

Haggerston **School**

Information Pack

Head of Biology



Aspiration | **Creativity** | Character

CONTENTS



Letter from Ciara Emmerson, Headteacher..... 3

The Haggerston Way - Our Mission
..... 4

Staff Rewards and Benefits
..... 5

Equality & Diversity - Actively Building Opportunities for All
..... 6

Safeguarding
.....
6

Job Description
.....
8

Advert Information
..... 14

Application and Recruitment Process - Explanatory Note
..... 15

Haggerston School

Dear Candidate,

Thank you for expressing an interest in working at Haggerston School. We are a successful inner-city community school, with a very diverse student population. You would be joining us at an exciting stage of our development from a Good to an outstanding school. Our aspiration is to become one of the best schools in the country and you could play a key role in realising that vision and ambition.

We are looking for someone who has drive and energy, optimism and belief in themselves and others. Someone who believes that all children and young people can achieve excellence, given the right educational support and crucially, the highest standards of teaching. You will also bring resilience, determination and a motivation to transform the opportunities of young people in all parts of the community we serve.

Haggerston is a great place to work. There is a warm and supportive culture and staff feel valued because the school invests in their professional development and wellbeing. We focus on developing simple, sustainable systems which staff can execute well and consistently because we feel this is the key to long-term school improvement. We want our staff to be positive and energetic, with a real investment in the school so we believe in fostering a culture of healthy work-life balance and strong professional relationships. You would also be working in a Grade II listed building, designed by Erno Goldfinger, in a vibrant part of London.

If you are interested in finding out more about the opportunity to work at Haggerston School, please visit our website. To apply you will need to complete the application form which can be found at: <https://haggerston.hackney.sch.uk/our-school/recruitment/> by 9:00am on **Friday 29th January 2021**. Alternatively, you can also request and submit your application by email at: recruitment@haggerston.hackney.sch.uk. If you would like any further information or wish to discuss this role, please contact the HR Department on **020 7749 4579** or recruitment@haggerston.hackney.sch.uk.

I look forward to receiving your application.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ciara Emmerson', on a light-colored background.

Ciara Emmerson - Headteacher

THE HAGGERSTON WAY - OUR MISSION

Aspiration

We strive to be the best versions of ourselves. We work hard every day to master the knowledge and skills we need to lead successful, fulfilled lives.

Creativity

We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.

Character

We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.



STAFF REWARDS AND BENEFITS

Incentives:

- Generous **annual leave allowance** for support staff
- **Cycle-to-Work Scheme**
- **Tech Scheme**
- **Pension Scheme** - Auto-Enrolment into the Local Government & Teachers' Pension Schemes
- **Season Ticket Loan scheme** (to support with travel expenses)

Professional Development:

- **Performance Appraisal** process enables tailored, personalised professional development
- Access to high quality in-house and external **professional training, including NPQML/SL & NPQH**
- **Annual programme of Leadership development opportunities**, including Leadership lectures and coaching
- Support to complete further academic study and professional qualifications

Aspiration | Creativity | Character

- Two INSET days per year devoted to **curriculum planning time** in faculties

Lifestyle & Wellbeing:

- **Health and Wellbeing weeks** - three meeting-free weeks over the course of the year, which include wellbeing events for staff such as yoga, massages and mindfulness classes
- **Healthy Eating Options** - subsidised meals available from the canteen and a designated staff coffee shop selling healthy sandwiches, hot and cold drinks, cakes and pastries
- **Parking** - Onsite car parking facilities and bike sheds
- **Staff counselling service** - Aspace provide a professional service free of charge to staff
- **Occupational Health Service** - Medigold Health provide free health advice and support to staff
- **Access to school 3G pitch** - Staff football after school on Fridays
- **CSSC Sports and Leisure (Civil Service Sports Council)** - Staff are eligible to join for £4.25 per month and gain access to Free Entry to English Heritage sites for the member and family, half price cinema tickets, 2 for 1 Tastecard for use in a range of restaurants, 50% off theme park entry

EQUALITY & DIVERSITY - ACTIVELY BUILDING OPPORTUNITIES FOR ALL

Haggerston is a diverse school community; a strength we celebrate and promote. We are committed to equality of opportunity for all members of the School Community and recognise our duty under the law to oppose all forms of discrimination, including on the basis of disability, gender, pregnancy and maternity, religion or belief, sexual orientation and marital or civil partnership status. We oppose all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. These beliefs are fundamental to how we think and operate as a school, our commitment to principled leadership, and to the values we teach our students.

