



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

COLA—Head of Science

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

| | |
|--------------------------------------|--|
| Type of School | Academy (Member of Stour Vale Academy Trust) |
| Location | Stourbridge, West Midlands |
| Age Range | 11–16 years |
| Gender | Co-educational |
| Headteacher | Mr J Clayton |
| Number of students | 1,218 |
| Number of teaching staff | 70.7 (FTE) |
| Date school established | 1976 |
| Budget | £8.4m |
| Pupil Premium | 24% |
| % of students with SEN in the school | 14% |
| % of students on free school meals | 23% |

ACADEMIC ACHIEVEMENTS

| | |
|--|--|
| GCSE Results 2024 | Attainment 8—Whole School 48.6 |
| | Progress 8—Whole School 0.22 |
| | Basics Standard (English and Maths 9-4) - Whole School 74% |
| | Basics Good (English and Maths 9-5) - Whole School 57% |
| | E Bacc (4+) - Whole School 50% |
| | E Bacc (5+) - Whole School 37% |
| Data used from SISRA Analytics Collaborative Data 2024 | |



Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection
Policy please follow this link:**

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eleven member schools, five primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

Science Department

At Redhill School, our Science Department embodies our school's vision and values of "Commitment to Excellence." We are dedicated to providing a high-quality science education that not only meets but exceeds the expectations outlined in the OFSTED inspection framework. Our aim is to inspire curiosity, foster critical thinking, and equip pupils with the knowledge and skills necessary to thrive in an increasingly scientific world.

Results for Science are above National. Our students following Double Award made strong progress in 2024 achieving an average point score of +0.26. Students following our Triple Science programme attained significantly above the national average and made positive progress in Biology of +0.34, Chemistry +0.68 & Physics +0.57.

Dynamic Curriculum

Our curriculum is designed to be both rigorous and engaging, ensuring that pupils build a strong foundation in scientific principles while also developing their ability to think critically and creatively. We focus on:

Curriculum Progression: Our curriculum is carefully sequenced to build on prior knowledge, ensuring that pupils connect new learning to what they have already mastered. This approach helps pupils develop a deep understanding of scientific concepts.

Practical Experience: We prioritise hands-on learning through laboratory work, field studies, and teacher demonstrations. Our pupils are provided with ample opportunities to engage in high-quality practical work that reinforces their theoretical understanding.

Real-World Connections: We strive to relate scientific concepts to real-life scenarios, allowing pupils to see the relevance of their learning. This includes using relatable examples and models to clarify complex ideas.

Supportive Teaching Environment

Our Science Department is characterised by a collaborative and supportive teaching environment, where:

Professional Development: We are committed to the continuous professional development of our staff. We provide opportunities for teachers to enhance their subject knowledge and pedagogical skills, ensuring that they are well-equipped to deliver high-quality science education.

Inclusive Practises: We believe in the importance of inclusivity, ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have access to the same high-quality curriculum. Our teaching strategies are designed to support diverse learning needs.

Engaging Pedagogy: Our teachers employ a variety of instructional practises to engage pupils actively in their learning. This includes collaborative discussions, problem-solving activities, and the use of teaching models to clarify complex concepts.

A Culture of Excellence

At Redhill School, we foster a positive school culture that values:

Collaboration: Our science teachers work closely together, sharing best practises and resources to enhance the learning experience for all pupils.

Feedback and Reflection: We encourage a culture of feedback, where both pupils and teachers reflect on their learning and teaching practises to continuously improve.

Community Engagement: We actively involve parents and the wider community in our science initiatives, promoting a shared commitment to excellence in education.

Join Our Team

The Science department is housed in a purpose built block and the teacher appointed will have their own laboratory. Labs are large and well-appointed with fantastic support from our technicians. The team are keen to help each other and we find that there will always be expertise within the team should help be needed. All teachers have the use of a laptop.

JOB DESCRIPTION

Job Title: COLA Head of Science

Full time starting September 2025

Salary scale: TLR 1C (£14,181 plus salary scale M1—U3)

Responsible to: SLT

Context

You will have strong leadership skills and the ability to inspire and motivate a team. The successful candidate will be an outstanding practitioner with a strong record of success who will be committed to raising the achievement of all learners.

Purpose

To ensure high levels of success in the Science Learning Area. This will include embedding sustainable best practice for teaching and learning. The post-holder will be a member of the COLA team and will work closely with members of the SLT.

Responsible for:

All teachers and support staff working within the department.

Key Accountabilities

- The sustained delivery of the highest quality teaching and learning in all parts of the Learning Area, so that all pupils will make strong progress and achieve well in relation to their ability so that they value and enjoy the learning in which they participate.
- Providing and ensuring effective and appropriate professional development and support for all members of the department.
- Establishing and sustaining high expectations (reflective of the school ethos & policies) for conduct, classroom climate and the environment within the department so that good learning and wellbeing is supported for all pupils and staff.
- Developing, articulating and sustaining a vision for the Learning Area within the school so that its work continues to develop and improve and so that good practice is recognised and shared within the school.
- Establishing and sustaining effective arrangements (reflective of the school ethos and policies) for communication with pupils and parents about any aspect of their learning and the department's work, so that they can be active partners in learning and in supporting departmental development.
- Contributing to the overall development and performance of the school by fulfilling a significant responsibility for an aspect of the school's work outside the department, so that the school will continue to develop and improve and so that there is a strong sense of shared leadership for the school as a whole.

