

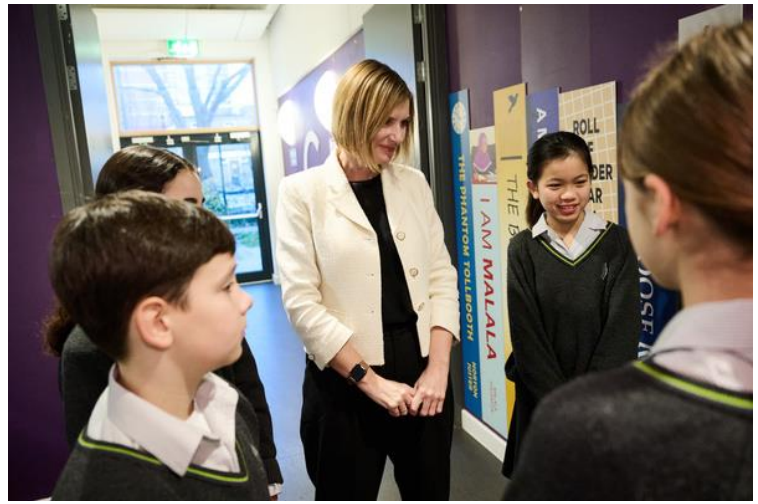
join us

Teacher of Science

Closing date: midday Monday 19th February 2024

Interview date: Monday 26th February 2024





Headteacher's welcome

Thank you for your interest in Archer Academy. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further information is available on our website and I would also encourage you to explore the school's social media channels.

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

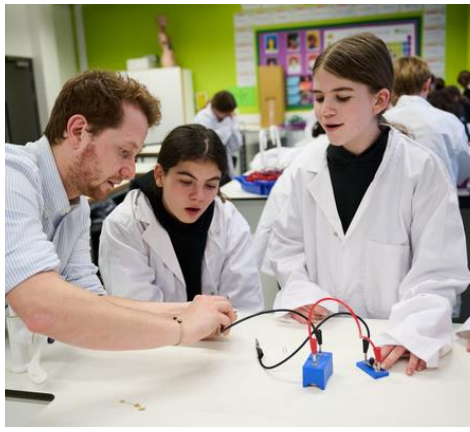
Our vision for Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for our students that will prepare them for adult life. We are consistently placed in the top 10% of schools nationally and were graded outstanding in all areas by Ofsted in 2019.

Archer Academy is a popular, co-educational school and is significantly over-subscribed with applications each year. We are a year 7 - 11 school and have a strong 6th form partnership with Woodhouse College. We offer exceptional opportunities for staff and students.

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

A handwritten signature in black ink, appearing to read 'Lucy Harrison'.

Lucy Harrison
Headteacher



WHY JOIN OUR SCHOOL?

1

High aspirations for staff and students

Our school is a place where every member of the community is supported and challenged to do their best. We have created a can-do culture in which staff are encouraged to be creative, try new ideas, and take a few risks, with the safety net of a supportive SLT. And we encourage students to be brave, get stuck in, and lean into every opportunity we offer. We help everyone open doors for the future – whilst making sure they enjoy the here and now.



Working with the Head is an absolute joy. She listens and is receptive to ideas. And it's clear that the SLT's goal is not just that students achieve their very best, but staff as well.

Director of Maths

2

Extensive CPD opportunities

The value we place on our staff means we prioritise their personal and professional development. We offer a wide-ranging CPD programme, including partnerships with external organisations and a clear internal mentoring process, led by a designated member of SLT. We love it when our staff stay and grow with us, while also celebrating with them when they find new opportunities elsewhere.



Community is a big thing here, and a lot of time is taken to discuss how to improve the experience of staff members and make it a lovely place to work. We feel the impact all the time.

Director of Social Sciences and Personal Development



3

A strong focus on staff wellbeing

Our school is a happy community, and that doesn't happen by accident; we work hard to make it, and keep it, that way. Our Wellbeing Committee meets regularly to explore ways to make life better for us all, and our wellbeing offer includes sabbatical opportunities, free weeks and a specialist staff wellbeing platform. We are also open to flexible working, with a number of part-time staff, and are continuing to evolve the flexibility we can offer.

