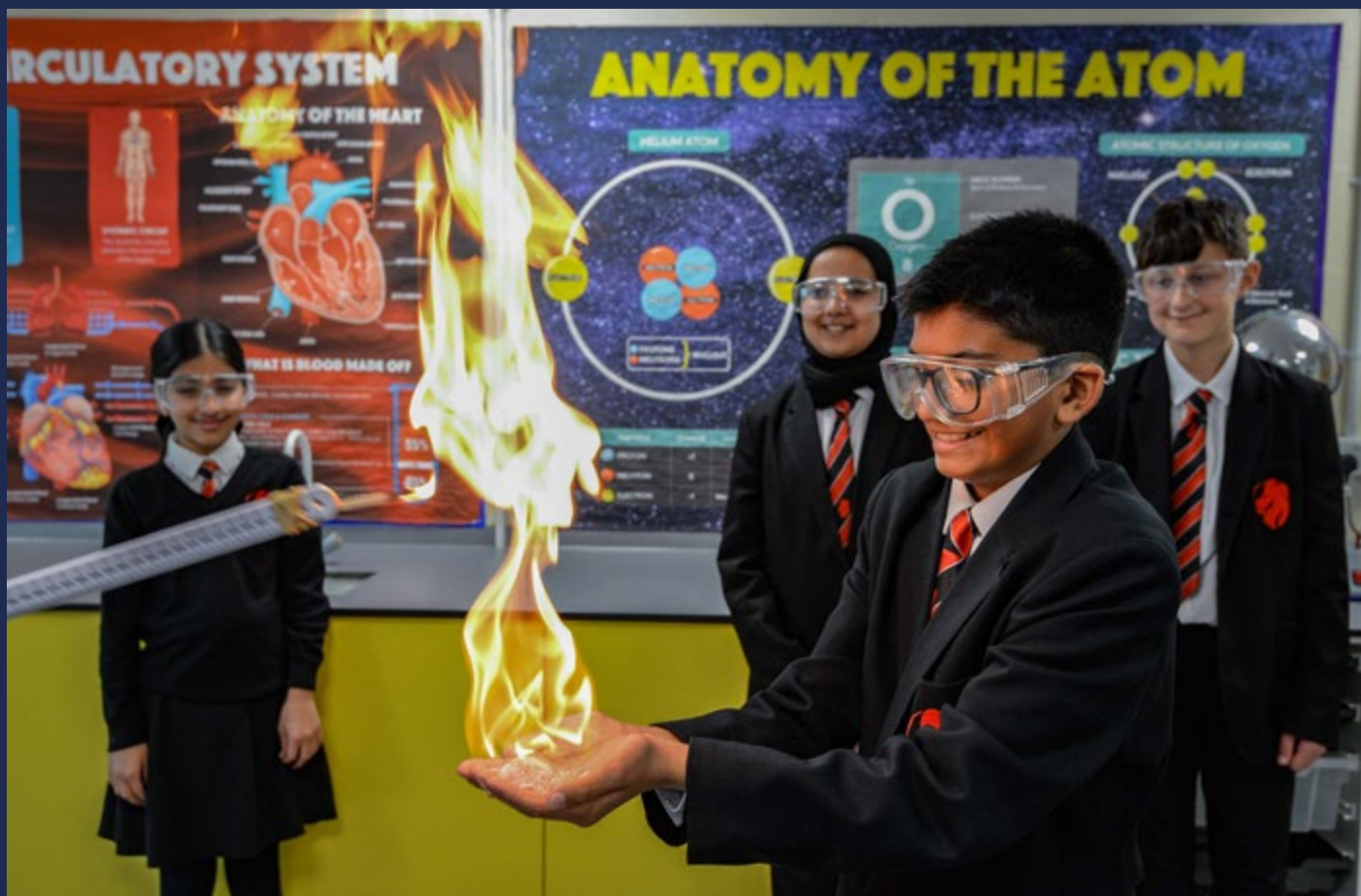




Recruitment Pack

2024-2025



Recruitment Pack

Assistant Head of Science KS3

The Science department is a highly respected and ambitious department with an excellent track record and reputation among learners. As a team, we have consistently delivered strong academic outcomes by offering a curriculum that has a rich foundation in scientific thinking and problem-solving, hands-on learning experiences that connect science to real-world situations and a collaborative, supportive team culture where staff are valued and encouraged to develop professionally. We are always open to new ideas and improving our approach.

We are fortunate to have a Science team of highly competent, very willing and totally committed specialists who work together effectively. The consistent high quality of teaching and learning at both Key Stages has led to very good academic outcomes. The attainment and progress figures for Combined Science and for the Triple Science qualifications are among the highest results in our school. Science is our strongest core subject.

