



# All Saints

a Church of England Academy

OUR MISSION IS TO LIVE  
OUT DAILY OUR BELIEF  
THAT EVERY CHILD  
MATTERS EQUALLY TO  
GOD

Information Pack

## All Saints C of E Academy

Thank you for showing an interest in the role of Head Science at All Saints Church of England Academy.

Our academy is very well regarded in the local community, currently we are oversubscribed for entry to Year 7. Our popularity is partly due to outstanding examination results; our progress 8 places us in the top 10% of all schools nationally. All Saints Academy is more than just an academic success, students are supported by an exceptional care, guidance and support (CGS) team and through a plethora of extra-curricular, enrichment and leadership opportunities, we inspire students to develop as well-rounded individuals with the experiences, skills, confidence and resilience to achieve their aspirations.

All Saints Academy has grown from strength to strength over the past fifteen years. As a school community we are proud of our achievements, but are never complacent, always seeking opportunities to improve on our previous best by learning from ourselves and others.

You will find information on the academy in this pack and on our website however, should you wish to visit us please contact Mrs Samantha Wells, Headteacher's PA on 01642 754650 or [samantha.wells@allsaintsib.org](mailto:samantha.wells@allsaintsib.org)

We do hope that having read the information and found out more about us that you decide to make an application.

Yours sincerely



Ashleigh Lees

Headteacher

# All Saints C of E Academy

## Academy Aims and Values

All Saints exists to serve its community by providing education of the highest quality within the context of Christian belief and practice. Our most recent OFSTED inspection (February 2015) confirmed that we are succeeding in our mission, as we were judged to be outstanding in every category. The Church Inspection (2019) stated that “Everyone who walks through the door of All Saints will leave transformed”

## Background

The school opened in 2003 to provide a mixed 11-16 comprehensive school, with a capacity of 600 students, aided by the Diocese of York. It occupies an open site on the edge of Ingleby Barwick overlooking both Stockton-on-Tees and the surrounding Cleveland hills and moors. It is within easy reach of the Teesside conurbation and the North Yorkshire coast. The PFI project partnership between Robertson Construction, Stockton-on-Tees LA and the Diocese of York has given the people of Ingleby Barwick a fabulous secondary school and community resource.

The school converted to academy status in May 2013 and then formed the Dales Academies Trust in September 2017. The academy is oversubscribed in each of its year groups. Governors agreed to raise the admission number to 150 in September 2015 to meet the demand for more places in the school. This has been revised further to allow for expansion to a net capacity of 900, commencing September 2019.



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## Governors

Governors are supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school. There are five monitoring pairs within the governing body, they are responsible for

- Quality of Education
- Behaviour and Attitudes
- SEND & Safeguarding
- Personal Development
- Finance, Environment and Assets

The senior leadership team work closely with monitoring pairs to ensure governors are involved in all aspects of academy life.

## Our students

There are presently 843 students on roll and the staffing establishment is 81, which includes the Headteacher, 50 teachers and 8 teaching assistants. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school.

The School is a popular choice and is always well over-subscribed with applications of 500+ for the 180 places in Y7. The School is one of the highest performing schools in Stockton-on-Tees, and figures nationally amongst the top 200 schools in the country. In 2022, the results at GCSE were outstanding with 97% of students achieving the equivalent of L4+ in English and Maths and 82% L5+ in English and Maths. Overall Progress 8 (0.4) was significantly **above** national and in the **highest** 20% in 2022, with English Progress 8 (0.8) and mathematics Progress 8 (0.7) both were significantly **above** national and in the **highest** 20% in 2022.



## Our networks

The establishment of the Trust, expansion of the school, development of a leisure centre on an adjacent site and maintenance of the highest standards of education are the key features of a 'gear shift' in the history of the academy. This will be an exciting and very rewarding role for a dynamic, creative and reflective teacher

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who is committed to collaboration for the benefit of all the children and young people within the school and across the wider Trust.

## Professional Learning

Professional learning is a significant aspect of life at the Academy. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the academy participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.

