

# The Archer Academy

Realising potential. **Inspiring creativity.** Engaging with our community.

## Applicant Information Pack Teacher of Science



The Archer Academy aims to be an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives

[www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk)

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The Archer Academy  
Stanley Road Campus  
Eagans Close  
East Finchley  
N2 8GA

March 2019

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Teacher of Science**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a growing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school. The school is now firmly established, with a strong, experienced team in place.

We are significantly over-subscribed, with over 900 applications for entry in September 2019. We secured our first GCSE results in August 2018, placing us in the top 10% of schools nationally. Our autumn 2018 Ofsted inspection identified the success of our school and its significant capacity for further improvement; therefore, stating that our next inspection will be a Section 5.

We are seeking to build capacity as our school continues to grow and we prepare for the future. This role represents a unique opportunity to join a school with the highest expectations for students and staff, and to help shape the continued growth and expansion of our school over the coming years.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a new state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy, we are working to build an exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at [www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk) within the Join us tab.

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Please submit your application by email to, Karen Neville, HR & Compliance Manager, at [kneville@thearcheracademy.org.uk](mailto:kneville@thearcheracademy.org.uk) or [recruitment@thearcheracademy.org.uk](mailto:recruitment@thearcheracademy.org.uk). Please do not hesitate to contact Karen on **02083654110** with any questions.

***Deadline for application: Midday on Wednesday 21<sup>st</sup> March 2019***

***Planned interview date: 28<sup>th</sup> or 29<sup>th</sup> March 2019***

***Candidates may be called for interview on receipt of their application***

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Kind regards,



Lucy Harrison  
Headteacher

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## Our Science Department

We are looking for an outstanding, dynamic Science practitioner with experience across years 7 to 11 to join our high achieving and collaborative department. Using your knowledge and passion for Science, you will be able to nurture an enjoyment and an understanding of the subject amongst students. You should thrive on responsibility and share our commitment to developing young people into analytical, creative and resilient learners. You should have a proven record of excellent teaching that has resulted in raising standards, whether in the long or short term. We welcome applications from NQTs and have an outstanding Induction Programme

Science results were outstanding from our first GCSE cohort. In Core Science our students made +0.77 levels of progress compared to students with similar starting points with 31% of results being at 9-7 (including 19 at grade 9). Across Triple Science students made between +0.8 and +1 grades of progress compared to students of like starting point with over 75% of grades being at 9-7. The department is led by an experienced Assistant Head who has a wider responsibility for STEM subjects within the school. His leadership is supported by a Head of KS3 and KS4 Science. Teaching is also supported by a dedicated team of technicians and well-appointed science laboratories on both campuses. Several members of staff trained with us through the school direct route and/or have successfully completed their NQT year with us. Staff are encouraged to continue with their own professional development for example through support to attend subject enhancement courses or complete further qualifications as is appropriate.

Our curriculum is rich, creative and academically rigorous with a vision that all our students become scientifically literate and appreciate the importance of science in their lives. At KS3 (Y7 and Y8) we operate a 'flight path' model based round securing mastery in key ideas in science. All students begin their GCSE programme in Y9 where we follow the AQA Trilogy and Separate Science syllabus. We also offer opportunities to study extra science in Y9 as part of the options processes. From Y10 around one third of our cohort elect to take Triple Science at GCSE. Science staff also contribute to our Enrichment Programme a range of opportunities to provide further depth and to pursue science outside of curriculum restraints alongside providing specific intervention and support for our older students. We aim to provide a range of extra-curricular opportunities for our students throughout the school year with a real highlight being our dedicated Science Week.

The Archer Academy provides the unique opportunity for excellent and committed teachers to:

- continue to shape a new school, which has tremendous support from local families and the local community
- excellent support for new colleagues and a well-established induction programme
- play a pivotal role on the future strategic development of the school
- refine and implement an exciting and ambitious curriculum, underpinned by high quality learning and teaching

We also have a fantastic NQT Induction Programme and welcome applications from NQTs.

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## **Job description Teacher of Science, MPS**

It is essential that all teachers in the school give active support to the vision and ethos of the Archer Academy. Areas of responsibility for teachers focus on teaching and learning, monitoring and evaluation, behaviour for learning, and contribution to whole school activities.

