Macmillan Academy

APPLICATION PACK



Inspiring every student to succeed

Teacher of Science

Start Date: **February 2027**
Hours: **Full Time**
Salary: **MPS/UPS**

Macmillan Academy is a member of Endeavour Academies Trust.

ENDEAVOUR ACADEMIES



Olivia Gray - Teacher of Modern Foreign Languages

I was drawn to Macmillan Academy for its ethos of inspiring all students to succeed and providing a whole education. I wanted to be part of ensuring that students have the necessary support and opportunities that they deserve to succeed in life. I find my role incredibly rewarding as student welfare underpins everything that we do. It is a privilege to work at a school that makes student and staff wellbeing paramount. Collaboration is the key to embedding success at the academy and alongside our effective teaching and learning model, there is always meaningful purpose in day-to-day tasks, routines and targets.

Whilst working here, I have been supported both professionally and personally. Senior managers implement a nurturing environment which filters through to all members of staff at the academy. I work in an incredible, conscientious and welcoming department who are passionate about teaching languages and making a difference to the cultural experiences and outcomes of our students. Professional development is at the forefront of working life within the academy which enables meaningful progression, whatever your professional ambitions. I have actively sought, been supported and encouraged through my professional development. I truly feel I have become a proud part of a school that is of vital importance to the local area as it really does make a difference to the lives of the students that attend.

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MESSAGE FROM THE TRUST

Dear applicant,

Macmillan Academy is part of Endeavour Academies Trust, a small trust consisting of Macmillan Academy and Archibald Primary School. As a large school within a small trust, we have developed excellent links with primary schools and particularly Archibald. In addition, we also have benefitted from the flexibility of partnering with many other civic organisations. Established links with local schools, universities, the NHS, local charities and employers ensures that Macmillan is able to play an integral role within the community.

We are delighted that you are considering applying for a role within our school. Macmillan Academy is a large, heavily over-subscribed 11-18 school with a strong sense of purpose. We believe in the transformational power of education to contribute to the regeneration of our local community. We take our mission statement, 'inspiring every student to succeed' seriously and champion the concept of social mobility; while talent exists everywhere, opportunities don't and over 7 years we will give our students the opportunities they wouldn't ordinarily get.

This is an exciting time to be joining the academy. Our most recent Ofsted report judged us to be good in all areas and we were very proud of some of the comments included in the report, in which inspectors praised the 'calm and purposeful atmosphere' and 'well considered' curriculum, as well the 'positive attitude to learning' they saw in our students.

We are exceptionally proud of our students and their achievements; we hope you will be excited about the prospect of joining us.

Yours faithfully

Mr P Latham
CEO Endeavour Academies Trust



MESSAGE FROM THE HEADTEACHER

Dear applicant,

I am delighted that you are interested in joining us at Macmillan Academy. It is a privilege to be Headteacher and to have the opportunity to lead such a hardworking and committed team of teaching and support staff. Our staff team is exceptional and we have high levels of retention with lots of staff having worked at the academy for many years, I actually joined the academy in 2002 as an NQT!

Macmillan Academy is very much a community where we all look after each other. Staff at the academy are exceptionally dedicated and are always willing 'to go the extra mile' where the students are concerned. Students are well supported and cared for; positive relationships between staff and students are a real strength of the academy.

We have high expectations of all of our students; they achieve great things whilst they are with us and they go on to a wonderful range of careers.

Thank you for considering joining us, if you would like more information or would like a visit to the academy then please get in touch.

R Coning

Mrs R Coning
Headteacher



Macmillan Academy

WE'RE RECRUITING

Teacher of Science

Starting February 2027 • Experienced teachers and ECTs welcome

Inspiring every student to succeed

Are you an inspirational science teacher who loves seeing young people get excited about how the world works? We're looking for an enthusiastic, reflective practitioner to join our science department from February 2027 – someone who can engage and motivate students and who is always looking to improve.

You'll join a supportive, collaborative department that is passionate about inspiring young people in their learning and committed to raising the achievement of every student.

Why Macmillan?

- A supportive, collaborative science team that shares ideas and resources
- Teach across the full age and ability range – including Post 16, with around 250 students in our sixth form
- A wide range of CPD, including our expert teacher programme
- A school with a strong reputation for academic success
- A genuine commitment to a holistic education for every student

Macmillan Academy is a large 11–19 school in Middlesbrough, Teesside, with over 1,500 students on roll.

