



Lord Grey Academy

Aspire, Learn, Achieve



INFORMATION FOR CANDIDATES

2018 - 2019

HEAD OF BIOLOGY

TLR 2b £4,530 pa
Recruitment allowance - £2,000

MPS/UPS SCALE

Biology only timetable with A Level available

Required from September 2019

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”



School Motto

Aspire, Learn, Achieve

Our Aims

Lord Grey Academy expects you to:

- Achieve your personal best
- Contribute and enjoy
- Value and understand yourself and others
- Embrace opportunities
- Learn from mistakes
- Develop confidence
- Respect our core values:
 - Be resilient, independent and hardworking;
 - Be kind, caring and positive;
 - Be ambitious, aspirational and determined;
 - Be respectful, helpful and honest.

Lord Grey Academy Mission Statement

'Lord Grey Academy is a future-driven, aspirational and inclusive school offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving school with an ambition to become an outstanding first choice local school '.

Lord Grey is a “good school”, Ofsted, July 2014



Lord Grey Academy

Aspire, Learn, Achieve



Welcome from the Principal

Dear Prospective Applicant/Candidate,

Thank you so much for considering applying to Lord Grey Academy in Bletchley. We are a learning community of approximately 1490 students and over 150 staff. Lord Grey is totally committed to school improvement and developing the life chances of the young people in our care. We are a very inclusive and caring school, with high aspirations.

As the Principal, I am very proud to be the leader of such a dynamic and vibrant school. This is an Academy that is really 'on the up'. We are an oversubscribed school and have excellent links with our local feeder schools within the Bletchley Partnership. We believe in working in close partnership with parents, other local schools and colleges, the Local Authority and local community groups. We are part of TOVE Learning Trust, as part of their Multi Academy Trust, and we are excited to be in this family of likeminded schools.

We believe in treating every student as an individual and our students are wonderful to work with; they are respectful, polite and engaging. The academy believes in praising young people and celebrating the success of those who do well; we have a clear rewards and consequences system and a good vertical pastoral system led by Heads of House, to support learners and staff.

We have a good Sixth Form and we offer a wide range of Post-16 courses at Level 2 and Level 3; we are constantly striving to offer curriculum diversity and to widen our Post-16 offer. Ofsted 2014, recognised the Sixth Form as a real area of strength in the academy and value added outcomes have been consistently positive since.

The academy has an excellent programme of staff CPD and we have an outstanding track record in supporting staff in career development and training. We hold the prestigious Institute of Education Gold Award for professional development. The large staff are very welcoming and everyone who works here values the support and friendship that they are offered.

At Lord Grey Academy we understand the importance of a sustainable work-life balance and are committed to a rolling review of processes and practices to ensure that they do not get in the way of effective planning for great teaching and learning.

Faculty meeting time and CPD programmes encourage and facilitate collaborative planning in order to develop great strategies and resources whilst alleviating workload pressures. CPD provision is varied and tailored to teachers' skills and ambition. For colleagues interested in research-led, enquiry based CPD our CPD programme can offer opportunities to work as a research lead or take part in action research projects in a specific area of interest.



Lord Grey Academy

Aspire, Learn, Achieve



Leadership at all levels is encouraged and an in-house leadership development programme is attended by all middle leaders. Middle leaders are also encouraged to seek external accreditation through NPQML and NPQSL programmes as appropriate.

As part of a newly enlarged Multi Academy Trust, there are exciting career opportunities for committed and ambitious individuals who are looking for a long term career within one organisation.

The academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was discovered – this site of historical importance and tourist attraction is just a few minutes' walk from the school. Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.

Having read all of this, if you are interested in making an application, we would be delighted to hear from you. Come and join us on our journey of school improvement! Lord Grey Academy is a school that is really working hard to be a truly great place of learning.

Mr Jim Parker
Principal



Faculty Information

Dear Colleague

Thank you for showing an interest in the post of Head of Biology at Lord Grey Academy.

Science is a large, inclusive faculty. We teach Science to all students in years 7-11 and our post-16 Science courses are extremely popular. Students in years 7 and 8 have three lessons of Science a week and these lessons are taught by a highly professional and enthusiastic group of teachers. Years 9-11 have six lessons per week with specialist teaching for all KS4 GCSE groups. A-Level Biology has 5 lessons per week in Years 12 and 13.

