



LIFE MULTI ACADEMY TRUST RECRUITMENT PACK Teacher of Science

Permanent

Part time

Salary scale: MPS 1 – MPS 6 + SEN allowance.

Start date: as soon as possible.



i nspiration i nnovation i ntegrity

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Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

The South Leicestershire Inclusion Partnership (SLIP)

We are a Local Authority and local school funded partnership that works across the 13 secondary schools of South Leicestershire. We are currently a team of 13 but are looking to expand to meet the needs of our young people in local secondary schools. The team are based across 2 sites (Wigston Academy/Countesthorpe Academy). Our focus involves supporting young people to overcome social, emotional and mental health (SEMH) barriers in their education, and to engage positively in their learning experience to fulfil their potential. We achieve this by providing the necessary support across our sites and within our partnership schools.

Science Teacher
MPS 1 -6 Plus SEN allowance
Part time: (Monday, Wednesday & Friday)
Start date: as soon as possible

We are looking to appoint a suitably qualified teacher with experience of SEND who has a genuine passion for transforming the lives of disengaged, at-risk, and vulnerable learners at key stage 3 and 4.

This role is to lead the Science curriculum, teaching and supporting young people in small groups with a variety of learning needs, in a creative, flexible, holistic, and trauma-informed manner, to raise their engagement and drastically improve the outlook of their educational journey.

These young people are referred to us by local authorities and our partnership schools and will require a high level of support in their educational and social-emotional journey. If you are passionate, committed, and motivated and want to make a difference to the life chances of young people with social, emotional and mental health difficulties, then we would like to hear from you. The appointed person will manage Teaching Assistants and work collaboratively with the SLIP team, partnership schools, families and external agencies.

Our motto is:

'Education and opportunity are the right of all'.

If you believe in supporting young people to become the best they can be in a nurturing environment, possess the skills and qualifications related to this area of work, along with experience of working with SEMH young people, we welcome you to apply.

If you have any queries or would like to discuss in more detail, please contact in the first instance Andrea McGrath on 0116 2789168.

The successful candidate will join a growing and committed team and help to shape the future of the South Leicestershire Inclusion Partnership.

"LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search."

"At LiFE Multi Academy Trust we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds."

The closing date for completed applications is Wednesday 26th February 2025 at 3pm.

Please note staff working for the Partnership could be involved in a future restructure following a T. U. P. E over to the Leicestershire Local Authority at the end of the Summer Term.

Job Profile

Job Title:	Lead Teacher of Science
Salary Scale:	MPS 1 – MPS 6 + allowance (subject to experience)
Hours/Weeks:	Part time – 3 days
Conditions of Service:	Local Government conditions of service
Responsible to:	Director, Coordinator, Deputy Coordinator.
Key relationships/	SLIP team, partnership schools.
Job purpose:	To lead the curriculum for Science

<p>ROLES AND RESPONSIBILITIES</p>	<p>To provide a high-quality educational experience for all students by demonstrating the standards of knowledge, understanding and skills required for QTS.</p> <p>To demonstrate a confident understanding of working with students who have additional needs related to SEMH and Communication and Interaction.</p> <p>To carry out the duties of a teacher as set out in the School Teachers’ Pay and Conditions Document and the Teaching Standards.</p> <p>To be flexible and prepared to teach other curriculum areas when required.</p> <p>To deliver high quality care and guidance personalised to the needs of each student, demonstrating an understanding of how to implement the required provision in SEND Plans and EHCPs.</p>
<p>KEY RESPONSIBILITIES KNOWLEDGE AND UNDERSTANDING</p>	<p>Have a secure up to date knowledge and understanding of SEMH, Communication and Interaction, particularly ADHD, ASD and anxiety.</p> <p>Have up to date knowledge of teaching techniques and learning styles.</p> <p>Understand how students’ learning is affected by their physical, intellectual, emotional and social development.</p> <p>Select and make good use of ICT and new technologies.</p> <p>Be familiar with and implement the Trust’s policies and procedures.</p> <p>Select and make good use of appropriate strategies for literacy and numeracy development delivering cross curricular project-based learning.</p>

PLANNING, TEACHING
AND CLASS
MANAGEMENT

Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and students being taught.

Identify clear teaching objectives, content, lesson structures and sequences appropriate to the needs of pupils with EHCPs for their Communication and Interaction needs.

Plan effectively for clearly defined and accountable learning outcomes.

Plan, deliver and review Schemes of Work (SoW) according to the partnership's agreed lesson plan format.

Plan for the active use of Teaching Assistant/s (TA's) (where available).