Key dates

START DATE
February 2027

CLOSING DATE
Tuesday 1 December, 12 noon

INTERVIEWS
To be confirmed

HOW TO APPLY
Download an application form from **www.macmillan-academy.org.uk** and return it to **recruitment@macademy.org.uk** or to Human Resources, Macmillan Academy, Stockton Road, Middlesbrough, TS5 4AG.

Want to find out more? Visits to the school are warmly welcomed – contact Liz Hill, PA to Headteacher/HR to arrange.

Our commitments

This school is committed to providing equality of opportunity for all and ensuring that all stages of the recruitment and selection process are free from unlawful discrimination and bias. Recruitment and selection procedures may be monitored to ensure that applicants are not being discriminated against on the grounds of any protected characteristic; sex, race, disability, age, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity.

We are committed to safeguarding and promoting the welfare of our students and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment with the Trust. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

An online search will be undertaken on all shortlisted candidates, on information available in the public domain.

JOB DESCRIPTION - MPS

Job Title: Teacher

Responsible to: Head of Department

Core accountability: The provision of a full learning experience and support for all students to achieve their potential

Payment: MPS

MAIN DUTIES AND RESPONSIBILITIES

Key Priorities:

- Supporting the vision and development of the school
- Taking an active part in academy life, including enrichment opportunities, trips and visits and academy events
- Contributing to raising standards and student outcomes
- Promoting the consistent and fair use of the rewards and consequences system
- Monitoring and supporting the overall progress and development of students as a teacher and a tutor
- Develop effective professional relationships with colleagues
- Recognising, promoting and celebrating inclusivity and diversity
- Complying with the academy's Safeguarding Procedures and reporting concerns to the Designated Safeguarding Lead
- Receiving and acting on feedback to build on strengths and improve personal
- performance within the academy systems
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of the academy.

Teaching, Learning and Assessment:

- Implementing the OPTIC teaching and learning model, based on educational research, in all lessons in order to optimise student learning
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Set high expectations which inspire, motivate and challenge students
- Using student targets to promote good progress and outcomes
- Taking into account and reviewing prior knowledge when planning and teaching lessons
- Adapt teaching to respond to the strengths and needs of all students
- Providing effective assessment in line with department and whole school policy
- Setting effective home learning to allow students to recall, practise and embed key learning
- Maintain appropriate records to demonstrate progress made by students
- Supporting and maintaining an effective classroom climate and positive learning
- behaviours which promotes and secures good teaching, effective learning and high standards of achievement
- Have high expectations of behaviour and maintain good relationships with students, exercising appropriate authority, and acting decisively when necessary
- Supporting and maintaining the positive mental health and wellbeing of students and colleagues
- Ensuring that every opportunity is taken to improve the students' literacy and numeracy within the academy
- Liaising with the academy's SEND department in order to identify and support students who require further support or intervention
- Working collaboratively with Learning Mentors to support the needs of all students
- Delivering and supporting the PHSE programme in lessons and tutorial.

Pastoral:

- Being the first line of contact for parents and carers concerns with regards to their child's performance and wellbeing
- Delivering the tutorial programme as directed by the Heads of Year
- Providing key information, guidance and advice for students
- Supporting the students to demonstrate effective learner behaviours throughout the academy
- Monitoring student attendance, punctuality and progress and ensuring this is tracked and maintained through a range of strategies.

Professional Development:

- Implementing whole school priorities to optimise student learning and progress
- Participating actively in the academy's professional development opportunities both whole school and in departments
- Taking responsibility for improving teaching through professional development and responding to advice and feedback from colleagues
- Achieving any performance criteria or targets arising from the academy's
- Performance Management arrangements
- Working collaboratively to ensure all learning experiences are optimised
- Developing and sustaining knowledge of current educational research and practices.

This is a general job description for all teachers there may be other roles/responsibilities that are required.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

All adults employed by the academy are responsible for safeguarding and promoting the welfare of children s/he is responsible for, or comes into contact with.

JOB DESCRIPTION - UPS

Job Title: Teacher

Responsible to: Head of Department

Core accountability: The provision of a full learning experience and support for all students to achieve their potential

Payment: UPS

MAIN DUTIES AND RESPONSIBILITIES

Key Priorities:

- Supporting the vision and development of the school
- Taking an active part in academy life, including enrichment opportunities, trips and visits and academy events
- Contributing to raising standards and student outcomes
- Promoting the consistent and fair use of the rewards and consequences system
- Monitoring and supporting the overall progress and development of students as a teacher and a tutor
- Develop effective professional relationships with colleagues
- Recognising, promoting and celebrating inclusivity and diversity
- Complying with the academy's Safeguarding Procedures and reporting concerns to the Designated Safeguarding Lead
- Receiving and acting on feedback to build on strengths and improve personal performance within the academy systems
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of the academy
- Secure student progress that is beyond expectations
- Teach consistently good and often outstanding lessons
- Make a significant wider contribution to the life of the academy. This could be evidenced by Working on whole school projects, coaching, mentoring or supporting others or delivering staff training.