The Science course at Lord Grey Academy is designed to develop independent scientific learners. It is a structured course that develops thinking, practical and analytical skills, with the emphasis on experimental work wherever possible. We are developing our Schemes of Learning so that we have a continuous five year curriculum in Science; in Years 7 and 8, a mastery approach will ensure that our Year 9 learners are GCSE ready.

In Year 9 students start their Key Stage 4 studies, studying OCR Gateway Combined Science but with our most able students studying OCR Gateway Physics, Chemistry and Biology. A-Level Sciences are popular and successful and we are proud that one of our A-level Physicists continued her Physics studies at Baliol College, Oxford in 2018 with other A-level Science students going on to study Physics at Leicester, Civil Engineering at Bristol and Biochemistry at Liverpool.

We have an annual Science trip to Whipsnade Zoo for Year 7 and are well supported by a team of dedicated and experienced technicians, with a large and very well stocked prep room.

We are currently going through a period of rapid improvement within the Science faculty and we are beginning to see an improvement in students' grades as well as their enthusiasm for the subject. With the changes currently taking place, now is the right time to join this forward thinking and dynamic team. With your help we can make the Science faculty the best in the school and inspire a new generation of Scientists for the future.

If you wish to contact me for an informal discussion about this post I would be happy to speak with you.

Dr E Nourshargh
Director of Science
liz.nourshargh@lordgrey.org.uk



Lord Grey Academy

Aspire, Learn, Achieve



Advertisement

HEAD OF BIOLOGY

TLR 2b - £4,530

Recruitment allowance - £2,000

Biology only timetable with A Level available

MPS/UPS SCALE

Aspire, Learn, Achieve

We require, for September 2019, an experienced, enthusiastic, flexible, committed and qualified Head of Biology, with leadership experience or potential, to join our Science Faculty in this large, mixed 11-19 comprehensive school. We are able to offer a Biology only timetable with A-level teaching for the right candidate.

A recruitment allowance may be available for suitably experienced/qualified staff and support for NPQML.

The successful candidate will have:

- Will have a strong commitment to teaching and learning in Biology;
- Will be an effective classroom practitioner committed to raising standards for all students;
- Will be able to teach Science at Key Stage 3, and Biology at Key Stages 4 and 5;
- Will be fully committed to enabling all students to achieve well and make good progress;
- The drive and determination to motivate colleagues and students;
- A creative and energetic approach to teaching and management;
- Good organisational skills;
- The ability to lead and develop a team of teachers;
- The vision to develop the courses currently offered;
- Open to change, new ideas and innovation.

A candidate information booklet and application form are available on the vacancies section of Lord Grey Academy's website:

<http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to hr@lordgrey.org.uk by 9am on Monday 25th March 2019.

Only successfully short listed candidates will be contacted.

The school is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



JOB DESCRIPTION

Ethos

Lord Grey Academy is a rapidly improving school which celebrates learning and achievement within an inclusive environment and promotes a local, national and international dimension to prepare our students for their role as confident global citizens. Our motto is: *Aspire, Learn, Achieve*. Our Core Values are: Ambitious, Determined, Independent, Respectful and Successful. It is expected that the post holder will carry out his/her responsibilities within this philosophy.

All teaching staff must adhere to all aspects of Lord Grey Academy's Teaching and Learning Framework and to the Teachers' Professional Standards.

All job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- To comply with "Health and Safety" at Work legislation.
- Job descriptions are subject to review and amendment.

For all those staff with Teaching and Learning Responsibility allowances, job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- To fulfil expectations of teachers with TLRs as outlined the School teachers' pay and conditions document 2015 Part 4 Section 20
- To comply with "Health and Safety" at Work legislation.

As Head of Department with a Teaching and Learning Responsibility

To assist the Head of Faculty in the delivery of his or her role for negotiated tasks e.g. responsibility for a Department including responsibility for key stages within your Department, for monitoring and evaluation, for able, gifted and talented students and EAL students, for student behaviour for learning, for schemes of work, for work related learning relevant to your area, for curriculum development, resources and other negotiated areas of responsibility.

Purpose of the Job:

1. To provide effective leadership and management of a Department and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.
2. To monitor and evaluate the teaching in the Department and to take the initiative in identifying strategies to support consistency of practice.
3. Play a major role in the school's middle leadership and management assisting your Head of Faculty in creating a vision, sense of purpose and pride in the Department and its work.
4. To ensure student progress is in line with national averages.