Due to an internal promotion, we are seeking to appoint a new Assistant Head of Science for KS3. Working in close partnership with the Head of Department for Science, the post holder will share all aspects of the leadership and management of the department and to support in providing strategic and highly effective leadership in the teaching of the curriculum. The role would suit someone who is looking to balance high academic expectations with a desire to foster a love of Science.

Interested colleagues should complete an application form, which can be downloaded from the school's website <http://www.ladybridgehigh.co.uk/latest-vacancies/> and submit, with a letter of application to outline how your experiences to date align with a trivium philosophy of education.

Please note that CVs and late applications will not be accepted.

Deadline for application: Tuesday 22nd April 2025 at 8.00am

Shortlisting: Wednesday 23rd April 2025

Interview date: Monday 28th April 2025

Please send completed applications by email to Miss M Johns, HR & Cover Manager at HR@ladybridgehigh.co.uk

Ladybridge High School is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to enhanced clearance from the Disclosure and Barring Service. The school is committed to safeguarding and promoting the

welfare of children and young people and expects staff and volunteers to share this commitment.

Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must be modelled at all times by our leaders.

Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. All teaching staff have a 'flexi afternoon' each fortnight, where they are free to leave the school site at the start of lunchtime. We do not expect teachers to work on their flexi afternoons. The vast majority of our associate staff also have varying degrees of flexible working. All our teaching staff, and many of our associate staff, are allocated an iPad, which helps us in a variety of ways, including ensuring data on achievement and behaviour are as live and accurate as possible. We use a 'study hall' approach to cover absent staff, which we very rarely use supply teachers or ask teachers to cover absent colleagues.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.

Staff have access to 'Vivup', which



is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.

Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a [£1.4 million decarbonisation grant](#) to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.

As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.

The Ladybridge Trivium

Ladybridge has a unique ethos and a 'Trivium' educational philosophy. More information on the Trivium can be found on our website [here](#). The Ladybridge Trivium balances traditional and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. **KNOWLEDGE** – Learn something new from an expert, this includes experts beyond school.
2. **EXPLORATION** – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. **COMMUNICATION** – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.

The Trivium includes 'Everyday Trivium' approaches and 'Project Trivium' approaches, such as our [Bolton - Rewind Regenerate](#) project from last academic year. We are beginning to track our journey towards the vision of the Ladybridge Trivium on our blog, which can be found [here](#).



WISDOM Qualities

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these

qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

Investing in relationships and professional learning

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context. All new staff complete the introductory certificate in Transactional Analysis (TA101) with Giles Barrow, an internationally renowned TA trainer, coach and expert in the educational implications of TA theory.

We are committed to providing the very best training and professional learning for our staff.

Early Careers Teachers

The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.



We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers, so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals!

All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression.

Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.

NPQs at Ladybridge

As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs),

working with Best Practice Network and Ambition Institute.

These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship.



Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching.

On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

Leadership Programme

We run our own Leadership Programme, which combines [Leadership Matters](#) materials with reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

External Partnerships

Strong external partnerships help to support and enrich our work. We are members of the [Bolton Learning Partnership](#), which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through [Big Education](#), called the [Next Big 10](#). Many of our real world learning experiences have been made possible through working with the [Comino Foundation](#). Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.

Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen [here](#). You can also get a flavour of what happened this year through our [Instagram](#), [Twitter](#) and [Facebook](#) pages.



Assistant Head of Science KS3 (TLR 2B)

Job Description

Purpose:	To support the Head of Science in providing strategic and operational leadership across the Science department. Work collaboratively with the Head of Science to ensure that high quality of teaching and learning leads to excellent academic outcomes and development of qualities that enable young people to thrive in life. Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
Reporting to:	Head of Science / Senior Leaders
Liaising with:	Teachers of Science / Wider teaching and associate staff team / Parents and carers / Senior team / Governors
Working Time:	TLR 2B - £5,644.00 per annum
Disclosure level:	Enhanced

Specific Responsibilities

- Support the Head of Science in developing a clear, inspiring vision for learning in Science, which aligns with the Ladybridge Trivium.
- Work alongside the Head of Science in reviewing and developing the SoL for Science at KS3 to ensure all learners have equal access to educational opportunities.
- Support the Head of Department with quality assurance, including learner voice, learning walks and lesson observations and contribute to departmental improvement tracking.
- Support the Head of Science in ensuring consistency across the department at KS3.
- Support in leading CPL in Science.
- Support the department with behaviour management and reward systems.
- Lead on Home Learning Tasks and Assessments for KS3.
- Support with the data entry quality assurance for KS3.
- Line manage members of staff and be responsible for reviewing and monitoring their PLP.
- Undertake mentoring/coaching as required by the department.
- Lead on primary liaison and transition for Science.
- Collaborate with the department to develop extra-curricular opportunities for learners in Science.