4

A supportive environment and culture

Our campus school set-up has allowed us to create two distinct atmospheres that match our students' life stages. Lower School is home to years 7, 8 and 9, allowing our younger students to find their feet in a caring, supportive and creative space. Upper School has a more college-like atmosphere, with a greater focus on scholarship and individual study, and more adult-to-adult relationships between staff and students.

5

A rich, imaginative curriculum with excellent outcomes

We have designed a curriculum that blends subject specialism with the richness of wider learning and skills, and offers the chance to explore knowledge and skills that go beyond the national curriculum. We are fiercely proud of the achievements of our non-selective students, which place us consistently in the top 10% of schools nationally. They are a testament to both the environment we have created and the professionalism and determination of our staff team.



Leadership is exceptional. The headteacher's clear, unwavering vision focuses on supporting pupils' high achievement across the curriculum. Leaders at all levels are very skilled.

Ofsted 2019



WHY YOU SHOULD CHOOSE ARCHER ACADEMY

Archer Academy puts staff wellbeing at the heart of school life. Ensuring all staff members are equipped with the conditions to thrive personally and professionally lies at the centre of our school. Because our staff are well supported, students are able to achieve the very best, make excellent progress, and enjoy a plethora of experiences and opportunities throughout their journey at our school.



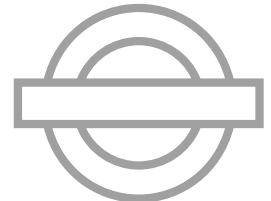
CPD PACKAGE FOR LEADERSHIP AND PROGRESSION



PENSION SCHEME



WELLBEING COMMITTEE



EAST FINCHLEY TUBE, FREE PARKING AND CYCLE SCHEME



STUDENT PLACES FOR CHILDREN OF STAFF



EMPLOYEE ASSISTANCE PROGRAMME



ADDITIONAL LEAVE/ SABBATICAL PROGRAMME



FRESHLY COOKED MEALS AND SNACKS DAILY

[FULL DETAILS OF STAFF WELLBEING POLICY AVAILABLE ON WEBSITE](#)

The quality of teaching is routinely strong. This, combined with an effective curriculum and pupils' excellent attitudes to learning helps pupils to succeed. Teaching is characterised by a strong focus on academic content. Teachers plan lessons that stretch pupils' understanding.



Ofsted,
2019

DEPARTMENT AND ROLE

Our vision for Science at the Archer Academy is that students are curious about the world around them, are equipped with scientific knowledge to think analytically and develop resilience to solve problems.

The Archer Academy seeks to appoint an exceptional teacher of Science to join our high achieving, motivated and collaborative department. We follow the Activate curriculum at KS3 (years 7-8) and AQA GCSE specifications (Separate or Combined Trilogy). High quality learning resources are in place, which are routinely reviewed and are a shared resource to support workload.

Science results are outstanding at GCSE. In 2023 Combined Science students made +095 levels of progress compared to students with similar starting points, with 36% of results being at 9-7 (17 at grade 9). Separate Science is also strong. On average 70% of grades were 7+

Science is held in high regard and is led by a Director of Science, Deputy Director of Science and a lead practitioner. Regular department meetings focus on sharing outstanding practice, subject knowledge and student feedback. Our department and school CPD are supportive of beginning and experienced teachers. A number of teachers have completed their ECT as part of the team. Through regularly hosting PGCE students, we also have strong ties with the Institute of Education

Our curriculum is creative and academically rigorous with the aim that all students become scientifically literate and appreciate the importance of Science. Additionally, there are a host of extra-curricular opportunities such as talks, visits, enrichment and Science Week as well as an established Separate Science trip to Geneva. Practical work forms an important component of Science and two dedicated Science Technicians support this.

The successful applicant will have the potential to be an outstanding classroom practitioner. They will be passionate about developing their teaching and committed to raising standards. The post is suitable for both ECTs and more experienced teachers. Additionally routes for teacher training are available at the school.