Ensure effective teaching of groups and individuals so that learning objectives are met, and momentum and challenge are maintained.

Ensure the health and safety of all students.

Facilitate the development of a range of key skills.

Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe positive learning environment in which students feel confident.

Be familiar with the SEN Code of Practice and the identification, assessment and support of students with special educational needs.

Be familiar with the individual needs of all learners and manage these appropriately.

Evaluate your teaching to improve effectiveness.

Assess and record each student's progress systematically.

Make effective use of assessment information on students' attainment to guide their next steps and to inform planning and lesson delivery.

Mark and monitor classwork in line with agreed policies ensuring marking is informative and helps students to progress.

Continually monitor the progress of all students in each class against agreed targets.

Participate in standardisation activities as required.

Keep data on attendance, punctuality, behaviour, rewards and sanctions for students.

Ensure students have positive attitudes to learning, consideration for others and good means of communication.

Provide positive communication with parents concerning students' progress, including holding progress review meetings with parents and the writing of annual reports.

MONITORING,
ASSESSMENT,
RECORDING,
REPORTING,
ACCOUNTABILITY



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OTHER PROFESSIONAL REQUIREMENTS:

Establish and maintain effective working relationships with those in the partnership team, external professional colleagues and parents.

Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.

Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning.

Evaluate the impact of all CPD on teaching and learning and share outcomes with colleagues, as appropriate.

Contribute to writing SoW as directed by Deputy Co-ordinator/Lead Teacher.

Ensure health and safety guidelines are adhered to, be involved in health and safety audits / reviews.

Observe others and be observed to share good practice and teaching techniques to support development.

Provide some outreach work by supporting partnership schools by observing lessons and sharing advice and knowledge when required.

Provide support during the examination period and help prepare for exams.

Transport students when required.

OTHER SPECIFIC RESPONSIBILITIES

Comply with any reasonable request from a senior or extended member of the leadership team to undertake work of a similar level that is not specified in this job description

The individual is responsible for promoting and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.



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Person Specification

	Essential	Desirable
Training and Education		
Qualified teacher status (QTS) at Primary and/or Secondary.	✓	
Evidence of a range of supportive professional development.	✓	
Experience/Skills		
Evidence of post-qualification development Experience.	✓	
Experience of working with young people with SEMH, including ADHD and communication and interaction needs.	✓	✓
Knowledge and/or commitment to the content of a key stage 3 broad and balanced curriculum.	✓	✓
Evidence or a willingness to plan and teach through topics in using a range of teaching style to meet the needs of young people with additional needs.	✓	
Evidence of the production of learning resources for a variety of learners.	✓	✓
Understanding and evidence of effective classroom management techniques, particularly for young people with SEMH.	✓	✓
Ability to work collaboratively as part of a small, supportive team.	✓	
Understanding the importance of the relationship between parents and the Partnership.	✓	
Evidence of being an effective communicator with Parents and the community.	✓	
Willingness to participate in CPD to enhance subject knowledge and pedagogy.	✓	
Ability to develop good relationships.	✓	
Good communication skills	✓	



<p>High level of commitment to the Partnership. <small>Inspiration Innovation Integrity</small></p> <p>Ability to follow instructions and be self-organising.</p> <p>Record of good attendance.</p> <p>Evidence of a willingness to work hard.</p> <p>Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<p>Personal Attributes</p> <p>Ability to advise and work with senior members of staff</p> <p>Personable with strong communication and relationship skills across all levels of the Partnership, staff in Partnership schools and external agencies.</p> <p>Clear and concise written and verbal communication with a high level of accuracy and attention to detail.</p> <p>Resilient, driven and determined.</p> <p>Practical and logical with the ability to solve problems quickly</p> <p>Capable of undertaking responsibility and decision making.</p> <p>Ability to lead and work as part of a team.</p> <p>Ability to travel across our sites as necessary.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *'we believe in getting the right people, getting them to work together and getting them to stay'*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	Having happy and healthy staff is key to a successful organisation. The Trust is committed to: providing employees with a safe, healthy and supportive environment in which to work recognising that the health and wellbeing of our employees is important providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'. We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.
Presumed Professionalism	We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> The National Professional Qualification for Senior Leadership (NPQSL) The National Professional Qualification for Headship (NPQH) The National Professional Qualification for Middle Leadership (NPQML) The Outstanding Teacher Programme (OTP) Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are lead by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great Access to Progression and Leadership Responsibility</p>	<p>Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>
<p>Collaboration Across all Schools</p>	<p>We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.</p>
<p>Sabbatical and Flexible Working Policies</p>	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
<p>Strong Induction Process</p>	<p>It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the</p>



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	Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school