We ensure that all policies and practices comply with the public sector equality duty set out in section 149 of the Equality Act 2010. However, we want to go further than meeting our statutory duty. In recognition of the lack of diversity in leadership across the education sector and beyond, we seek to provide opportunities for career development for all staff, including those who are often under-represented, such as women, black and ethnic minority leaders. There are some practical steps we can take to support this, such as welcoming applications from staff proposing job shares, looking favourably upon flexible working and part time requests and providing a range of leadership opportunities within school, such as leadership lectures (including from successful female, black and ethnic minority leaders). We are conscious in our recruitment process to mitigate against unconscious bias and seek, wherever possible to have diverse recruitment panels.

SAFEGUARDING

Haggerston School is committed to Safeguarding Children; we have no higher duty than to ensure student safety and wellbeing, educating students so that they can lead successful fulfilling lives. It is a responsibility shared by all staff, governors and those who visit our school.

We also work with parents, carers, local and national agencies to address concerns and keep children safe from harm and exploitation.

In executing these duties, we undertake to:

- Train all staff (including temporary staff) to develop their understanding of how to recognise the signs and indicators of abuse, to know how to respond to a child who discloses abuse and recognise signs of vulnerability to radicalisation or extremism
 - Support staff who have dealt with issues around abuse
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - Encourage the development of self-esteem and resilience
 - Ensure children know that there are adults in the school whom they can approach if they are worried
 - Ensure there is a member of staff designated for the support of 'Children in Care'
-
- Include opportunities in the PSHE curriculum for children to develop the knowledge needed to recognise and stay safe from abuse
 - Regularly review and update our procedures, policies and practices
 - Work with parents and carers in partnership to create positive relationships that safeguard children and support families
 - Work with agencies to share information and support families
 - Ensure robust safer recruitment processes are in place at all times, including for temporary staff and visitors to the school site.



The strong sense of community across the school ensures that differences are recognised and celebrated.

OFSTED, 2017



Haggerston School

POST TITLE: Head of Biology
STATUS: Permanent, Full Time
SCALE: Main / Upper Pay Range plus TLR2b
LINE MANAGER: Head of Science

Job Description

Provide professional leadership and management in all classes, supporting and developing the students to achieve excellent results, holding them accountable for their progress.

To manage, lead and develop the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

Manage your own professional development, with the support of your line manager, in order to deliver outstanding teaching and learning, the effective use of resources and improved standards of learning and achievement for all students in your classes.

In addition to the duties set out in the “School Teacher Pay and Conditions of Service” document and the Job Description for classroom teachers, this post carries with it the following responsibilities in the first instance:

Principal Accountabilities

- To agree, monitor and evaluate the student progress targets to promote pupil achievement and to make a measurable contribution to the department / whole school targets.
- To create a team improvement plan which contributes positively to the achievement of the department / school improvement plan (SIP) and which actively involves all subject teachers in its design and execution.
- To engage all team members in the creation, consistent implementation and improvement of schemes of work, which encapsulate key learning strategies.
- To provide regular feedback for team members in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible and measurable impact on student progress.
- To assist the designated member of the leadership team/subject team leader in the on-going review of the standards of leadership and progress of students in the subject area, consistent with the schools self-evaluation procedures.
- To ensure that you and all team members and students understand, and are actively implementing, the key aspects of the school’s values and beliefs and all aspects of school agreed policies including the school’s behaviour and inclusion policies.
- To oversee and evaluate the subject/team budget allocation to ensure the budget is spent in line with priorities and the principles of best value.