JOB DESCRIPTION
TEACHER OF SCIENCE

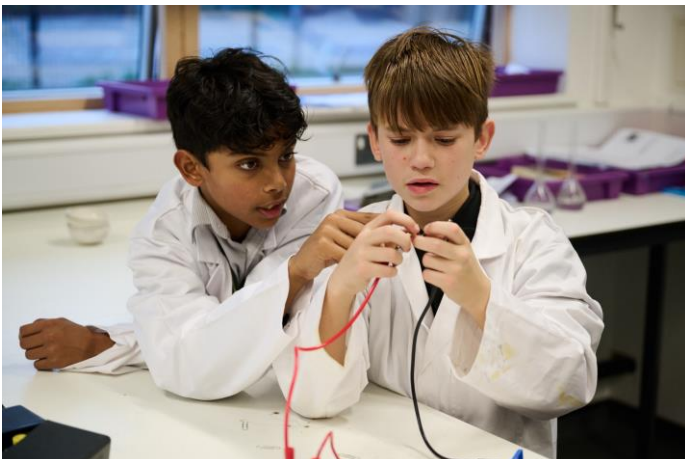
DEPARTMENT
SCIENCE

LINE MANAGER
DIRECTOR OF SCIENCE

SALARY SCALE
MPS/UPS

CONTRACT STATUS
Full time, permanent contract,
following successful
completion of probation
period

START DATE
SEPTEMBER 2024



PURPOSE

To support and lead the communication and embedding an ambitious curriculum and departmental vision which encourages ownership, team spirit and commitment from the department members thus enabling all students to realise their potential. This is achieved, alongside the subject Director by:

- Leadership of the curriculum area
- Effective planning and implementation of a high quality curriculum ensuring quality first teaching across all classes.
- Student progress beyond assigned groups
- Enhancing the teaching of others
- Line managing staff
- Effective planning and implementation of a high quality curriculum ensuring quality first teaching across all classes

PRINCIPLE RESPONSIBILITIES

Specific responsibility for the organisation of all matters including curriculum, assessment, reporting and monitoring relating to Key Stage 3 and 4 as outlined by the subject Director.

To support the subject Director in their role and undertake reasonable tasks as requested.

To deputise for the subject Director as required.

The Deputy Director may lead on a particular key stage or subject within a multiple disciplinary department. Roles and responsibilities of this nature will be developed collaboratively by the Director and Deputy Director.

LEADERSHIP WITHIN THE SUBJECT AREA

Alongside the subject Director, the post-holder provides ambitious and clear direction for the work and development of the subject area within the context of the overall activity of the school, embedding standards of excellence to ensure that:

- The subject area has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work
- The subject area identifies appropriate priorities and targets, takes the necessary action, and reviews progress towards them
- Staff use time, colleagues and other resources, especially information and communications technology, effectively to deliver the appropriate curriculum
- Staff keep up to date with local and national developments affecting the subject area
- Clear learning objectives are set through an agreed scheme of learning, regularly reviewed and developed in line with the school development plan and national curriculum requirements and subject specifications
- Students underachieving are identified and appropriate strategies are developed in liaison with Assistant Headteachers, Heads of Year and the SENDCO
- Collect and use assessment data to identify and challenge underachievement, following and analysing trend patterns and considering how well gaps are closing between the academic performance of different groups of students within the department, compared to students nationally and across the school; this will include the learning and progress of identified groups of learners
- There is a rigorous monitoring, evaluation and development of teaching and learning and appropriate internal and external assessments of learning are made
- Allocated budgets are managed effectively and the department remains within set budget allocation

- The classrooms and subject areas allow the curriculum to be taught effectively
- Learning resources enable the rich and deep delivery of the curriculum
- Learning resources are personalised to ensure the needs of all learners, specifically those identified as SEND, Pupil Premium and Highly Able
- The views of relevant stakeholders, including parents and students, are sought and used to evaluate and further develop the work of the subject area
- Links with parents, including the use of home-school agreements, contribute to students' learning with the subject area and at home
- There is an annual self evaluation of the department, including an analysis and commentary of student academic performance. The conclusions of the report are used to inform the strategic departmental plan and ongoing school improvement journey
- There is excellent collaborative work with other heads of department to plan an inspirational thematic learning curriculum; securing outstanding learning outcomes for all
- There is excellent collaborative work with fellow middle and senior leaders to plan and take an active part in the school's enrichment curriculum
- Effective links with the local community including partner Sixth Forms, primary schools, secondary schools, business, industry, FE and HE are developed
- To meet regularly with the Headteacher to keep her informed of developments within the department.

