Teacher of Science

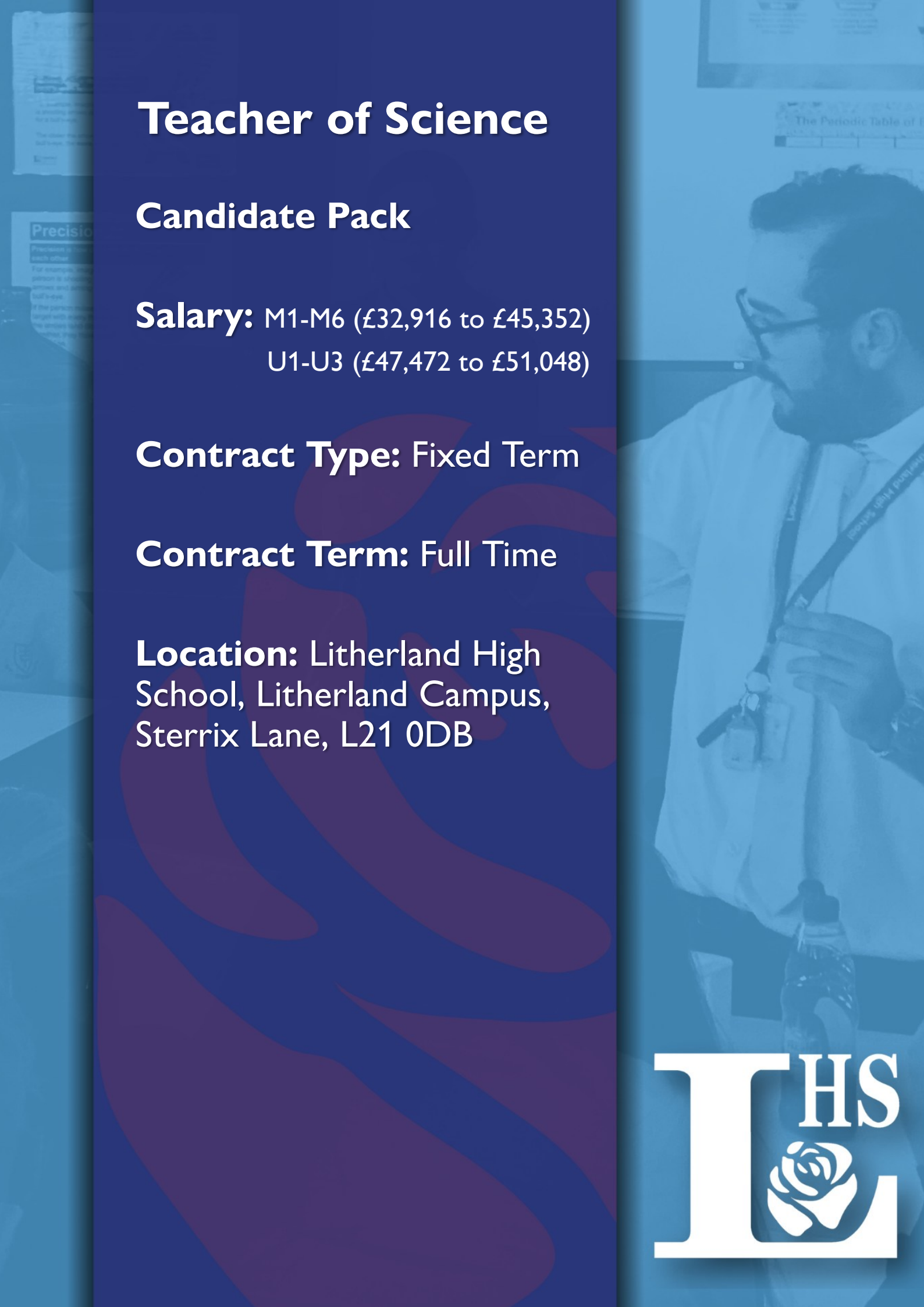
Candidate Pack

Salary: M1-M6 (£32,916 to £45,352)
U1-U3 (£47,472 to £51,048)

Contract Type: Fixed Term

Contract Term: Full Time

Location: Litherland High School, Litherland Campus, Sterrix Lane, L21 0DB



Teacher of Science

Salary
M1-M6 (£32,916 to £45,352)

U1-U3 (£47,472 to £51,048)

Hours
Full Time

Contract Type
Fixed Term (2 terms, extension possible)

Closing Date
Monday 15th December 2025

About us

Litherland High School is a vibrant and thriving community of wonderful children and fantastic, caring staff which we affectionately call our 'Livo Family'.

Our school ethos is very much built around our dedication to the academic success of our children whilst maintaining outstanding pastoral care and support. Our staff know our children and families exceptionally well and in doing so, we develop strong relationships which underpin the achievement of our students. We take our role as a central part of the local community extremely seriously and we genuinely believe our school is unique in the strength of the bonds between staff and students.