We want to ensure that our students enjoy their learning and make good progress. We promote an active and inclusive culture of learning, ensuring that our students are inspired and fully involved in developing their skills, knowledge and understanding across all areas of school life and believe that a strong pastoral ethos and structure is a core component in achieving this.

We promote an active and inclusive culture of learning, ensuring that our students are inspired and fully involved in developing their skills, knowledge and understanding across all subject areas. We believe that creativity is rooted in the ability to make new connections and look at issues from different and original perspectives. Across Key Stage Three students are given time to generate and participate in a range of innovative thematic projects; working across subject disciplines in addition to subject specialist time. This style of learning encourages students to take ownership of their own learning and ideas.

Our Key Stage Four curriculum begins in Year 9 with all students starting their GCSE courses in the core subjects and benefitting from some curriculum choices. Students make their final GCSE portfolio choices in Year 9 ready for their graduation to the Upper School from Year 10.

We have high expectations of all our students and motivate them to have the high aspirations which drive a desire to achieve more than they thought possible. Our students are respectful and purposeful in their learning.

Our students receive regular guidance from their subject teachers and form tutors on their progress, they know their current attainment and what they need to do to improve. Our students are developing their skills as independent learners and their abilities to be empowered and successful students.

We focus clearly on developing our students as lifelong learners with the skills they need for their futures. Students' literacy and numeracy skills are explicitly developed both within, and outside, the classroom.

This job description is in addition to the National Standards expected of all who have attained Qualified Teacher Status. This job description is subject to review and change as the school grows and develops.

### **All members of staff at the Archer Academy are expected to:**

- Sustain and improve the quality of education offered to students in the school.
- To embed the Academy's values into the day-to-day life.
- Promote the Academy's culture of independent learning.
- Promote educational opportunities, equality of access to opportunities and an appropriate safe and healthy working environment for all members of the school.
- Share responsibility in the school's development and to contribute to the planning and direction of the school.
- Recognise that the ethos of the school is a shared responsibility to which they can make a significant contribution and which they should uphold.
- Have a thorough and up to date knowledge and understanding of their subject specialism.
- Have a detailed knowledge of the relevant aspects of the National Curriculum, including national standards and other statutory requirements.

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- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work collaboratively with other staff to plan and deliver an inspirational thematic learning curriculum which seeks to secure outstanding learning outcomes for all students.
- Plan and deliver the school's Enrichment Programme.
- Be aware of, support and ensure equal opportunities for all.
- Prepare all students confidently for the next step in their educational journey.

In addition all teachers at the Archer Academy will carry out the professional duties of a teacher (as set out in the Teachers' Pay and Conditions document) including those duties particularly assigned to the teacher by the Headteacher.

## **Principal Responsibilities:**

Within the guidelines and policies of the school and under the direction of their Head of Department, the post-holder will:

- Contribute to the teaching within their department and the school.
- Be willing and able to offer a second subject at KS3 and to contribute to thematic learning projects.
- Participate in the development of appropriate specifications, materials and schemes of work.
- Plan and prepare schemes of learning that meet the demands of the Key Stage Four and Key Stage Five curriculum, ensuring examination success for all students.
- Develop teaching strategies which, through appropriate and relevant learning experiences, reflect the range of learning styles of individuals which are necessary for the development of the individual student in the curriculum areas.
- Assess how well learning objectives have been achieved and use this assessment to inform future planning and teaching.
- Assess students' strengths and weaknesses and their performance against potential targets.
- Mark and monitor classwork, homework and assessments providing ongoing constructive written and oral feedback, setting targets for students' progress.
- Through the process of assessment for learning, review students' work and set targets for improvement.
- Monitor progress and use appropriate strategies to motivate students to achieve targets.
- Identify and support low-achievers, using specialist help where needed.
- Identify the needs of SEN students including drafting and running individual education plans with the Head of SEN & Inclusion.
- Identify the needs of all identified groups of students and plan appropriately to meet their needs.
- Foster a happy, disciplined working environment in which students may grow socially, physically, emotionally and intellectually, as well as developing their individual talents and fostering an appreciation of the gifts and needs of others.
- Secure good behaviour in the classroom throughout the school in line with the school Behaviour & Rewards policy.
- Take advantage of opportunities created by ethnic and cultural diversity.
- Liaise with parents by oral and written reports, discussing progress and encouraging them to support their child's learning.
- Deploy support staff in the classroom effectively.
- Secure a stimulating and orderly classroom environment.
- Contribute effectively to school improvement.
- Take responsibility for your own professional development.