5. To ensure that courses are staffed and resourced effectively.
6. To ensure that staff teaching in your Department are fully briefed as to the requirements of the appropriate specifications.
7. To ensure student entitlement to the Help Children Achieve More outcomes.
8. To act as a Team Leader within the school's Appraisal Policy.
9. To identify and encourage the CPD needs of staff within your remit, in conjunction with the Head of Faculty.
10. To work individually and as part of a team.
11. To give and to seek advice and support within school policies.
12. To be familiar with and adhere to school policies and procedures.
13. To be familiar with and contribute to the Faculty Improvement Plan and faculty self-evaluation system.
14. To take an active part in mentoring NQTs, instructors and trainee teachers.

Teaching, Learning and Student Engagement

1. To ensure consistency of practice within the Department.
2. Teaching in line with Department and school policies on e.g. assessment, teaching and learning, homework and student behaviour.
3. Monitoring and evaluation of student progress against prior attainment for all areas covered by your Department.
4. Contribute to raising the profile within the school of your Department.
5. Responsibility for a classroom or teaching area and its impact on learning through, for example, display and the good organisation of learning resources.
6. Reviewing and evaluating teaching and learning in lessons and across schemes of work in your Department.
7. Working with SEN, EAL and support staff (including prior discussion and planning) to maximise achievement within your Department.

Curricular/Departmental Development

1. Accountable for the development and delivery of subjects within the Department.
2. Lead curriculum developments for the Department.
3. Actively monitor and respond to curriculum development and initiatives at national, regional and local level.
4. Liaise with the Exams Officer and your Head of Faculty to maintain accreditation with the relevant examination and validating bodies.
5. Be responsible for the development of Key Skills in the subjects within your Department's remit, such Literacy and Numeracy.
6. Ensure that the development of the subject is in line with national expectations.

Resource/Information Management

1. Manage the available resources of space, staff, money and equipment within the limits, guidelines and procedures laid down for deploying the Department budget.
2. Work with the Head of Faculty to ensure that the Department's teaching commitments are effectively time-tabled and roomed.
3. Ensure the maintenance of accurate and up-to-date information concerning the Department on the management information system.
4. Make use of analysis and evaluate performance data provided including a good knowledge and usage of Go4Schools.
5. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.

6. Work with SENCO to set subject-specific targets, and match curricular materials and approaches to pupils needs.
7. Ensure that the Department supports the school's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, and Equalities Act.

Stock/Resources Budget

1. Manage the Department stock, teaching resources and finances efficiently, and obtain best value for money.
2. Maintain an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with Department and school policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

Liaison/Communication

1. Meet regularly and work with your Head of Faculty for professional support and develop effective departmental management.
2. Oversee and monitor the accuracy of exam entries and dates and work effectively with the Exams Officer and your Head of Faculty on this.
3. Act as the initial person for others to contact regarding all issues relating to the subject(s) within your Department.
4. Liaise with colleagues from other key stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
5. Liaise with curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
6. Inform staff about new developments and ideas related to the subject and the Department.
7. Set and minute Department meeting agendas and follow up on action points from those minutes.
8. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
9. Provide helpful and accurate responses to parent/carer enquiries.

Health and Safety

1. Undergo Basic First Aid training and update courses, where appropriate.
2. Be aware of the responsibility for personal "Health, Safety and Welfare" and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with "Health, Safety and Welfare".

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process – evaluating and improving own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through and effective Appraisal programme,

Classroom Teacher – Standard Responsibilities

Purpose of the Job

- To ensure student progress in the learning of Science through good quality teaching
- To ensure student entitlement to the “Help Children Achieve More” outcomes as a subject teacher
- To achieve very positive outcomes for all students in public examinations, demonstrating a significant contribution to each student reaching their minimum Target Grade
- To maximise “Progress 8” and “Attainment 8” and progress for all classes taught by you

Teaching and Learning

- To teach Science in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
- To teach in line with the Teaching and Learning Framework and Behaviour for Learning Policy at Lord Grey Academy
- To teach in line with faculty and school policies on e.g.
 - assessment
 - teaching and learning
 - homework
 - student behaviour
- To contribute to learning opportunities within the formal and extended curriculum
- To ensure student progress against prior attainment, at least in line with national averages and Progress 8 targets
- To contribute to the profile of your teaching subject(s) within the school
- To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
- To regularly review and evaluate teaching and learning in lessons and across schemes of work
- To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
- To involve parents in behavioural issues in line with school policies
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated teams and to contribute to the building of teams within the school
- To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Continuous Professional Development (CPD)

