



Candidate Pack  
Teacher of Science



Co-op Academy  
Belle Vue

# Welcome from the Principal

Thank you for your interest in applying for the role of Teacher of Science at Co-op Academy Belle Vue. This role offers an opportunity to work in close partnership with the Curriculum Leader of Science to provide vision for the academy, and to help ensure that standards across the school are outstanding.

Co-op Academy Belle Vue opened in September 2021 as the newest secondary school in the Co-op Academies Trust, and is built upon the shared values and 'ways of being' that underpin all of our academies ; Be yourself, always - Do what matters most - Show you care - and Succeed together.

We are on the lookout for an individual who possesses drive, intelligence, and is a team player, and who is dedicated to nurturing the love for Science in young people and helping them excel through their studies.

The school has developed a well-crafted and ambitious curriculum and teachers have a firm understanding of how this should be delivered. Teachers' choice of learning activities encourages pupils to be reflective and inquisitive thinkers.  
*Ofsted 2024*

The ideal candidate is someone who is enthusiastic about their subject, stays up to date on the latest research and developments, and has a genuine love for their discipline. They set the bar high for student behaviour and attention, are highly organised and dependable, and have a strong grasp of curriculum design and effective teaching methods. They are committed to a curriculum that emphasises a strong foundation of knowledge. This role is open to experienced and/or ECT's with a hunger for learning and development.

We align our culture with the trust 'ways of being' and our unique CARE principles. Our academy is:

- A cooperative community where students from different backgrounds, beliefs and cultures grow together, developing the skills and character they need to be successful beyond their time at the academy
- A community where staff work together to create an inclusive, welcoming and highly ambitious learning environment
- A community where local residents and organisations are empowered to work together for the success of all.

At Co-op Academy Belle Vue, we do things differently and better. We deliver an outstanding well rounded quality of education for our students with an entitlement of the most powerful knowledge for all. The implementation of our curriculum is securely embedded and our intent statement is consistently implemented.

At Co-op Academy Belle Vue, we are committed to creating something special, a culture of high expectations with the ways of being and our CARE principles at the heart of everything we do. Our goal is to provide an exceptional educational experience for our students and to foster a community where everyone feels valued and supported. To achieve this, we are looking for an expert in this field, someone who will lead and model excellence consistently.

Our goal is to provide an exceptional educational experience for our students and to foster a community where everyone feels valued and supported. To achieve this, we are looking for a subject expert who will lead and model excellence consistently.

I would highly recommend you visit the Academy prior to your application. To arrange a visit please contact [sarah.dugdale@coopacademies.co.uk](mailto:sarah.dugdale@coopacademies.co.uk)

Scott Fletcher  
Principal

The deadline for applications is 12 noon on 12th December 2024  
Interviews will be held 18th December 2024



## Purpose of role

# Job Title : Teacher of Science

Salary / grade range	MPS / UPS
Location	Co-op Academy Belle Vue
Reports to	Line Manager

### Purpose of role:

- The Teacher of Science will ensure the highest standards of learning, development and achievement for their students and will take responsibility for the education and welfare of all students at Co-op Academy Belle Vue. The Teacher of Science has responsibility for the education of students for whom they are timetabled to teach.

### Key accountabilities (and specific duties / responsibilities):

#### Set high expectations which inspire, motivate and challenge all students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all students

#### Promote good progress and outcomes by all students

- Promote high standards of attainment, progress and outcomes for all students
- Plan scaffolded teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

#### Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject

#### Plan lessons (in line with minimum expectations) and teach well structured lessons

- Improve knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum

## Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to learn more effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of students

## Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

## Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary

## Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being

## Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public

trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy

- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities

As a teacher, it's expected that you adhere to the Teachers Standards, consistently exhibit excellent personal and professional conduct, maintain public trust in the teaching profession, and uphold high ethical standards both inside and outside of school.

This job description outlines the main duties and responsibilities, but not every task may be listed. You may be asked by the Head of Academy to perform similar tasks not specified here, and you're expected to comply with such reasonable requests.

This job description is current as of the date indicated, and the Head of Academy may make changes in consultation with you to reflect changes in the job, aligned with the grade and job title.

#### Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'
Qualifications & Experience	<ul style="list-style-type: none"> <li>• Education to degree level or equivalent</li> <li>• QTS/QTLS and GTC registered</li> <li>• An excellent track record of recent, relevant professional development</li> <li>• Accountability for the performance of a cohort/class of young people</li> <li>• Experience of effective teaching and performance within the curriculum area.</li> </ul>
Skills, Ability, Knowledge:	<ul style="list-style-type: none"> <li>• Understand the principles behind quality teaching and learning and their potential for raising standards for every child</li> <li>• Understand and implement the principles and practices of highly effective planning and delivery</li> <li>• Understand effective review and evaluation procedures</li> <li>• Understand and implement effective strategies to ensure a calm and focused teaching climate</li> <li>• Understand the importance of the application of ICT, literacy and numeracy to effective teaching and be committed to delivering these.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Experience of Lemov's TLAC pedagogical approach</li> <li>• An understanding of cognitive science</li> <li>• Understanding and implementing the effective use of Rosenshine's principles of instruction</li> <li>• Effective use of visualiser for modelling</li> </ul>
Personal Qualities:	<ul style="list-style-type: none"> <li>• A commitment to equality, diversity and inclusion</li> <li>• Evident enjoyment in working with young people and their families</li> <li>• Empathy in relation to the needs of the academy and the local community</li> <li>• Ability to inspire confidence in staff, students and parents</li> <li>• Sets high standards and is a role model for students and staff</li> </ul>

	<ul style="list-style-type: none"> <li>● Adaptability to changing circumstances/new ideas.</li> <li>● Is reflective in terms of own practice and willing to give and receive feedback</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>● Personal ambition, pride and self discipline</li> <li>● Intellectual ability and curiosity</li> <li>● Determination to succeed and the highest possible expectations of self and others</li> <li>● Vision, imagination and creativity</li> <li>● Personal impact and presence</li> <li>● A commitment to maintaining the highest standards of attendance and punctuality</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>● Communicate the vision of the academy in relation to improvement plans</li> <li>● Communicate effectively orally and in writing to a range of audiences.</li> </ul>
Decision Making Skills	<ul style="list-style-type: none"> <li>● Make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>● Demonstrate good judgement.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>● Think creatively and imaginatively to anticipate, identify and solve problems.</li> </ul>
Self Management & Team Working Skills	<ul style="list-style-type: none"> <li>● Prioritise and manage own time effectively</li> <li>● Work under pressure and to deadlines</li> <li>● Reliability, integrity, stamina, resilience and perspective.</li> <li>● Work effectively as a member of a team</li> <li>● Deal sensitively with people and resolve conflicts</li> <li>● Seek advice and support when necessary.</li> <li>● Take responsibility for your own professional development.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>● Set and achieve ambitious professional goals</li> <li>● Ability to motivate all those around you</li> <li>● Ability to liaise effectively with other organisations and agencies.</li> </ul>

This post is subject to an enhanced DBS check and references.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnership.