

Head of Science

We are seeking an inspiring, knowledgeable and ambitious Head of Science to sustain and further develop our strong GCSE Science outcomes. Science is performing exceptionally well at Maplewell Hall School; we want a leader who will protect these high standards, build on the department's strengths and ensure that every student continues to achieve their very best.

This is a teaching and middle-leadership position for an excellent classroom practitioner with secure subject and pedagogical knowledge, a strong understanding of curriculum sequencing and assessment, and the ability to teach and challenge pupils across the full GCSE grade range, including grades 7–9. You will lead high-quality Science provision across Key Stages 3 and 4, including appropriate GCSE Combined Science and separate Science pathways.

Our students have a diverse range of special educational needs and disabilities. We are looking for someone who combines academic ambition with skilled adaptive teaching, strong relationships and a determination to remove barriers, particularly for disadvantaged students and those with complex learning needs.

Why join Maplewell Hall?

- Lead a department with a strong record of GCSE outcomes and a culture of high expectations.
- Make a substantial difference in a maintained special school where students' individual strengths, aspirations and achievements matter.
- Work with committed colleagues and benefit from leadership support, professional development and opportunities to shape curriculum provision.
- Help students develop scientific knowledge, enquiry skills, confidence, independence and readiness for their next steps.

What are we looking for?

- Demonstrate a strong personal track record of high-quality Science teaching and exceptional student progress, including at GCSE.
- Teach demanding scientific concepts accurately and accessibly, stretching students capable of achieving grades 7–9 without limiting ambition for others.
- Plan and sequence an ambitious, coherent Science curriculum across KS3 and KS4, making informed decisions about qualifications and pathways.
- Lead, coach and support colleagues, including any second-in-department or aspiring leaders, to secure consistently excellent teaching and assessment.
- Use assessment and quality-assurance evidence intelligently to identify misconceptions, refine teaching, improve outcomes and sustain strong examination results.
- Understand SEND, EHCP outcomes and adaptive teaching, and hold the highest aspirations for disadvantaged students and those facing additional barriers.
- Promote safe, engaging practical Science and a culture of curiosity, participation and achievement.

Our students

Maplewell Hall is a maintained special school. Our students bring a wide range of strengths and additional needs, including communication and interaction, cognition and learning, and social, emotional and mental health needs. Some have experienced interrupted learning or low prior attainment. We believe that an ambitious, carefully adapted curriculum, expert teaching and high expectations can enable students to exceed expectations and secure meaningful qualifications and next steps.

If you are interested in this position, please complete the attached application form and return to Kirstie Allen.

- Closing date for applications **9am Monday 26th October 2026**
- Interviews to be held **Friday 30th October 2026**

Head of Science

Job Description

School:	Maplewell Hall School
Job Title:	Head of Science
Accountable to:	Headteacher, SLT and line manager
Accountable for:	Science curriculum, standards, student progress, departmental staff development and allocated resources
Salary/allowances	Teachers' pay scale + SEND allowance + TLR, subject to final confirmation
SPECIFIC RESPONSIBILITIES:	
To provide effective strategic and operational leadership of science; sustain the department's strong GCSE outcomes; secure consistently excellent teaching; and ensure that an ambitious, well-sequenced curriculum is accessible and challenging for all students, including the most disadvantaged and those with SEND.	
Curriculum, teaching and standards	
- Lead the design, review and implementation of a coherent, ambitious Science curriculum across KS3 and KS4, including GCSE Combined Science and separate Science pathways where appropriate. - Ensure that curriculum content is sequenced to build secure scientific knowledge, disciplinary understanding, practical competence and the language of science. - Model excellent Science teaching, with precise explanations, effective checking for understanding, appropriate scaffolding and challenge up to GCSE grade 9. - Ensure adaptive teaching meets identified student needs without unnecessary narrowing of content, aspiration or access to qualifications. - Establish consistent expectations for laboratory safety, risk assessments, practical work, resource use, and the effective deployment of teaching and support staff. - Promote scientific literacy, numeracy, enquiry, careers awareness and wider enrichment through the subject.	
Achievement, assessment and inclusion	
- Take responsibility for evaluating student progress, attainment and examination outcomes, sustaining strengths and addressing emerging gaps promptly. - Use robust starting points, assessment, work scrutiny and student voice to identify misconceptions, secure retention and inform responsive teaching and intervention.	

