend all necessary meetings.
- Contribute to policy development at department and whole school level, evaluating the impact of the policy on teaching and learning.
- Have oversight for the use of resources in the curriculum area, to ensure their most effective use for raising the level of achievement for all students.
- Liaise and collaborate with other Curriculum leaders within the school to ensure the effective delivery of the curriculum.
- Liaise with parents over all matters concerning pupil performance in the curriculum area.
- Have oversight for Health and Safety in the Department.

JOB ROLE



PROFESSIONAL STANDARDS AND DEVELOPMENT

- Be a role model to students through personal presentation, dress and professional conduct.
- Cover for absent colleagues as required and to assist with examination invigilation as requested.
- Co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- Be familiar with the School handbook and support all the School's policies.
- Establish effective working relationships with professional colleagues and associate staff.
- Strive for personal and professional development through active involvement in the school's appraisal system and performance management procedures.
- Liaise effectively with parents and with other agencies with responsibility for students' education and welfare.
- Undertake any reasonable task as directed by the Head or Senior Leader.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- Be familiar with Education Health Care Plans.
- Consider the needs of all students within lessons (and to implement specialist advice) especially those who: have SEN; are gifted and talented; are not yet fluent in English.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Any other duties as reasonable required by the Director of Science or member of the Senior Leadership Team

KNOWLEDGE, SKILLS AND EXPERIENCE

10.



EDUCATION AND TRAINING

- Qualified teacher status.
- Degree level qualification.
- Evidence of relevant further study, including examiner experience/

EXPERIENCE

- Minimum of 4 years teaching experience at secondary level.
- Teaching KS4 examination groups.
- TLR and/or Leadership role within a science department.
- Action planning.
- Cross-phase work.
- Collaborative working.
- Recent and relevant INSET.
- Relevant research and national inspection evidence.
- Curriculum development.
- Curriculum planning.
- Raising levels of achievement.
- Analysis and use of value added data to raise achievement.

KNOWLEDGE AND SKILLS

- Outstanding teaching skills.
- Strong leadership and management skills.
- The ability to motivate others.
- Good communication skills.
- Good interpersonal skills.
- ICT skills.
- Administrative skills.
- The ability to evaluate personal performance and learn from others.
- The ability to see beyond present circumstances and remain focused on longer-term possibilities.
- Detailed knowledge of strategies to meet the needs and raise the level of achievement of students of all abilities.
- The components of a high quality lesson and how to achieve this throughout the department.
- Key issues and current developments in the teaching of science.
- The national strategy.
- How to develop students ICT capabilities through science.
- A well informed vision of the development of science teaching.
- An educational philosophy that emphasises equal opportunities and the importance of the individual.
- The components of a high quality lesson and how to achieve this throughout the department.
- Key issues and current developments in the teaching of science.
- The national strategy.

RECRUITMENT PROCESS AND ADDITIONAL INFORMATION

11.



Closing date: 4 July 2022, 9:00 AM

Interview dates: On or after 5 July 2022

Start date: January 2023

Applications for this role are available via our website.

Brighter Futures (brighterfutureslpt.com)

Recruitment Process: Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- Panel interview
- Intray task or activity
- Classroom visits
- Classroom observation
- Student panel
- Leaderless discussion
- Lesson delivery

Special Requirements: If you require reasonable adjustments prior to your interview, these can be arranged by emailing admin@hungerhillschool.com

For an informal discussion about this post, more information or to arrange a visit, please contact: admin@hungerhillschool.com

If you have not heard from us in 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Equality and Diversity: We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

References: Before you are invited to interview, we will obtain references from your referees. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK: Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions and Safeguarding: The successful candidate will be required to complete a DBS check in line with the Rehabilitation of Offenders Act 1974. All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence

Thank you for your interest in Hungerhill School. We look forward to receiving your application.

