

Ambition · Bravery · Respect



Northern Ambition Academies Trust

Teacher of Science

# Recruitment Pack



**Northern Ambition**  
Academies Trust

Ambition · Bravery · Respect

[northernambition.org.uk](http://northernambition.org.uk)



# Welcome to Northern Ambition Academies Trust

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It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

**Liz Fairhurst**  
CEO

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# Vision & Values

## Our Vision

*At Northern Ambition Academies Trust,  
our vision is to create a world in which all young  
people can flourish, dream and succeed.*



## Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



### Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



### Bravery

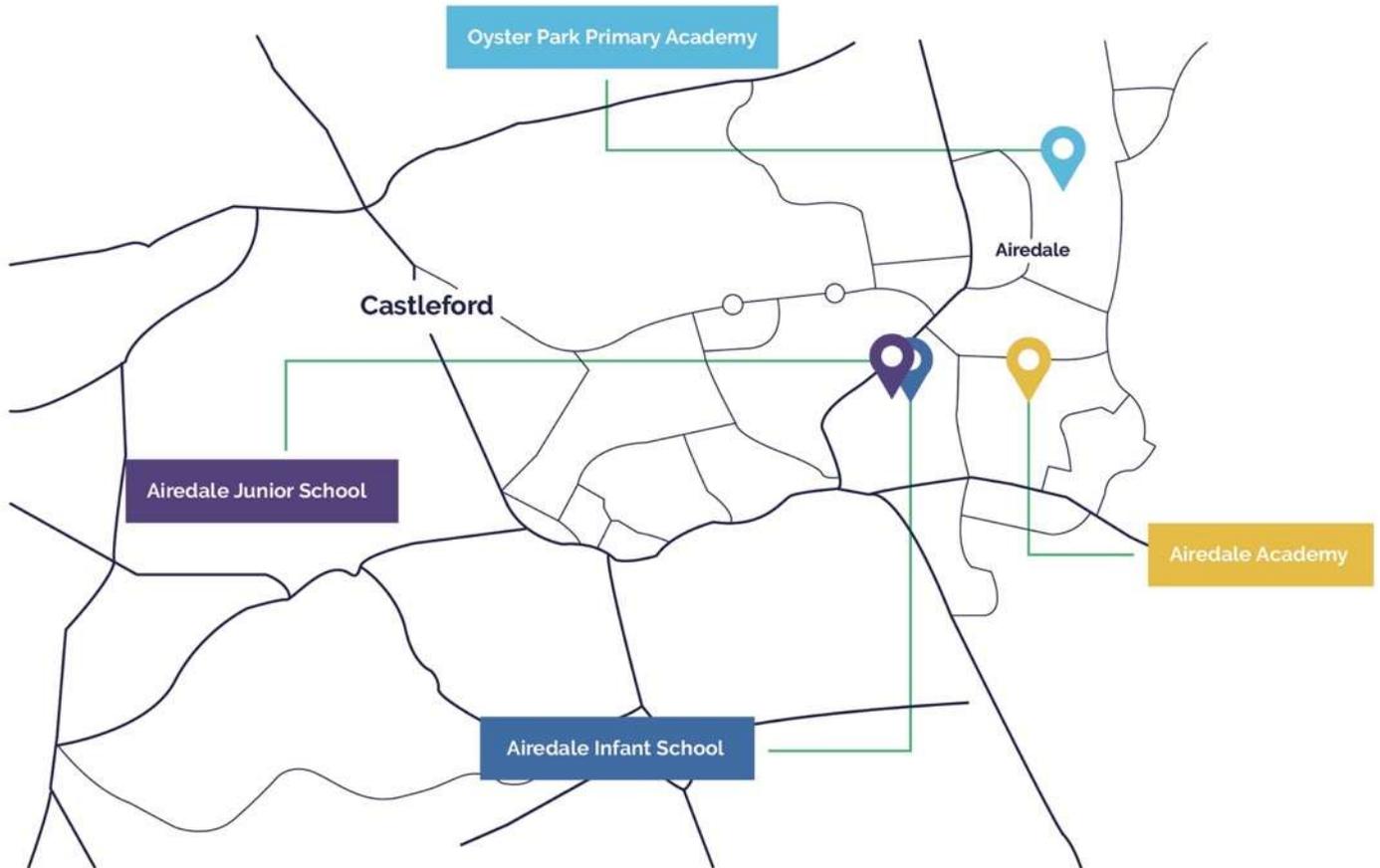
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



### Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies





Ages 11-18  
**Principal: Miss L Proctor**



Ages 3-7 years  
**Headteacher: Miss K Robinson**



Ages 7-11 years  
**Headteacher: Miss K Robinson**



Ages 3-11 years  
**Headteacher: Mrs J Chapman-Kemp**



# Teacher of Science

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## Purpose Of The Post

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Promote the achievement of high standards through effective teaching and learning, preparation, evaluation and action planning.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth; understanding how the progress and rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To act within the statutory frameworks, which set out the professional duties and responsibilities in line with STPC and Teacher's Standards
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school

## Responsible For

The provision of a full learning experience and support for students

## Liaising with

Principal, senior leaders, teaching/support staff, local authority representatives, external agencies and parents

## Requirements of the Post

The ability to attend meetings as required by the Principal/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications - see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

# Main (Core) Duties

## Operational/strategic planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and faculty.
- To contribute to the curriculum area and faculty's development plan and its implementation.
- To plan and prepare courses and lessons.
- To take into account and review prior attainment when planning and teaching lessons.
- To contribute to planning activities across the Academy.
- To being accountable and responsible for effective classroom management and student progression.
- To set homework in line with school policy.