The post-holder will be expected to manage their own performance and development and show staff within the subject area to do the same by sharing a commitment to improvement and identify capacity to do so.

STUDENT PROGRESS WITHIN AND BEYOND ASSIGNED GROUPS

Alongside the subject Director, the post-holder will support the progress of a wide range of students, including those in groups taught by other teachers, by coaching and mentoring staff and directly supporting students so that students will:

- Acquire new knowledge or skills, develop ideas and increase their understanding of the subject
- Apply intellectual, physical and/or creative effort in their work
- Be productive and work at a good pace
- Show interest in their work and be able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve as part of self-assessment and school assessment for learning procedures individual student progress within the subject area will be measured against national benchmarks
- Coordinate effective intervention strategies which support students so that they make the progress that is expected of them
- Collect and use assessment data to identify and challenge underachievement, following and analysing trend patterns and considering how well gaps are closing between the academic performance of different groups of students within the department, compared to students nationally and across the school; this will include the learning and progress of identified groups of learners

ENHANCING THE TEACHING OF OTHERS

Alongside the subject Director, the post-holder will enhance the teaching of others within the subject area by enabling colleagues to:

- Deliver consistently excellent teaching and learning
- Develop and improve subject knowledge and pedagogy
- Plan effectively, setting clear objectives that students understand
- Challenge and inspire students, expecting the most of them, so as to deepen their knowledge and understanding
- Develop and improve technical competence in teaching basic skills
- Use methods which enable all students to learn effectively
- Manage students well and insist on high standards of behaviour
- Use homework effectively to reinforce and/or extend what is learned in school
- Assess students' homework thoroughly and use assessments to help and encourage students to overcome difficulties

LINE MANAGING STAFF

Alongside the subject Director, the post holder will be responsible for line-managing members of the team and this responsibility will include subject areas of both a professional nature and subject areas concerning conditions of service and employment. The post-holder will ensure that:

- There is line management and professional development for staff in such a way that they perform at their best
- There is effective appraisal for staff in the subject area within the context of school policy
- There is good delegation to ensure the effective contribution of all staff to the work of the subject area
- There is effective induction of staff new to the subject area
- All personnel issues are well managed relating to staff performance, including attendance, punctuality and professional development needs

GENERAL DUTIES

- To carry out any pastoral support roles (including being a tutor and delivering Lifelong Learning) as required
- To contribute to the extra curricular offer
- To play a role in ensuring effective safeguarding and wellbeing of our students
- To provide clear and useful feedback to students and parents/carers as required
- To complete school duties, as outlined in the timetable
- To check your email regularly and respond in a timely manner
- To take an active role in your own professional development and the appraisal programme
- To contribute articles to the newsletter as appropriate
- To complete any other reasonable tasks as required by the Headteacher

SAFEGUARDING

The post-holder will:

- Adhere to the requirements outlined in the current KCSIE
- Attend and complete all required training in relation to safeguarding
- Report all safeguarding concerns in a timely manner as specified by the school
- Ensure there is a culture of safeguarding within all areas of the role

Notwithstanding the detail in this job description, the jobholder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the principal responsibilities of the job.

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.

PEOPLE, RELATIONSHIPS & COMMUNICATION

- 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
- 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.

DIVERSITY & INCLUSION

Archer Academy is committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.



I love being part of the Archer community as I feel a sense of belonging. It is wonderful to be greeted with a smile every day. As teachers, we all have unique talents and skills that we are good at. I feel our work at Archer is meaningful and what we do makes a difference for others, this gives motivation for us to keep doing it even though there may be times when the going gets tough.