Our school values are 'Kindness, Integrity, and Tenacity', and we endeavour to keep these values at the heart of our actions, and encourage our children to do the same.

We know that academic success is the key to a bright and exciting future for our children, and we have worked tirelessly to make sure that our academic and wider curriculum fully prepares our students to meet the challenges ahead. Our staff are 100% committed to supporting our children to achieve their potential and become the very best versions of themselves.

What are we looking for?

We are seeking to appoint an inspiring and enthusiastic **Teacher of Science** to join our thriving, oversubscribed school. This post represents an exciting opportunity to join the next stage of development for this well-established department, which has benefitted from successful curriculum development. The successful candidate should be a well-qualified and enthusiastic teacher with effective, evidence-informed teaching and learning strategies to improve the quality of education in order to raise academic achievement.

About The Heath Family Trust

Join The Heath Family Trust and be part of our commitment to giving our pupils the best start in life, a mission deeply rooted in our core values. Here, you'll find a supportive environment where we collectively hold ourselves and each other to the highest standards.

We value:

- Clarity: ensuring clear communication and purpose in all we do.
- Collaboration: fostering teamwork and shared success across all levels.
- Accountability: championing a culture where we all take ownership and responsibility.

Across our Trust, our dedication to academic rigour underpins every aspect of our work. We offer a strong CPD programme for teachers at every stage of their career, empowering staff to flourish in their practice and grow as future leaders.

Job Description

Job Overview

We are seeking a passionate and skilled Teacher of Science to join our dedicated and well established Science department at Litherland High School. The ideal candidate will use evidence-informed approaches rooted in cognitive science, data-driven assessment, and targeted interventions to drive strong progress and attainment in science. This role is critical in closing educational gaps, raising achievement, and supporting students in overcoming socio-economic barriers to success.

Key Responsibilities:

1. Deliver consistently high-quality Science teaching:

- Plan and deliver engaging lessons that incorporate cognitive science principles, such as spaced repetition, retrieval practice, and worked examples, to enhance learning and retention,
- Use teaching strategies like scaffolding, chunking, and interleaving to manage cognitive load and make science accessible for students of all abilities,
- Design real-world problem-solving activities to engage students and promote a deeper understanding of scientific concepts.

2. Assessment, Data, and Targeted Support

- Ongoing Assessment: Implement a variety of assessment methods, including formative and summative assessments, low-stakes quizzes, and regular retrieval practices to monitor understanding and progress,
- Data-Driven Instruction: Use data analysis to identify trends, gaps, and areas for improvement, tailoring instruction and intervention to meet students' specific needs. Track student performance over time to ensure strong progress and attainment,
- Targeted Interventions: Develop and deliver targeted support for students who are not meeting progress benchmarks, using data to inform personalised learning and improve outcomes.

3. Promote Strong Progress and High Attainment

- Set ambitious yet achievable goals for all students, fostering a culture of high expectations,
- Use evidence-based strategies to maximise progress and help students achieve their highest potential, regularly reviewing progress data and adjusting teaching methods to ensure sustained improvement,
- Prepare students thoroughly for assessments and exams, equipping them with the study skills, knowledge, and confidence needed for success.

4. Support Students with SEND and foster an inclusive classroom

- Foster an inclusive classroom environment, working closely with the SEND team to implement adaptive teaching approaches and adopt best practices for students with diverse needs,
- Regularly review and adjust teaching approaches, classroom resources, and support strategies to accommodate students with specific learning difficulties, sensory needs, or physical challenges,
- Build strong relationships with students with SEND, supporting their emotional and academic needs and helping them build confidence and self-efficacy in science.

5. Develop Scientific Resilience

- Encourage a growth mindset by helping students understand that scientific ability can improve with effort, effective practice, and persistence,
- Act as a role model and mentor, building students' resilience and self-efficacy, especially for those facing challenges outside of school,
- Use data to celebrate improvements, however small, to motivate students and reinforce the value of steady progress.

6. Collaborate with School, Families, and Community

- Work collaboratively with colleagues to ensure a holistic approach to supporting student learning and well-being,
- Engage with parents and carers to keep them informed about their child's progress and equip them with strategies to support learning at home,
- Participate actively in school improvement initiatives and extracurricular activities that help build a supportive learning community.

Job Description

7. Commit to Professional Growth and Development

- Pursue ongoing professional development opportunities focused on evidence-informed teaching, data analysis, and effective intervention strategies to continually enhance instructional practices,
- Contribute to department meetings, sharing best practices and insights on assessment, cognitive science, and data usage to help improve overall student outcomes.

