



Lead Teacher of Biology Candidate information brief



Dear candidate

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy, and the role of Lead Teacher of Biology. KSA is a pioneering school looking to hire exceptional people.

This is a unique opportunity for an ambitious and high-performing teacher and leader who is committed to pushing themselves further and achieving amazing things with and for their pupils. We believe in high expectations and a sense of collaborative and positive enthusiasm which brings out the best in our team. Through weekly coaching and time allocated to professional development we can help our teachers and leaders excel in creating a successful environment for our pupils. **This role will include A-level leadership and teaching of A-level.**

Science is a vital part of academy life, with an all-through Science curriculum guiding our pupils towards mastery in the subject across both our primary and secondary schools. Our pupils are passionate about Science. We invest time and effort in teaching science to mastery, with four hours of science each week in Key Stage Three and five hours each week in Key Stage Four, allowing for rigorous practical work. Our outcomes at GCSE are outstanding when compared nationally. As a leading [Science Mastery](#) school and with the support of other leaders, this opportunity represents the chance to build something transformational.

KSA is rare in that it is a genuine all-through school. Our pupils join at 2,3 and 4 years old and stay with us until they are 18. By joining KSA you play a part in showing what is possible when children's education is seen as a long-term commitment. We are growing a team of exceptionally committed teachers and leaders who value each and every year of a child's education equally. If you too are motivated to redress educational disadvantage in the UK, King Solomon Academy is beginning to show what is possible and you could be part of defining the future of education in our country.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. We are advertising this role mid year, so we understand we may need to be flexible on timings of recruitment and around the start date. As such, we will be reviewing applications on an on-going basis and this advert may close earlier than advertised depending on the level of response. Early application is advised. The deadline is on **Thursday 14th November 2024.**

NB: this ad will close on 1st November and reopen on 4th November while we transition to a new system. Information about the new system will be available on our website.

To discuss the role, please feel free to email the Principal's PA, Abi Saleh, a.saleh@kingsolomonacademy.org or phone on 0207 563 6901.

We wish you the best with your application.

Beth Humphreys
Principal

Job Description: Lead Teacher of Biology

Reports to: Head of Science
Start date: January 2025
Salary: Ark Inner London Main Scale and Upper Pay Spine (£39,739 - £62,500) + TLR 2a £3,389

The role

To provide outstanding leadership, teaching and learning of Biology to ensure high attainment of our students.

Key responsibilities

- Build on the current Biology curriculum to extend and develop it further
- Devise and implement school wide standard based assessment programme for subject area
- Maintain regular communication and collaboration with their Ark subject network
- Model a nurturing and structured classroom and school environment that helps pupils to develop as learners
- Model excellent pupil discipline and culture inside their classroom and across the whole academy
- Contribute to the effective working of the academy
- Be held accountable for all curriculum direction, teaching quality, and pupil attainment in their subject area
- Provide a nurturing classroom and school environment that helps students to develop as learners
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

Outcomes and activities

Subject Leadership

- To create and develop challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Use regular, measurable and significant assessments to monitor progress and set targets
 - Produce periodic assessments with marks schemes
 - Ensure assessments are moderated internally
 - Ensure end of year assessments reflect each pupil's overall level which is both externally valid and provides an accurate baseline for the next academic year
 - Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
 - Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residentials

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO and Head of Department
- Ensure that all pupils achieve academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organize and participate in exciting and motivating trips and events

Academy Culture

- Help create a strong academy community, characterised by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Class teacher (teachers will usually be required to perform the role of form teacher / class teacher):
 - Create and sustain a positive class culture
 - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
 - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
 - Write appropriate comments in reports

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal
- Undertake the main professional duties of a teacher as set out in the Ark Schools pay and conditions of service document

Person Specification: Lead Teacher of Biology

Necessary qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Essential experience

- Experience of leading staff
- Experience of raising attainment in a challenging school
- Experience of continually improving the teaching and learning
- Experience of leading and/or teaching KS5 is desirable

Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced Disclosure and Barring Services check

Principal: Beth Humphreys



Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has now been appointed to lead King Solomon Academy as Principal. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.





Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 34 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