Teaching, Learning and Assessment:

- Implementing the OPTIC teaching and learning model, based on educational research, in all lessons in order to optimise student learning
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Set high expectations which inspire, motivate and challenge students
- Using student targets to promote good progress and outcomes
- Taking into account and reviewing prior knowledge when planning and teaching lessons
- Adapt teaching to respond to the strengths and needs of all students
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PERSON SPECIFICATION

		Essential		Desirable
Qualifications	E1	Qualified Teacher Status	D1	Evidence of continuing professional development
	E2	Degree in relevant subject area	D2	Evidence of keeping up to date with educational thinking and knowledge
Experience	E3	Evidence of successful teaching experience	D3	Experience of teaching across the full age and ability range of a secondary school
	E4	Suitability to work with young children	D4	Experience of using a range of strategies to support the teaching and learning of SEND and gifted and talented students
	E5	Able to develop and maintain successful and appropriate working relationships at all levels	D5	Experience as a form tutor
	E6	Ability to work collaboratively as part of a team and to pursue own initiatives	D6	Evidence of knowledge of recent developments on subject
Skills/Personal Qualities	E7	Is approachable and perceptive of the needs of others	D7	Ability to take responsibility for the introduction of curriculum/teaching initiatives
	E8	Is calm and organised under pressure, able to prioritise		
	E9	Able to meet deadlines and work under pressure		
	E10	Able to monitor, evaluate and review		
	E11	Possess energy, enthusiasm, resourcefulness, imagination and a sense of purpose		
	E12	Possess a sense of humour		
	E13	Have a vision of how you see your post develop		
Students	E14	Have a love of teaching and an empathy with young people	D8	Interested in developing Gifted and Talented and SEN provision
	E15	Capable of initiating and sustaining appropriate and effective relationships	D9	Experience/awareness of role of Personal Tutor
	E16	Able to motivate and inspire students	D10	Proven record as a teacher whose students reach high standards of learning and achievement
	E17	Be committed to maximising the full potential of young people across the full range of age and ability		

Candidates should take account of this Person Specification in their letter of application.
The interview panel will thoroughly explore issues relating to safeguarding and promoting the welfare of children.

Additionally, for short-listed candidates, any relevant issues relating to employment breaks or reference queries will be taken up at interview.



Jefrey Syed - Teacher of Mathematics

I did my training year here and felt incredibly valued so when an opportunity came up in the department I jumped at it. Since joining I've been supported professionally and my career has developed over the past 14 years. I have been really well supported and I find the senior leadership team very approachable and always ready to help. I meet with my line manager weekly which has also been a big help.

I absolutely love working at Macmillan and as someone from the local community myself, I know how important it is. We teach 'Boro kids' and they're fantastic to work with. I enjoy being a role model and helping to give students opportunities and help them make the right decisions that will set them on a successful path for the future.

The other thing that makes Macmillan special is the way that as a staff we're like a family. In my department we all support each other and do get on really well. The recent Ofsted week showed us at our best because we all came together and the students were brilliant. I think I've got an awesome job!

WHY WORK FOR US?



As an academy, we are immensely proud of all of our staff and of our team ethos. Working at Macmillan Academy means joining an established and supportive team of great teachers and support staff who collaborate with and support each other on a daily basis to provide an excellent education for the young people in our care.

We have very high expectations of our students and we have a curriculum that has been very carefully designed to meet the needs of our young people and give them the very best opportunities to succeed academically. Our curriculum is well resourced, with a lot of centrally planned lessons and sharing of best practice, which both supports teaching and learning and reduces teacher workload.

Alongside academic success, we place a great deal of emphasis on personal development and encourage students to engage with the wider life of the school; sports, outdoor learning, the Duke of Edinburgh programme and the arts are thriving features of the academy. We encourage our new staff to get involved and support with these enriching activities and share their own interests and areas of expertise with the students.

We place high value on positive relationships between staff and students. We are a diverse community and we encourage students to develop empathy, understanding and tolerance towards others. These character traits are encouraged through our community work and through our strong pastoral care programme. We aim to make a real difference to the lives of all of our students.