- To take responsibility for personal CPD needs within the school’s Appraisal framework
- To work individually and as part of a team
- To develop as a reflective practitioner
- To monitor the impact of CPD on your own teaching and learning
- To seek advice and support within school policies
- To be familiar with and adhere to school policies and procedures
- To be familiar with and contribute to the School Improvement Plan and School Self-Evaluation systems

Curriculum and Assessment

- To plan appropriate lessons to meet the learning needs of all students including those of: the More Able, of Looked After Children, of EAL and 'groups within groups' students and of those students with Special Education Needs or who are Pupil Premium
- To evaluate and review lesson plans
- To contribute to the planning of faculty programmes of study and Schemes of Work
- To create and manage resources for the teaching of lessons
- To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and school policies
- To use assessment to inform curriculum planning, teaching and learning
- To assess accurately to help students meet their Minimum Target Grades
- To act on feedback from examination boards on the quality of marking, moderation and assessment
- To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
- To work within school curriculum policies on key themes e.g. Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda
- To inform and involve parents in their children's learning in line with school policies and procedures

Management Information and Its Use

- To maintain appropriate records and to provide relevant accurate and up-to-date information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress, analyse data and use information to inform teaching and learning, on time and as per the school calendar of assessment, with all deadlines met on time

External Communication

- To take part in Open Evening, information evenings, Academic Progress Meetings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
- To contribute to the development of effective subject links and other links with external agencies
- To contribute to extracurricular activities, and to the support them with attendance, where possible

Other

- To undertake school duties in line with school policies and procedures
- To cover lessons and registration sessions for absent colleagues in line with the school Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
- To attend assemblies as required
- A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- To undertake such duties as may from time to time be reasonably assigned by the Principal



Form Tutor Responsibilities

- To be a Form Tutor or Co-Tutor within a vertical tutoring system
- To form a positive relationship with your tutees
- To attend House meetings
- To attend assemblies
- To follow all reasonable directions for your Head of House
- To form positive relationships with the parents of your tutees
- To read out all relevant form notices on a daily basis
- To encourage praise, rewards and whole school initiatives (e.g. Accelerated Reader) amongst your tutees
- To complete mentoring activities with your tutor group
- To monitor uniform, equipment checking and planner checking on a very regular basis
- To follow up on pastoral issues and make relevant referrals if need be
- To liaise with Sixth Form Team on Post-16 tutees
- To set routines within the Tutor Group (e.g. silent reading, quiz, checking day, discussion day etc.) to form a good ethos
- To praise and reward regularly, using the Star Rewards system
- To complete Record of Achievement folders
- To follow up on any C system incidents
- To follow up any indications of under achievement with student, parents and subject teachers
- To lead Academic Progress Meetings
- To pass on referrals for Subject Teacher Meetings, in terms of issues to be followed up on
- To follow up on issues raised in Academic Progress Meetings

PERSON SPECIFICATION CRITERIA	STANDARD SCALE TEACHER AND FORM TUTOR OR CO-TUTOR	CRITERIA, ESSENTIAL OR DESIRABLE
EXPERIENCE/ KNOWLEDGE	<ul style="list-style-type: none"> • Qualified teacher status or the credentials to gain QTS or to teach in the UK • Up to date knowledge and understanding of teaching and learning strategies • Up to date knowledge of the national curriculum and public exam syllabuses in Science • Up to date knowledge of school systems to support students in their learning, e.g. SEN, pastoral and assessment systems in schools 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • An effective classroom practitioner • The ability to work in partnership • Organisational and administrative skills • Good written and oral skills • IT literate 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
PERSONAL JOB RELATED SKILLS	<ul style="list-style-type: none"> • Belief that barriers to learning can be overcome • A commitment to professional standards • A commitment to quality and continuous improvement 	<p>E</p> <p>E</p> <p>E</p>



Lord Grey Academy

Aspire, Learn, Achieve



	<ul style="list-style-type: none">• The ability to work under pressure• Confidentiality: awareness and sound judgement• A team orientated approach• A commitment to equal opportunities, all aspects of the Equality Act and to narrowing the gap on inequality• A commitment to follow all of the school's Health and Safety requirements• A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy	<p>E E E E E E</p>
--	---	--