



The Langley Academy Secondary Slough, Berkshire

Head of Science Application Pack



Contents

Thank you for your interest in the Head of Science post at The Langley Academy Secondary.

This pack contains:

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- Information about The Langley Academy Primary and the Parlaunt Park Primary Academy
- The job description and person specification

We hope that you find the pack informative and useful. If you do have any further questions, then please contact The Langley Academy Trust via the details below:

Sarah Friend

sarah.friend@langleyacademy.org

01753 214468

Deadline for application: Friday 19th May

Interview date: w/c 22nd May 2017

If you wish to visit the academy prior to application then please contact Sarah Friend sarah.friend@langleyacademy.org

You can also visit our Trust website at www.langleyacademytrust.org

Dear Applicant

I am delighted that you are showing an interest in the Head of Science position here at The Langley Academy Secondary. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, the Langley Academy Primary and the Parlaunt Park Primary Academy. Our vision is to ensure we provide an outstanding education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who is looking to be part of this vision. The Trust is in its third year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

A significant advantage of our approach is the capacity to provide outstanding in-house CPD as we will have excellence in each academy that can support professional development for those starting their careers or for those wishing to gain further responsibility. This capacity is further enhanced by understanding the significant resource the student body provides. Students in the secondary develop programmes of study for their careers whilst providing an invaluable service at each Primary. This might take place through the Duke of Edinburgh programme, our community service programme or the Child Development NVQ. In essence an academy improvement programme 'on tap' for each academy in the Trust. This will also give us the ability for each academy to respond to problems quickly. For example, staff across the Trust are able to lead on INSET days allowing us to access best practice.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll is the Chair of the Trust and as the Sponsor, has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly offer a better education for the young people.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment simply extremely exciting. Please come and visit us to truly understand what we are trying to achieve and whether you would like to be a part of our journey.

Yours sincerely

Rhodri Bryant
Executive Principal

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity. Originally named The Arbib Foundation it was established in 1987 to support the philanthropy of Sir Martyn Arbib and his direct family. The Foundation provides charitable donations and financial support to organisations and causes around the UK with a focus on the Thames Valley. The Foundation took a leading role in establishing the River & Rowing Museum in Henley-on-Thames which opened in 1998 and attracts over 100,000 visitors per year. The Foundation continues to be the main sponsor of the educational side of the museum.

The other principal beneficiary of the Annabel Arbib Foundation is The Langley Academy Trust. The Foundation is the sponsor of the Trust, created through Department for Education's Academies Programme, and The Langley Academy opened in September 2008.

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Langley Academy Trust. In September 2016, Oona Stannard became our new Chair of the Trust, allowing Annabel time to focus on the things she really wants in the Trust, working and talking with children. Oona comes with a wealth of experience in the education sector as do a majority of our Trustees and Governors, indeed this is a real strength. You can find out more about the team on our website.

The Langley Academy Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Langley Academy Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021. In September 2016, we opened the new build which now serves 2 year groups with 180 children in total and an ever increasing nursery.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from our latest DfE monitoring visit in March 2017 and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding.

Throughout their growth period, under the guidance of The Trust and by working closely with Parlaunt Park Primary Academy, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

Parlaunt Park Primary Academy is a popular school with recently modernised buildings that converted to a sponsored Academy within The Langley Academy Trust in September 2014.

Parlaunt Park Primary Academy caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 fte Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends Parlaunt Park Primary Academy is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning. Their enthusiasm is stimulated by dedicated staff members who share the ambitions of The Langley Academy Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

Parlaunt Park Primary Academy has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. RWI and T4W [Read Write Inc/Talk for Writing] are two key components of our literacy pathway. The wider curriculum is under review with both The Langley Academy Primary and Parlaunt Park Primary Academy embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

About The Langley Academy Secondary

The Langley Academy is housed in an iconic building, and bases its curriculum model on curiosity, exploration and discovery. We specialise in Science and strive to be at the forefront of Science education. We pioneer the use of museum learning and have developed links with national and regional museums to add an external dimension to learning. We aim to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, we aim for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. We are proud of what we and our students have achieved and we are confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection in February 2013, The Langley Academy was rated “good with outstanding elements”. The Ofsted report states that:

The main reason why achievement is good is because the majority of teaching is typically good and sometimes outstanding, and it is well matched to the needs of most students. Students have outstanding attitudes to learning. Behaviour is excellent. Relationships throughout the academy are extremely positive and this ensures that the academy is a calm, purposeful environment in which to learn. The sponsors’ vision permeates all aspects of academy life and the Principal, Leadership team and those who lead subjects and house groups are relentless in driving improvement.

We recognise this report is 4 years old but the above statement remains very accurate today.