8. Other

- To follow the school's Safeguarding policy and report any incidents via CPOMS as soon as possible,
- To undertake necessary training/development required in order to keep up to date with developments as identified through performance management,
- To ensure compliance with the school's Health & Safety Policy, personally contributing to an environment that welcomes diversity and respects individuals,
- To contribute to other aspects of the operation of the school,
- Act as a role model in all aspects of School life.

Person Specification

Personal Attributes Required	Essential (E) or Desirable (D)
QUALIFICATIONS/TRAINING	
• Degree in Science or directly related subject	E
• QTS	E
• Commitment to ongoing professional learning	E
• Recent relevant Professional Development	D
• Higher Degree	D
EXPERIENCE	
Teaching Experience:	
• Proven experience teaching science at KS3 and 4, with a track record of fostering academic progress and understanding for students of varying abilities	E
• Delivery of a second subject	D
• Experience in a school within a similar context	D
• Delivery of Vocational Qualifications	D
SEND Experience:	
• Experience working with students with special educational needs and disabilities	D
• Demonstrated ability to implement adaptive teaching strategies.	E
C**lassroom Management**:	E
• Management of a diverse classroom effectively, creating an inclusive and positive learning environment for students of all abilities and backgrounds.	E
• High aspirations and expectations of behaviour, engagement and achievement; commitment to establishment of consistency and routines.	
SKILLS/KNOWLEDGE/APTITUDES	
• Subject Mastery: Strong and current knowledge of science content, with the ability to simplify complex concepts, making them accessible and engaging for all students.	
• Outstanding Teaching Techniques: Skilled in using evidence-based instructional techniques such as:	
• Direct Instruction: Clearly structured lessons that include modelling, guided practice, and scaffolding for deeper understanding.	
• Formative Assessment: Frequent use of formative assessments to monitor student progress, identify learning gaps, and adapt planning and teaching.	
• Metacognitive Strategies: Encouraging students to think about their own learning through techniques like self-assessment, reflection, and goal-setting to build independent learning skills.	
• Adaptive Teaching: Expertise in adjusting instructional methods and materials based on real-time assessments of student needs, particularly to support SEND students and those who may struggle with traditional approaches.	
• Engagement Techniques: Use of engaging teaching methods such as real-world applications, problem-based learning, and collaborative group work to make science relevant and appealing.	
• Assessment for Learning: Proficient in designing, administering, and analyzing assessments that not only measure learning outcomes but inform next steps in instruction to drive further learning and understanding.	

Person Specification

SKILLS/KNOWLEDGE/APTITUDES	
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• Engagement Techniques: Use of engaging teaching methods such as real-world applications, problem-based learning, and collaborative group work to make science relevant and appealing.	E
• Assessment for Learning: Proficient in designing, administering, and analyzing assessments that not only measure learning outcomes but inform next steps in instruction to drive further learning and understanding.	E
• Collaboration with Support Staff: Effective in working alongside SEND coordinators, teaching assistants, and other specialists to implement individualized learning plans and maintain a consistent support network for students.	E
• Technology and Tools for Enhanced Learning: Proficient in using digital tools, interactive platforms, and assistive technologies to enhance understanding and accessibility, and to support memory and engagement.	D
Personal Qualities	
• Genuine enthusiasm for science and teaching, with a deep commitment to helping all students achieve their potential and fostering a growth mindset.	E
• Demonstrates patience, empathy, and understanding for students who learn at different paces or who experience learning difficulties.	E
• Committed to ongoing self-reflection and professional growth; regularly evaluates the effectiveness of their teaching and adapts practices based on feedback and student outcomes.	E
• High ethical standards and professionalism, with a focus on confidentiality, especially concerning sensitive student information.	E
• Able to adapt to new teaching challenges, including curriculum changes or the introduction of new educational technologies and methodologies, to continuously improve student outcomes.	E
• Experience running science clubs, competitions, or other extracurricular activities that support and inspire a love for science.	D

How to Apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs.

Please email your completed application to recruitment@theheathfamily.org.uk

Application closing date: Monday 15th December 2025, 12pm

Shortlisting Date: Monday 15th December 2025, afternoon

Interview Date: Thursday 18th December 2025

About the Trust

Our work at The Heath Family Trust is rooted in our mission, our values and in a commitment to giving our pupils the best start in life. We collectively hold ourselves and each other to the highest standards. You will thrive in an environment that values **clarity** in communication and purpose, fosters **collaboration** across all levels, and champions a culture of **accountability**.

Academic rigour is our priority. We achieve this by ensuring our work is thorough and of the highest intellectual integrity.

WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

HOW WE BEHAVE: THE HEATH FAMILY VALUES

With kindness: we look out for each other.
With integrity: we do the right thing.
With tenacity: we do what it takes.

WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.

We Offer:

- An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team
- Support and training so that you can flourish in your role
- Recognition of the importance of a work life balance and employee wellbeing
- Car lease scheme
- Cycle to work
- Appropriate pension scheme
- Employee Assistance Programme (EAP)