Miss Ashraf, art teacher



PERSON SPECIFICATION

Skills, Qualifications and Training	Essential	Desirable
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		
Ability to teach across key stage 3 & 4		
Teaching Quality & Experience	Essential	Desirable
Have experience of teaching a range of year groups including examination classes		
A track record of excellent results across key stage 3 to 5		
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		
Experience of leading effective and creative approaches to teaching		
Experience of writing creative and academic schemes of learning which accelerate student progress		
Confident ICT skills to support the provision of robust data tracking		
Good awareness of current educational developments		
Be an enthusiastic and effective form tutor		
Personal Qualities	Essential	Desirable
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		

HOW TO APPLY

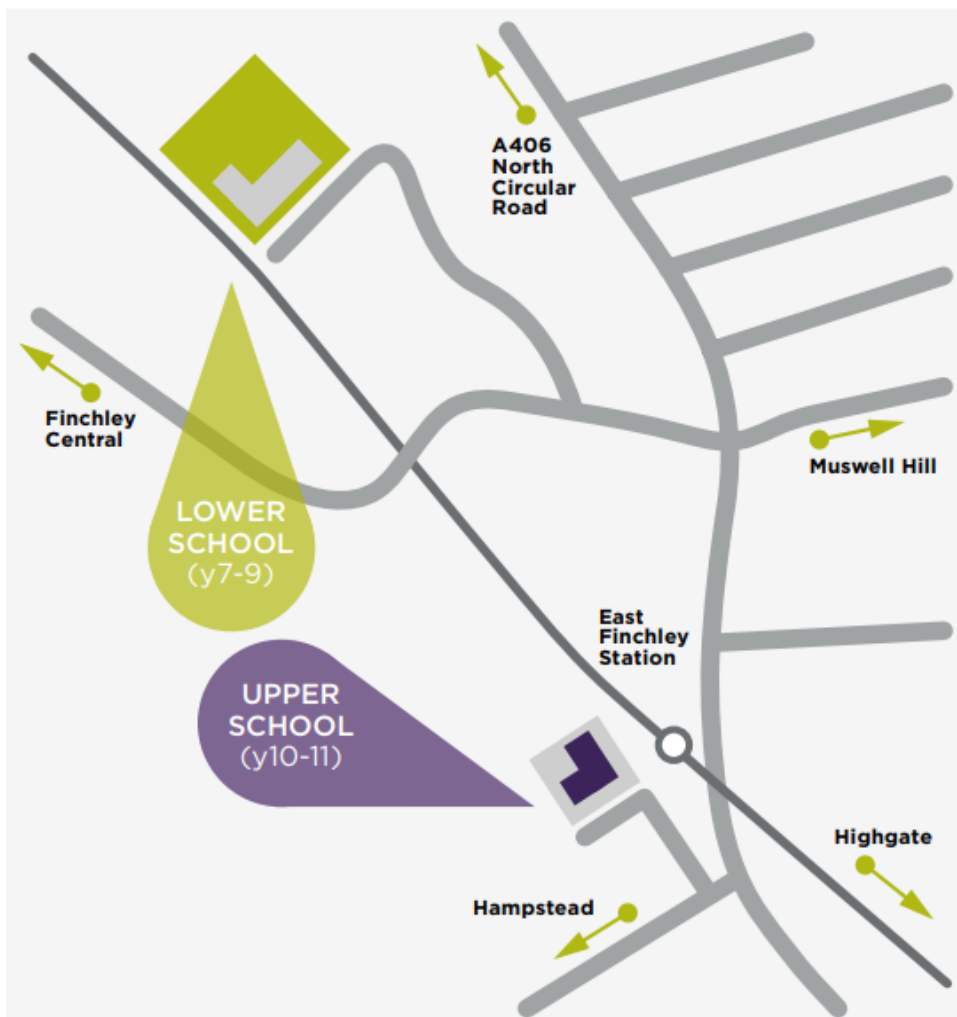
If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the Join us tab.

Please submit your application by email to Ellie Yates, HR Administrator and do not hesitate to contact Ellie on 020 8365 4110 ext 727 with any questions. Email: recruitment@thearcheracademy.org.uk



We were particularly struck by very well-behaved students who barely gave us even a cursory glance, so engrossed were they in their literature books.

Good Schools' Guide



Lower School (y7-9)
Eagans Close
London
N2 8GA

Upper School (y10-11)
3 Beaumont Close
The Bishops Avenue
London
N2 0GA