DUTIES AND RESPONSIBILITIES

To lead and manage the team:

- To ensure a coordinated approach to teaching, learning, and assessment, recording and reporting, in line with whole school policies.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour in line with whole school policies.
- To ensure that the team has a consistent approach to work with all students including those on the SEN, EAL and MA&T registers and that this is followed up in departmental practices and documentation.
- To develop schemes of work, which provide for differentiation and emphasise the use of skills and knowledge.
- To keep the curriculum under review and encourage students to take an examination at the end of Key Stage 4 and Key Stage 5.

- To coordinate and facilitate the processes of students taking KS4 and KS5 examinations in home languages (such as Polish and Portuguese and Turkish), and where necessary plan for teaching or study programmes to support these.
- To maintain the commitment for students to pursue Biology post 16.
- To encourage students to participate in visits and other events as extra-curricular activities.
- To monitor and evaluate the delivery of the curriculum through line management of staff and oversight of student's work and lesson observations.
- To make a major contribution to the School Improvement Plan through whole school and department planning and evaluation.
- To work effectively with other Heads of Department within the Borough.

Teaching, Learning and Assessment:

- To oversee students' work within Science and ensure that learning experiences offered to students are appropriate and relevant to their needs.
- To continually review and develop the range of learning experiences offered to students.
- To keep informed of curriculum developments relevant to the subject.
- To contribute to detailed schemes of work in line with national requirements and school policy.
- To ensure that students' work is regularly assessed and progress monitored, and that accurate records of progress are kept.
- To contribute to devising and implementing strategies for celebrating pupil achievement, e.g. regular display of work.
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policy.
- To work effectively in liaison with the Inclusion/Achievement team.
- To be willing to participate in the implementation of cross-curricular links within the department/faculty.
- To assist where necessary, the Head of Faculty in supporting public and internal examinations.
- To liaise with the appropriate tutor and/or Head of Year, to ensure that the educational needs of all students are met.

Professional Support

- To work collaboratively in the delivery of Science in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment within the subject areas.
- To liaise with the tutors and/or Heads of Learning over students causing concern.
- To work with the Head of Faculty to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support.
- To participate in opportunities, to aid your professional development. Such opportunities will reflect the school's approach to performance management and include strategies for extending professional experiences, in consultation with the Head of Department/Faculty.
- To ensure that appropriate work is set for cover staff.
- To contribute as necessary to the preparation of the Science Faculty Handbook.

Communications

- To attend appropriate meetings where relevant and to provide feedback to team members.
- To attend teaching team meetings and contribute to discussions.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the department/faculty.
- To liaise with parents, as and when appropriate.

General

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the department/faculty.
- Participate in the regular review of this job descriptions.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified .This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Hackney Learning Trust policies.

Person Specification
Head of Biology

| Requirements: | Assessment Criteria | | |
|---|----------------------------|-------------------------|---------------------------|
| Qualifications | Interview | Application Form | Lesson Observation |
| Education to good honours degree or equivalent plus teaching | | • | |
| Evidence of continuing professional development | • | • | • |
| Experience: | | | |
| Successful experience of middle management in an inner city comprehensive school | • | • | • |
| Sustained successful experience as a classroom practitioner across the age and ability 11 to 19 | • | | • |

| | | | |
|---|---|---|---|
| Experience of working with data to promote learning and achievement | • | | • |
| Successful involvement in planning, implementing and evaluating initiatives to raise attainment and continuously improve and adapt own classroom practice | • | • | • |
| Evidence of outstanding teaching with the ability to teach all Key Stages and abilities | • | • | • |
| Effective classroom management skills with efficient use and organisation of resources | • | | • |
| Management and leadership skills | | | |
| Success at motivating staff to raise students performance and at enthusing them to develop new ideas and initiatives | • | • | • |
| Ability to maintain effective working relationships at all levels whilst demonstrating a flexible approach | • | • | • |
| Evidence of the ability to delegate, consult and be decisive | • | • | • |
| Ability to articulate a vision for the department, leading to clear aims and direction | • | • | • |
| Ability to evaluate the quality of classroom teaching | • | • | • |
| Use assessment data to monitor and evaluate progress and use this as the basis for setting targets for improvement | • | • | • |
| Ability to review departmental practice and develop appropriate improvement plans. | • | • | • |
| Professional knowledge and understanding: | | | |
| Evidence of thorough knowledge, understanding and enthusiasm for the subject | • | • | • |
| Understanding of the strategies needed to establish high classroom standards of results and behaviour | • | • | • |
| | | | |
| Understanding of Key Stage 2 to 3 transition issues | • | • | |
| Understanding of the 14 to 19 curriculum and developments within the curriculum, particularly the KS3 Revised National Curriculum | • | • | |
| Knowledge of pupil data and its practical application in lesson planning and increasing student attainment | • | • | • |
| The ability to use ICT effectively to support tasks and activities | • | • | • |
| Behavioural competencies: | | | |
| Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the school | • | | |
| Team player with energy, enthusiasm, perseverance and a sense of humour | • | | |