Beliefs, Mission and Qualities

- To share the Ladybridge beliefs that:
 - a. Learning is for all
 - b. Learning changes lives
 - c. Honesty promotes learning
- To make a leading contribution to achieving the mission of Ladybridge High School which is:

The mission of Ladybridge High School is to ensure all of our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.

- Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- To have a relentless drive and determination to provide the very best, rounded education for all Ladybridge learners.
- To passionately share a belief in our 'Trivium' educational philosophy.
- To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.

Dimensions of Leadership

The following dimensions of leadership are required:

- A vision for the future.
- The ability to work with others.
- The ability to deliver and have impact.

Knowledge

- Knowledge of how to create effective curriculum plans, with detailed granular knowledge and clear end points.
- Knowledge of what great teaching and learning looks like.
- Knowledge of how to improve academic outcomes.
- Knowledge of how to use data strategically.
- Knowledge of how to create effective systems.
- Knowledge of how to work effectively with colleagues.
- Develop knowledge of transactional analysis and functional fluency.

Learners and Staff

- Form positive relationships with staff and learners that are rooted in mutual respect.
- To lead school improvement with staff and learners in a highly creative and autonomous way, showing genuine agency and drive.
- Hold ambitious standards for all learners, overcoming disadvantage and advancing equality.
- Be prepared to challenge, as well as support, staff.
- Model 'functional fluency' for others through interactions with others throughout the school day.

Systems and Processes

- Work with the Head of Science to ensure that the systems across the department are effective.
- Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners.
- Work collaboratively with the Head of Science and senior leaders on systems and processes.

Self-improving School System

- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all learners.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model innovative approaches to school improvement.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in people's lives.

Teaching

- Model the quality of teaching and learning that we expect from colleagues in the department.
- Model all aspects of the Teacher Standards.

Additional Duties

- To engage actively in the Professional Learning and Performance (PLP) process.
- To undertake any other duty as specified by School Teachers' Review Body (2015) not mentioned in the above.

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.



Ladybridge
High School

Person Specification

Assistant Head of Science For KS3

Essential	Desirable
Qualifications	
• Qualified Teacher Status. • Degree relevant to teaching subject. • Qualifications that demonstrate a broad academic understanding.	
Knowledge and Experience	
• Knowledge and experience of improving teaching and learning. • Ability to teach all three disciplines of science to KS4 level. • Experience of achieving excellent academic outcomes. • Experience and knowledge of effective quality assurance. • Knowledge and experience of using data strategically. • Knowledge and experience of creating effective systems. • Knowledge of how to work effectively with colleagues. • Knowledge of how to improve the behaviour and personal qualities of young people.	• Experience of leading/supporting interventions and tracking outcomes. • Experience of working with EAL and INA learners, and/or learners with SEND or low levels of literacy.
Teaching & Learning	
• Strong classroom practitioner. • Track record of strong academic progress for learners. • Able to model excellent teaching and learning for others.	

Leadership

- | | |
|---|--|
| <ul style="list-style-type: none"> • Experience in a leadership role/holding a TLR • Vision for the future • Aware of personal strengths and areas for development • Be able to work positively with others and get things done • Able to influence and have impact • Have the drive and determination to take the required action to ensure all learners get the best possible education • Firmly committed to young people and their learning • Able to set a clear strategic direction • Able to mentor and coach others • Able to treat others with respect and compassion • Models the personal qualities outlined below. | <ul style="list-style-type: none"> • Ambition to progress to senior leadership. • Able to set a clear strategic direction. • Able to create highly collaborative and effective teams. |
|---|--|

Personal Qualities & Beliefs

- | | |
|--|--|
| <ul style="list-style-type: none"> • Values diversity. • Alignment with Ladybridge beliefs and mission (see job description). • Optimistic outlook. • Honest, reliable, open minded, modest and full of integrity. • Belief that strong accountability alone is insufficient to provide a truly great education for young people. • Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience. • Able to relate young people and form positive relationships with them based on mutual respect. • Excellent time management and organisational skills. • Able to listen to others and respond in an emotionally intelligent manner. • Good attendance and punctuality. | |
|--|--|

Note to Applicants:

Please try to show in your application form, how best you meet these requirements.