Our results in each Key Stage are strong. At KS4 we achieved 67% A*-C including English and Maths with a progress 8 score of +.22 placing us in the top 20% of schools. KS5 results were ALPS 3 in 14/15 with a slight dip in performance in 15/16 although we are confident we will move back to our high standards this year. Overall our VA data for the last 4 years have been sig+ with 9 out of the 18 KPI as significantly above the national average. You will be able to find out more about our results and trends if you are invited for interview.

Benefits of working across the Trust

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude
- Access to a weekly CPD programme that includes various Leadership programmes eg Across the Trust, NPQH, NQSL, NQML
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every September to all staff across the Trust.
- PPA periods are on timetables and cannot be used for cover purposes.
- We have 4 Cover Supervisors reducing the amount of cover required by teachers.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- A generous contribution is made towards pensions.
- Free eye tests are provided for staff who are eligible.
- Enhanced sick pay arrangements.
- Free car parking.
- Breakfast and lunch provided for staff on INSET days.
- Working in a very modern environment.

Job Description

Post Held

Head of Science Faculty

Salary/grade

L4 - L12

Purpose of the job

To provide highly effective leadership and management of teachers and support staff in the Science faculty

To lead and develop the curriculum in order to secure high quality teaching and the effective use of resources

To improve standards of learning and outcomes of all students at KS3, 4 and 5 within an atmosphere in which students feel challenged, valued and secure

To be part of a middle leadership team that are focussed on improving standards

Reporting to

Academy Director

Liaising with

Executive Principal, Head of School, Directorate, Leadership Team, Heads of Faculty, Raising Standards Leaders, Heads of House, SENCO, Subject Leaders, Student Support Managers

Salary/Grade

L4 - L12 (plus fringe)

KEY FUNCTIONS

- To lead best practice in teaching within the Faculty, working with the second/third in Faculty and other colleagues to ensure excellence in teaching and learning, so that lessons are challenging and exciting, evaluating the quality of teaching and standards of students' achievement, and setting targets for improvement
- To provide professional leadership and management for the Faculty to secure high quality teaching, effective use of resources, and high standards of learning and achievement for all students
- To ensure high standards of attendance and behaviour in the Faculty, establishing and maintaining policies and practices to promote positive student behaviour and achievement in the Faculty within the framework of the academy Behaviour for Learning Policy
- Within the context of the academy's aims and policies, to develop and implement Faculty policies, plans, targets and practices
- To support the Directorate in the running of the academy and be an active and supportive member of the Leadership Team

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- lead the teaching and learning of the Faculty, demonstrating best practice and supporting colleagues to deliver challenging and exciting lessons
- provide a well-planned, challenging and purposeful learning environment for students in the Faculty
- monitor, challenge and support the work of Faculty staff
- set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress across the Faculty

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- ensure effective development of students' literacy, numeracy and information technology skills through the curriculum
 - analyse and interpret relevant national, local and academy data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
 - oversee the effective use of data to identify students who are underachieving within the Faculty and where necessary create and implement effective plans of action to support those students
 - lead the curriculum development work of the Faculty, including the development and implementation of course outlines, syllabuses and schemes of work
 - be responsible for the devising, implementation and updating of Faculty policies which reflect the academy's commitment to high achievement and effective teaching and learning
 - ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction
 - ensure the effective and efficient management and organisation of learning
 - lead, support and carry out policies and practices to promote positive student behaviour and achievement in the Faculty within the framework of the positive discipline policy to ensure good behaviour in lessons
 - manage the Faculty detention system to support the operation of the Behaviour for Learning Policy
 - lead the development of a programme for the most able and gifted students within the Faculty
 - lead the setting of homework on a regular basis and ensure that student work is marked promptly and effectively
 - lead the assessment, monitoring, recording and reporting on student achievement in line with academy policy, including writing student reports and attending parents meetings
 - assist in the identification of student special educational needs, and support the work of the SEND Team, including participation in the writing and review of individual education plans
 - work with the SENCO and other staff with special educational needs expertise, to ensure that individual education plans are used by teaching staff to set subject-specific targets and match work well to students' needs
 - manage the Faculty capitation budget and resources, establishing staff and resource needs for the subject and advising the Executive Principal and senior managers of likely priorities for expenditure, and allocating available subject resources with maximum efficiency to meet the objectives of the academy and subject plans and to achieve value for money
 - provide Faculty timetable information to the Timetable Manager and liaise with him/her to produce an annual timetable, to ensure the best use of subject and other expertise