Staff wellbeing is very important to us at the academy and we believe that wellbeing initiatives should not be based on gimmicks but should be based on trying to provide the best working conditions for everybody. We aim to do this by ensuring that there is clarity around academy values and our vision, reducing unnecessary work, trying to help everybody to work as smartly as possible as well as ensuring that there is clear communication and that the academy is a place where positive working relationships are formed and all staff feel valued.

OUR LOCATION

We are proud to serve Middlesbrough and we know how important our role is in improving life chances of young people.

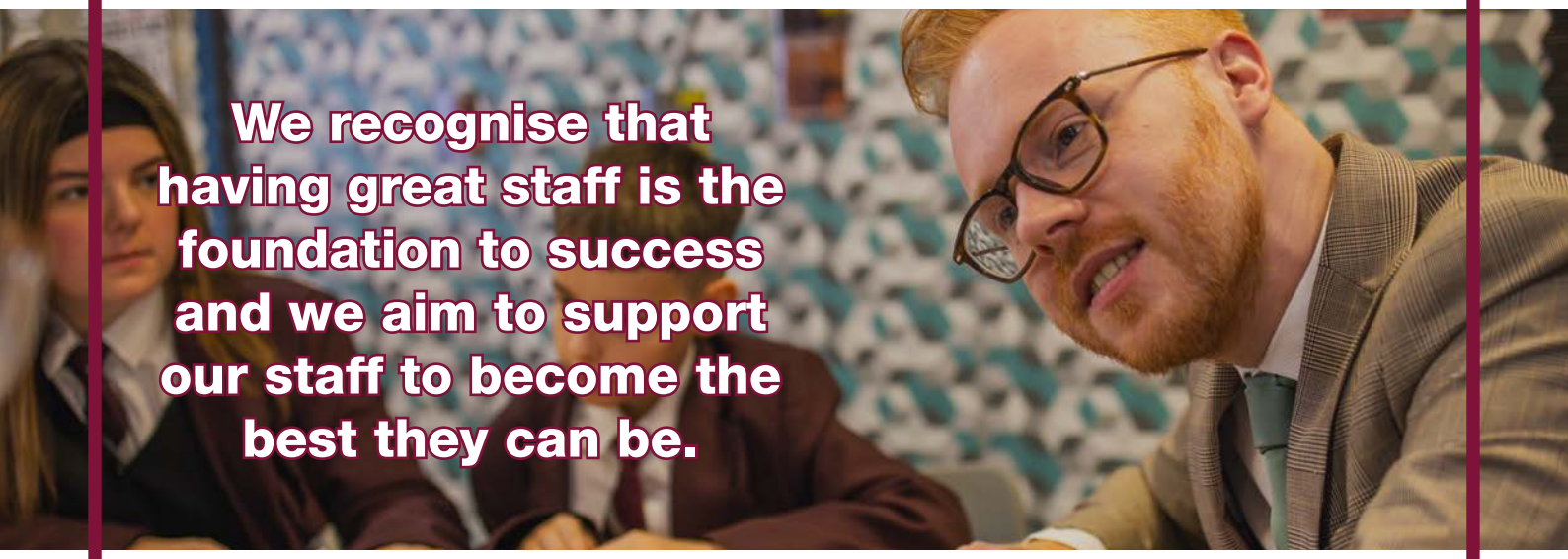


We serve a richly diverse community with pupils from a wide range of social backgrounds and ethnicities. Middlesbrough is a friendly, tolerant and forward-thinking town with a blend of historic and modern culture. It is surrounded by stunning coastlines, beautiful countryside of the North Yorkshire Moors and is within an hour's drive from larger cities like Durham, York and Newcastle.

The area offers affordable living, with comparatively low house prices. The region also has many great schools, including primaries and secondaries, and Teesside University is a friendly, modern university. There are many museums, galleries and theatres within easy reach, including the Middlesbrough Institute of Modern Art (MIMA), the Captain Cook Birthplace Museum, the Dorman Museum and Kirkleatham Museum, as well as Stockton's ARC and Georgian theatres, Middlesbrough's Little Theatre, Billingham Forum and the Stockton Globe, a flagship music and comedy venue which hosts a diverse programme of live events.

Our town is of course home to Middlesbrough Football Club and we have a thriving Sports Village with a huge range of different sports and activities for children and adults alike. Sport is a real feature of the North-East, with thriving grassroots sports and successful teams in rugby, hockey, netball, athletics and more. We are also home to the Tees Barrage International White Water Centre and Air Trail, Tees Rowing Club and our coastline offers surfing, sailing and other watersports.