## Curriculum provision

- To assist the Head of Faculty and senior leaders in ensuring that the curriculum area provides a range of teaching that complements the Academy's strategic objectives.

## Curriculum Development

- To assist in the process of curriculum development and change to ensure its continued relevance to the needs of students, examining and awarding bodies, and the Academy's Mission and Strategic Objectives.

## Professional Development

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.

## Working with other staff

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To work in conjunction with the line manager and Principal to ensure best possible potential outcome for each individual student

## Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review, from time to time, methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To keep appropriate records of student's progress and attainment for use in planning and reporting accordingly to parents. To use this information to inform teaching and learning.

## Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications.
- Provide students with regular, sharp, diagnostic marking and feedback.

## Liaison

- To take part in activities such as open evenings, parents evenings, review days and liaison events with partner schools.
- To contribute to the development of effective links with external agencies.

## Management of Resources

- To contribute to the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure effective usage of resources to the benefit of the Academy, faculty and the students.
- To comply with the financial, health & safety, and HR processes and procedures of the Academy/Trust.

## Pastoral Responsibilities

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the relevant Head of Year to ensure the implementation of the Academy's pastoral and progress tracking system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in Academy life.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- To contribute to the preparation of Action plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate with the parents/carers of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE, citizenship and enterprise according to Academy policy.
- To apply and promote consistent and fair use of the behaviour policy within the classroom and the Academy environment so that effective learning can take place.

## Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

## Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the extra-curricular programme of the Faculty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title



# Person Specification

## Teacher of Science

### Essential Criteria

#### Qualifications

- Educated to Degree Standard
- Qualified Teacher Status

#### Experience

- Successful experience of teaching in a Secondary school
- Experience of teaching the National Curriculum in your subject to Key Stage 3, & 4.
- Experienced classroom Practitioner

#### Skills, Attributes & Personal Qualities

- Set high expectations.
- Rigorous behavior and classroom management skills.
- Ability to ask for support and advice where necessary and act to improve own performance and that of others.
- Team-working skills, reliability and integrity.
- A high level of personal organization.
- Excellent interpersonal skills with students, colleagues, parents/carers and outside agencies.
- Able to give good quality and effective feedback to students.
- Able to develop positive and meaningful relationships with students.
- Resilient and able to work under pressure and meet deadlines.
- A sense of humour.
- Able to communicate fluently and effectively (oral and written).

#### Personal Knowledge/Understanding

- Familiarity with current educational initiatives and developments.
- An understanding of the strategies required to promote learning across the ability range.
- An understanding of the processes and techniques required to assess, record and report students' learning effectively.
- Knowledge of current issues facing subject faculties.
- An ability to work as a member of a team to promote coherent and agreed policies and practices.
- Understanding of how to use data to inform planning and improve students' performance.
- An understanding of a range of assessment for learning approaches, including grades where appropriate.
- Ability to make appropriate use of ICT for learning.
- To be able to develop intervention strategies that bring about rapid improvement.

# Person Specification

## Teacher of Science

### Desirable Criteria

#### Qualifications

- Evidence of further professional development

#### Experience

- An awareness of whole school issues/initiatives and involvement in these

#### Skills, Attributes & Personal Qualities

- Strategic planning and coaching skills
- Participation/development of extra-curricular activities

#### Personal Knowledge/Understanding

- Able to develop best practice through a wide range of imaginative approaches
- Knowledge of examination syllabus requirements in specialist subject at KS4.

# Working for Northern Ambition Academies Trust

## Early Career Teachers (ECTs)

ECTs working within NAAT benefit from a full, two-year induction programme which is quality assured by Selby & Wakefield Teaching School Hub.

Through this programme, each ECT will:

- Be provided with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance.
- Receive support from an appointed Induction Tutor and Induction Mentor.
- Have a reduced timetable to allow them to undertake induction activities.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers in similar posts.
- Not be presented with demands outside of their remit.

## Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees

and doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

## Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- The opportunity to work collaboratively within a vibrant, supportive family of schools.
- Use of School IP to assist with CPD and the development of all staff.
- Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).
- Annual appraisals.
- National College membership.
- The Key membership.
- Recognition including Random Acts of Kindness and Staff Awards.
- Access to fitness facilities at Airedale Academy including a gym.
- Discounted Microsoft products.
- Annual flu jabs.

# Ethical Leadership

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NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

# Curriculum

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Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, Science and the Science Baccalaureate (EBacc).

## Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## Science Hub

The aim of the Science Hub is to facilitate the sharing of best practice in Science teaching across the Trust. This approach has increased the consistency of Science teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Director of Finance and Operations

Anastasia Byard

### School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

### Head of Human Resources

Nikky York

### Trust Executive Assistant

Isabelle Parkinson

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.



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Academy  
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