## Application Process

In addition to completing an application form you are requested to submit a statement in support of your application. Applicants must complete all sections of the application form in full. We do not accept CVs.

In your supporting statement, which should not exceed 1200 words, please explain clearly how you meet the requirements of the person specification. Supporting statements longer than 1200 words and information provided on extended applications will not be taken into consideration in the shortlisting process. Please submit your application and supporting statement to Mrs Samantha Wells, PA to the Headteacher by email [Samantha.wells@allsaintsib.org](mailto:Samantha.wells@allsaintsib.org). If you submit the pack in writing via the post please mark the envelope 'Confidential: Head of Science Application' and return to Mrs Samantha Wells, PA to the Headteacher, ALL Saints C of E Academy, Blair Avenue, Ingleby Barwick. TS17 5BL

**Deadline for applications: 12.30pm Wednesday 1<sup>st</sup> March.**

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

## Further information and visits to the school

Further information about All Saints Academy can be found on the school website at [www.allsaintsib.org](http://www.allsaintsib.org). In addition, candidates are encouraged to take an informal opportunity to visit the academy prior to applying. If you have any queries about this exciting opportunity please contact Mrs Samantha Wells in the first instance.



# All Saints C of E Academy



## The Science Faculty

The Science Faculty is one of the largest within All Saints Academy and enjoys a strong track record of student achievement. Our students hold their science education in high regard and we have a dedicated team of scientists who are open to new ideas and challenges. We have a very supportive atmosphere and the relationships within the faculty are excellent.

The faculty is very well resourced with six laboratories, a dedicated preparation room and a technician. There are excellent ICT facilities, including interactive screens in each laboratory, and three class sets of tablet computers within the faculty. The Science Faculty is resourced with equipment to facilitate the teaching of all areas of the science curriculum.

Historically the achievement of students across the Academy is well above average. In Summer 2022 student pass rates for achieving standard and strong passes in both English and maths was 97% and 82% respectively. In 2022, almost 40% of students chose the triple science course and pass rates exceeded 98% with the highest grades (L9-L7) achieved by 39%, 33% and 42% of students across Biology, Chemistry and Physics. The overall pass rate for any two science GCSE's was 84%.

These results are due to the dedication and hard work of our students and staff who maintain high standards of behaviour and engagement in the classroom. We expect the highest standards of our students and, in turn, our students expect that their teachers will be fully committed to accelerating progress.

Science teachers give up their own time to support students with science intervention programmes. Our students expect their science teachers to demonstrate a genuine enthusiasm for science and they expect to make excellent progress in their lessons. A significant number of our students progress from GCSE to study A level sciences at a number of local post-16 providers.

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In Year 7 students are taught in seven mixed ability groups whilst in Year 8 students are set within seven ability groups. From Y7 students follow the Kerboodle scheme of work, which is adapted to the academy's teaching and learning sequence.

At Key Stage 4 we offer two different pathways to science qualifications: AQA GCSE Combined Science; or AQA GCSE Biology, GCSE Chemistry, and GCSE Physics. Students who follow the Combined Science course are taught in sets according to their scientific ability. Each class is shared by two science teachers. Wherever possible we aim to work within teachers' individual specialisms, sharing the remaining units between the pair. In addition to the Combined Science, we also offer Triple Award Science. This is a very popular course in which students are taught for an additional five hours per fortnight. Each year, roughly half of our cohort choose to study triple science.

The Science Faculty also runs an extremely popular Science club. Students take part in a variety of activities and visits. The commitment of our staff ensures that our extra-curricular options add real enrichment to the education of our students. Science student leaders are used effectively as peer tutors and also help to prepare resources for lessons. This has been especially successful in providing intervention and support to KS3 students.

## Current Staffing Structure in the Science Faculty

Director of Learning: Mr C Hall

Second in Science: Mr N McCarthy

Science Teachers: Mrs S Senior

Mrs C Hawkrigde

Mrs J Hutchcraft

Miss S Akram

Mrs R Laundry

Science Technician: Mr B Reid