TRAINING AND PROFESSIONAL DEVELOPMENT



We have comprehensive training packages which cater for all staff from future ITTs though to senior leaders as well as support staff. At the core of our people strategy is a commitment to creating an evidence based professional development culture for teachers which we know will elevate the quality of teaching and learning and ultimately improve student outcomes.

We take many more Initial Teacher Trainees than most secondary schools from a variety of Higher Education Institutions and training routes every year and fully support them in their training.

Our own professional mentors support the work of UCL to support teachers at the beginning of their careers through the Early Career Framework coaching scheme and the ECF programme. We ensure that every ECT 1 teaches a maximum of 19 hours per week, has a one hour scheduled mentor session every week, 6 developmental observations at least, and does not take on any additional responsibilities.

In addition, we have our own 'Expert Teacher Programme' which aims to support and challenge our teachers in the first 6 years of their teaching career to become expert practitioners. Our objective is to ensure that our early career teachers have access to bespoke training and opportunities to improve their classroom practice and a positive introduction to the career of teaching to ensure retention and progression.

For staff who are more advanced in their careers and wish to further their professional development, we work with our local Teaching School Hub to offer the national professional qualifications. Furthermore, we can offer bespoke opportunities including SLT secondments and masters level qualifications.

Support staff also play a crucial role in the success of the academy and Trust and all newly appointed support staff receive a full induction programme and receive training suited to their role. Over a period of time, support staff at the academy have had the opportunity to develop in roles such as Personal Assistants to Executive Leaders, Examination Officer, Data Managers, Human Resource Officer, First Aid Practitioners, Attendance Clerk, Governance Professional, Cover Manager and Admissions Officer.

STAFF WELLBEING

Staff wellbeing is very important to us at the academy.



We aim to provide the best working conditions for everybody, ensuring that there is clarity around academy values and our vision, reducing unnecessary work, trying to help everybody to work as smartly as possible as well as ensuring that there is clear communication and that the academy is a place where positive working relationships are formed and all staff feel valued.

With this in mind we aim to ensure that:

- there are a maximum of 3 data drops per year per year group and all data is used to inform intervention
- deadlines are well publicised and there is annual calendar consultation
- collaborative working and planning is strongly encouraged
- there is a measured approach to monitoring and evaluation (e.g. lesson observations and department reviews)
- the staff library is maintained with up-to-date resources
- staff buddies for new members of staff are allocated
- SLT have an open door policy at all times including urgent email for non-school days
- meeting times are kept to a minimum
- meetings are developmental not administrative
- annual flu jabs are offered for all staff
- referrals for professional counselling are offered
- part-time working is accommodated
- welfare check ins are available
- group fitness and yoga is provided
- benefits and discounts on a range of services are offered



Robyn Thomas - Head of Religious Studies

“Macmillan is an extremely supportive school, not just for students but for staff. It provides support and care to all staff and takes wellbeing seriously. I have always felt cared for, both personally and professionally. Macmillan’s ethos “inspiring every student to succeed” can just as easily be applied to staff, we are encouraged to develop professionally and through the expert teacher programme, enhance our skills and progress. I would strongly welcome any potential applicant for any role across the trust to take the time to consider Endeavour Academies Trust as your future employer. “

HOW TO APPLY

Thank you for taking time to read and digest our information. To apply for this post please download an application form from our website at www.macmillan-academy.org.uk. Completed applications should be returned to Human Resources, Macmillan Academy, Stockton Road, Middlesbrough, TS5 4AG or by email to recruitment@macademy.org.uk.

- Please provide the names of two professional referees, one of these must be your current or most recent employer.
- Please note CVs will not be accepted.
- Please submit your application by the deadline stated below. Late applications will not be considered.

This school is committed to providing equality of opportunity for all and ensuring that all stages of the recruitment and selection process are free from unlawful discrimination and bias. Recruitment and selection procedures may be monitored to ensure that applicants are not being discriminated against on the grounds of any protected characteristic; sex, race, disability, age, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity.

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An online search will be undertaken on all shortlisted candidates, on information available in the public domain.

TIMETABLE FOR THE SELECTION PROCESS

Closing date for applications: **Tuesday 1 December, 12 noon**
Interview date: **To be confirmed**
Start date: **February 2027**
Macmillan Academy is part of Endeavour Academies Trust

Thank you for your interest in Macmillan Academy.
We look forward to receiving your application.