Key Responsibilities

- Production and publication of the department's self-evaluation and development plan, based on thorough consultation with team members.
- Monitoring the quality of teaching and learning within the department and the work of all department members, following processes and keeping records as required by school policies.
- Monitoring and evaluating the progress of pupils. Planning, organising and making interventions where pupils are not making good progress.
- Setting individual appraisal objectives for all staff within the department, following processes and keeping records as required by school policies.
- Providing and arranging an appropriate programme of professional development for staff within the department.
- Ensuring that all learning is well-planned, based on the detailed requirements of the course, wider requirements and effectively using the best practice and resources.

Continued...

- Evaluating the quality of all aspects of the department's work, including evaluating course, teacher and pupil outcomes against targets set by the department and the school, in particular ensuring that strong outcomes for focus groups and pupils (e.g. those with special needs) are maintained. Taking action to address any issues identified by evaluation.
- Deploying staff and resources effectively to ensure the best outcomes (including allocation of timetable, rooming, use of budget and use of departmental teaching resources).
- Taking appropriate action to address any concerns or issues, from staff, pupils or parents.
- Ensuring that requirements and deadlines are met by all staff within the department to ensure that exam and coursework entries are made, formal reports produced, homework set and that other aspects of school policies implemented.
- Ensuring that all members of the department are aware of current work requirements and developments within and beyond the department and that they are able to contribute their views, insights, concerns and ideas effectively to support good decisions.
- Communicating effectively with pupils and their parents so that they know and understand the courses they are following and are enabled to participate actively in their learning including communicating directly with parents or supporting colleagues in doing so.
- Ensuring that there is effective provision for learning beyond the classroom to support the department's teaching.
- Contributing to the development of the school by active participation in policy and other discussions, including directly with the leadership team and governors where appropriate.
- Sharing school leadership by fulfilment of "whole school" responsibility agreed with the Head and by actively promoting and supporting high expectations of behaviour and "climate" within the department and beyond.

JOB DESCRIPTION

Job Title: Teacher of Science

Contract: Permanent

Salary scale: ECT/MPR/UPR

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

| Criteria | Essential | Desirable |
|------------------------------------|---|--|
| Training and Qualifications | <ul style="list-style-type: none"> • Graduate, QTS • Clear evidence of commitment to continuing professional and personal development • Evidence of preparation for leadership of teaching. | <ul style="list-style-type: none"> • Higher Qualification • Specific management training (e.g. Leading from the Middle). |
| Experience | <ul style="list-style-type: none"> • Established as an effective teacher across the age and ability range • Good understanding of pastoral issues, policies and practice • Previous work as a middle leader in a school, e.g. Subject Leader or Pastoral Leader • Understanding of child protection issues • Established as effective in working with all students and parents • Able to use data to evaluate achievement • Able to use data and tracking information to identify potential underachievement • Able to plan and ensure delivery of effective intervention to raise attainment • Able to engage with and command respect in working with colleagues at all levels • Effective in use of ICT • Fully supportive of the school's safeguarding policies and contribute to the ongoing culture of safeguarding children | <ul style="list-style-type: none"> • Successful and significant experience of leading a team of teachers and/or other staff. |
| Personal Qualities | <ul style="list-style-type: none"> • Passion for learning, committed to excellence for all • Credibility and confidence in dealing with people and situations • Good communicator • Good team leader, good listener and sensitive to people's needs while able to direct and motivate • Good sense of humour and able to enjoy work • Calm and organised under pressure, able to prioritise • Resilient and determined • Ability to command respect of whole year groups • Creative and imaginative • Have a passion for Teaching & Learning • Understand the needs of pupils and how to remove learning barriers • Be an inspirational, innovative and creative leader • Have a proven track record as a middle leader. | |



REDHILL SCHOOL
Junction Road
Stourbridge
West Midlands
DY8 1JX

01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

**For an informal discussion or a tour of the school
with Mr Clayton, Headteacher, please contact:**

**Mrs J Endicott, PA to the Headteacher
On 01384 816355 or email jendicott@redhill.dudley.sch.uk**

**Please send completed application forms to:
Mrs J Endicott, Redhill School, Junction Road, Stourbridge, DY8 1JX
or email to:
jobs@redhill.dudley.sch.uk
or apply via TES**

**CLOSING DATE: Thursday 6 February 2025 (9am)
INTERVIEWS: To be advised**

Please note only successful candidates will be contacted.

**Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).**

All candidates are subject to safer recruitment procedures.