- Ensure assessment information and predicted grades are accurate, proportionate and used effectively.
- Work with the SEND and pastoral teams to translate EHCP information, individual targets and known barriers into practical classroom strategies.
- Monitor the participation, progress and achievement of disadvantaged students and other vulnerable groups; evaluate the impact of support and intervention.
- Recognise and celebrate academic achievement as well as gains in confidence, communication, independence and engagement.

Professional and whole-school responsibilities

- Communicate effectively with students, parents/carers and colleagues about learning, progress and appropriate support.
- Contribute to the wider school community, safeguarding culture, inclusion priorities and preparation for students' next destinations.
- Manage departmental budgets, equipment and resources responsibly and in line with school policies.
- Maintain current subject, curriculum, assessment, safeguarding and health-and-safety knowledge.
- Fulfil the professional duties of a teacher and other reasonable responsibilities commensurate with the role.

This job description may be reviewed following consultation to reflect school priorities, provided changes remain consistent with the nature and grade of the post.

Management of Information

To maintain appropriate records and provide accurate, timely information on curriculum, assessment, progress and intervention.

To analyse departmental data and use it to inform planning, teaching, reporting and improvement priorities.

To ensure information is shared effectively with students, parents, carers, colleagues and leaders.

Management of Resources

To manage departmental resources effectively, ensuring they support high-quality teaching and learning.

To advise on resource needs, curriculum materials and enrichment opportunities.

To support staff in using resources, technology and learning environments safely and effectively.

Communications

To communicate effectively with colleagues, parents, carers and external partners.

To represent the Science department positively in school meetings and improvement work.

To contribute to reports, reviews and meetings linked to student progress, curriculum provision and departmental standards.

Pastoral System

To support the school's pastoral system by promoting high expectations, positive relationships and inclusive practice.

To use Science teaching to support students' personal development, cultural capital, spiritual, moral, social and cultural understanding.

To work with tutors, pastoral leaders and safeguarding staff where student needs affect learning or progress.

Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the school's Dress Code.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To promote equal opportunities and celebrate diversity in all aspects of the school.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE.
- Guidance 'Keeping Children Safe in Education and the school's Safeguarding/Child Protection policies.
- To be aware of and comply with all school's policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

This job description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character of the post or the level of responsibility entailed. Variations are a common occurrence and do not of themselves constitute additional responsibilities.

The job description will be used as a basis for performance management. It will be reviewed annually or at any other time by agreement between the teacher and Head Teacher.

Performance in this role will be the basis of references supplied in the support of applications made for other appointments.

Person Specification

Essential: qualifications and experience

- **Qualified teacher** — QTS and a relevant Science degree or closely related discipline.
- **Excellent practitioner** — Successful secondary Science teaching, including GCSE, with evidence of strong student progress and achievement.
- **High-level subject knowledge** — Confidence teaching Biology, Chemistry and Physics within GCSE programmes, including stretching high-attaining students to grades 7–9.
- **Curriculum expertise** — Secure knowledge of science curriculum design, sequencing, examination requirements, assessment and effective subject pedagogy.
- **Leadership contribution** — Evidence of leading improvement, developing colleagues, coordinating curriculum or making a significant contribution to departmental success.
- **Inclusion** — An informed understanding of SEND, adaptive teaching and how to maintain high expectations for disadvantaged students.

Essential: leadership, skills and personal qualities

- **Standards and impact** — Ability to evaluate outcomes critically, use evidence to identify priorities and demonstrate the impact of improvement work.
- **Team leadership** — Ability to motivate, coach, challenge and support staff respectfully and effectively.
- **Ambition for every learner** — Commitment to academic success, meaningful qualifications, inclusion, safeguarding and preparation for adulthood.
- **Professional judgement** — Excellent communication, organisation, workload management and constructive relationships with families and colleagues.
- **Safe practice** — Strong commitment to safeguarding, equality, laboratory safety and the school's policies and ethos.

Desirable

- **Special-school experience** — Experience of teaching in a special school, alternative setting or with a wide range of complex SEND needs.
- **Middle-leadership experience** — Experience as Head of Science, second in Science, subject lead or equivalent.
- **Wider opportunities** — Experience developing Science enrichment, STEM activities, careers links or vocational progression.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The jobholder will ensure that school policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Safeguarding children
- 2) Equal Opportunities
- 3) Health and Safety
- 4) General Data Protection Regulations (2018) and Data Protection Act (2018)