| | | | |
|--|---|---|---|
| | | | |
| Genuine interest and passion for young people's education and willingness to contribute to wider school life and ethos | • | • | |
| Ability to develop and maintain positive relationships with teachers, support staff and parents | • | | |
| Ability to motivate students recognising and responding to the diverse needs of learners | • | • | • |
| Ability to reflect on own classroom practice to continuously improve and being open to feedback | • | • | |
| Ability to work independently using initiative and as part of a team contributing to INSETs | • | | |
| Excellent written skills, as evidenced by application | | • | |
| Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively | • | • | • |
| Good communication skills, showing sensitivity and strength | • | | • |
| Mentoring and coaching skills, showing ability to be both constructive and critical | • | | |
| Ability and skills to manage change | • | • | |
| A commitment to developing curriculum activities within the faculty | • | | |
| A commitment to on-going regular professional development, undertaking training as required | • | • | |
| Commitment to the Safeguarding and welfare of all students | • | • | |
| Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools | • | • | |

HEAD OF BIOLOGY

Main / Upper Pay Range, inclusive of Teacher's Inner London Weighting

Plus TLR2b

Job Start: April 2021

We wish to appoint a dedicated, outstanding and inspirational Head of Biology to play a key role in the next phase of our development from a Good to Outstanding School.

Haggerston School was judged 'good' by OFSTED in October 2017. The OFSTED report noted: "Staff have high morale. They are proud to work at the school and feel that leaders support them in a variety of ways. These include providing training to meet their individual needs. Teachers new to the

profession value the high-quality mentoring and support that they receive. They also appreciate the career opportunities provided by the school.”

We are looking for someone who:

- is passionate about Science with the ability to inspire students
- can demonstrate excellent teaching and classroom management skills
- has the ability to build good relationships with all students and adults
- has a commitment to developing curriculum activities within the Science Faculty
- can promote and maintain the highest standards in all aspects of the work in the school

We can offer you:

- children and young people who are eager to learn and progress
- staff who are collegiate, committed to their own professional development and to improving outcomes for the students here
- an excellent physical environment recently refurbished and extended under BSF
- a school committed to your professional development
- work in a team where your skills, enthusiasm and hard work will be appreciated

If you are passionate about providing young people with a safe, supportive environment in which to ensure their success, we want to hear from you.

Download an application pack from the school’s website or you can request one by contacting the HR Department via e-mail: recruitment@haggerston.hackney.sch.uk
Application forms can also be returned to HR via email.

Application closing date: 9am on Friday 29th January 2021
Interview and Assessment: Wednesday 3rd February 2021

Haggerston School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce. All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



Haggerston School

APPLICATION AND RECRUITMENT PROCESS - EXPLANATORY NOTE

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full.
- Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description.

- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- The successful applicant will be required to complete an enhanced Disclosure from the Disclosure and Barring Service (formerly known as the Criminal Records Bureau).
- We may seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any safeguarding (child protection) allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you are selected, and possible referral to the police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview this will be conducted in person and will explore any safeguarding issues and suitability to work with children as well as your previous employment record.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received)
- verification of identity and qualifications
- Barred List Check
- a satisfactory enhanced Disclosure and Barring Service check
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCSF Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of a probationary period

WARNING

Where a candidate is:

- found to be on the Barred List, or the enhanced Disclosure and Barring Service disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children,

the facts will be reported to the Police and/or the Disclosure and Barring Service.