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- monitor and record student attendance and punctuality in the Faculty in line with academy policy, and support the Leadership Team and Raising Standards Leaders in the maintenance of high levels of student attendance
 - ensure that the Faculty meets the requirements of the examination boards with respect to invigilation, moderation and marking
 - liaise with the Executive Principal on Faculty vacancies and subsequent appointment procedures
 - chair Faculty meetings
 - support staff in the Trust primary schools in the development of assessment transfer strategies
 - prepare for and participate actively in meetings of the Leadership Team
 - actively support and participate in the museum learning programme
 - participate in and support the performance management policy
 - make familiar with the requirements of the H&S Policy, Codes of Practices, Risk Assessments and other safety related documentation relevant to their job role.
 - continuously review and monitor implementation of the Faculty's H&S Policy and ensure that statutory requirements are met by all teachers
 - raise the Faculty's awareness of current and significant safety issues in science teaching
 - lead the production of a Faculty Self Evaluation Form and update it termly
 - lead the production of Faculty FIP as part of the Academy Improvement Plan, to include staff development and training implications
 - assist in the development of the Academy Improvement Plan and its review mechanism
 - undertake such other duties as reasonably required by the Executive Principal

Person Specification

| Qualifications and experience | Essential | Desirable | How tested |
|---|-----------|-----------|------------|
| QTS, Degree or equivalent teaching qualification | ✓ | | SS/Ref |
| CPD Training Courses | | ✓ | SS/Ref |
| Further Degree/Professional Qualification | | ✓ | SS/Ref |
| A first class teacher with at least 2 years successful teaching experience (all ability, 11-18 age range) | ✓ | | SS/Ref |
| Experience of leading/managing a staff team | ✓ | | SS/Ref |
| Proven track record in raising standards of student achievement | ✓ | | SS/Ref |
| Experience of managing a delegated budget | | ✓ | Activity |
| Experience of managing student behaviour | ✓ | | Activity |
| Experience of constructive cooperation with parents and governors | ✓ | | Activity |
| Leading/managing a whole school initiative/whole school change | | ✓ | SS/Ref/FI |
| Experience in the use of ICT as a teaching and learning tool | ✓ | | SS/Ref/FI |

| Professional Knowledge & Understanding | Essential | Desirable | How tested |
|---|-----------|-----------|----------------|
| The successful applicant will need to demonstrate knowledge and understanding of: | | | |
| Strategies for raising student achievement | ✓ | | FI/Activity |
| Effective practice and approaches to Teaching and Learning | ✓ | | FI/Activity |
| How to lead change | ✓ | | FI/Activity |
| Current educational trends and thinking | ✓ | | SS/FI/Activity |
| Academy performance review and self-evaluation processes | ✓ | | SS/FI/Activity |
| How to use data and information to effect improvement | ✓ | | SS/FI/Activity |
| Ofsted framework for school inspection/self-evaluation | | ✓ | FI/Activity |

| Personal Qualities and Skills | Essential | Desirable | How tested |
|---|------------------|------------------|-------------------|
| Ideally, we are looking for someone who: | | | |
| Can lead, motivate, enthuse and inspire staff and students, and win the confidence of parents and governors | ✓ | | FI/Activity |
| Has the ability to think strategically with imagination, vision and originality | ✓ | | FI/Activity |
| Is reflective, self-critical and open | ✓ | | FI/Activity |
| Is self-confident, motivated and ambitious | ✓ | | FI/Activity |
| Has passion and believes that every student can succeed | ✓ | | FI/Activity |
| Is an effective communicator and presenter | ✓ | | FI/Activity |
| Can plan, organise and delegate effectively | ✓ | | FI/Activity |
| Possess excellent interpersonal skills | ✓ | | FI/Activity |
| Can make tough decisions | ✓ | | FI/Activity |
| Has sound judgement, especially when working under pressure | ✓ | | FI/Activity |
| Has a life outside school | ✓ | | FI/Activity |
| Has a fantastic sense of humour | ✓ | | FI/Activity |

| Safeguarding | Essential | Desirable | How tested |
|---|-----------------------|------------------|-------------------|
| Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by; <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard to the need to safeguard students’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law | ✓ ✓ ✓ ✓ ✓ | | FI/Activity |

| Health and Safety | Essential | Desirable | How tested |
|---|------------------|------------------|-------------------|
| Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy | ✓ | | FI/Activity |
| Promote and safeguard the welfare of children and young people you are responsible for or come into contact with | ✓ | | FI/Activity |
| Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person | ✓ | | FI/Activity |
| Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality | ✓ | | FI/Activity |
| Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | ✓ | | FI/Activity |

SS - Supporting Statement

Ref - Written references

FI - Formal interview

Activity - Selection of activities

How to apply

Please send your completed application to:

Sarah Friend
The Langley Academy Trust
Langley Road,
Langley,
Berkshire, SL3 7EF

Or alternatively, email it to: sarah.friend@langleyacademy.org

If you wish to visit the Academy prior to application then please contact Sarah Friend on the above email address.

Closing date: Friday 19th May 2017 @ 12:00

Interviews: week commencing 22nd May 2017

References will be sought when we shortlist. Your application will be treated in the strictest confidence

The Arbib Foundation and The Langley Academy 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 subject to Funding Agreement and subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. LAT is an equal opportunities employer.