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## General Duties:

- To carry out a share of supervisory duties in accordance with published schedules and any other reasonable duties at the request of the Headteacher and wider SLT.
- To participate in appropriate meetings with colleagues and parents relative to the above
- To be Tutor of an assigned tutor group and to carry out related duties.
- To get to know each individual student in the group, to monitor his/her attendance, punctuality, dress, behaviour, academic progress and homework; to report on these as required to the Head of Year and to parents.
- To be responsible for initiating discussion, work and study of the Lifelong Learning curriculum within the tutor period, encouraging all students of all abilities to participate and on occasions to take a leading role.
- To prepare reports for parents as and when required and comment on behaviour and progress in a tutor's summary of subject teachers' reports.
- To act as the direct link between the staff and the students. Information must be passed regularly and promptly to the students by the Tutor.
- To attend assemblies with their group (unless specifically excused) and to assist the SLT in carrying out its duties regarding collective worship as laid down in the Education Acts of 1986 and 1988
- To promote and embed social, moral, spiritual and cultural education.
- To keep records in the tutor group. Registers must be kept in accordance with legal requirements, authorised and unauthorised absences recorded and notes of explanation filed, suspected truancy to be reported immediately to appropriate staff. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents.
- To care for the furniture and fabric of their tutor room.
- To keep a general eye on the personal appearance and behaviour of students and to insist on a reasonable standard in line with school policies.
- To attend meetings associated with this role as required.

## Professional Skills and Experience:

- Possess a good degree and QTS.
- Be an excellent teacher with the ability to inspire students to become effective, self-directed learners.
- Have the skills and experience necessary to achieve outstanding examination results.
- Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
- Have experience of teaching a range of year groups including examination classes.
- Show evidence of having developed the learning capacity of students.
- Be an enthusiastic and effective form tutor who is fully committed to embracing the Academy Vision.
- Show evidence of continued professional development.
- Have relevant experience of working in comprehensive and multicultural environments.
- Have sound understanding of strategies to raise attainment.
- Have the capability to lead others in successful school improvement and innovation.
- Demonstrate the ability to set up and operate effective self-evaluation systems.

## People, Relationships and Communications:

- Be committed to maintaining the distinctive and inclusive ethos of the Academy.
- Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
- Have qualities which earn the trust and respect of students, staff, parents, governors and the wider community.
- Possess integrity, optimism, credibility, resilience and calmness.
- Possess excellent written and verbal communication skills.
- Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.

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- Be able to build constructive working relationships with local schools and colleges, employers, the local community and the local authority.
- Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school.

**Responsible to:** Head of Faculty/Department/Year



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## Person specification

<b>Skills, Qualifications and Training</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status	✓	
Good degree in the relevant subject	✓	
Courses of further study relevant to the post		✓
Evidence of active involvement in professional development		✓
Excellent organisational skills	✓	
Excellent ICT skills	✓	
<b>Teaching Quality &amp; Experience</b>	<b>Essential</b>	<b>Desirable</b>
Have experience of teaching a range of year groups including examination classes	✓	
Possess thorough understanding of the requirements and opportunities of the secondary curriculum	✓	
Be an excellent teacher with the ability to inspire students to become effective, independent learners	✓	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment	✓	
Have the skills and experience necessary to achieve outstanding examination results	✓	
Good awareness of current educational developments	✓	
Be an enthusiastic and effective form tutor	✓	
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
High levels of integrity and professionalism	✓	
Ability to work well in a team	✓	
Ability to think originally and creatively	✓	
Enthusiasm, energy and commitment	✓	
Possess excellent written and verbal communication skills	✓	
An understanding of and commitment to the Archer Academy vision	✓	
Have the ability to relate positively to students, parents and other stakeholders to engage them successfully in the life of the Academy	✓	
Be committed to maintaining an inclusive ethos in the Academy	✓	
Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school	✓	

### Safeguarding:

The Archer Academy is committed to safeguarding all children.

Candidates must be suitable to work with children and young people. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.

Members of the Panel have undergone Safer Recruitment training.