

Science Teacher KS3 and KS4 17.14 hours (with the ability to claim additional hours when service need arises) with additional responsibility for coordinating actions between Career Connect, schools and the service.

Applicant Recruitment Pack

Sefton is a really great place to live and work

Welcome

Dear Candidate,

We would like to thank you for your interest in the Science teacher KS3 and KS4 17.14 hours role within Sefton Council's Complementary Education Service.

This is an exciting and rewarding opportunity for a teacher who can plan and deliver high quality imaginative and personalised learning experiences appropriate to the particular circumstances and additional learning needs to pupils to build their confidence, resilience and participation in learning.

You'll play a key role in teaching KS3 and 4 pupils in their homes, in a range of appropriate settings across the borough and in our groups at Pinefield Centre. The post requires a high degree of flexibility and the ability to teach science up to GCSE level including higher tier across different exam boards and specifications.

The Job Description and Person Specification for this role are included within the job pack. If you have any questions about the vacancy, please refer to the job pack for the appropriate contact details.

If, when you've finishing reading this pack, you like what you see, and Sefton's Vision and Values align to yours then we can't wait to hear from you.

Kind regards

Rachael Clague
Acting Service Lead Complementary Education Service



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About the Borough of Sefton

Sefton is a confident and well-connected Borough, stretching from Bootle in the south to the coastal resort of Southport in the north. Home to more than 275,000 residents, Sefton encompasses a range of vibrant towns and communities, including Bootle, Litherland, Seaforth, Crosby, Formby, Maghull and Southport.

It is a fantastic place to live and work. As the northern-most Borough within the Liverpool City Region, Sefton offers a unique blend of beautiful coastline, countryside, attractive villages, thriving industrial areas and the busy Port of Liverpool.

With 22 miles of stunning coastline, Sefton is a leading coastal destination with a growing visitor economy. It is home to the iconic Antony Gormley *Another Place* installation, expansive beaches and protected sand dunes that support several rare species.

While each town and village has its own distinctive character, it is the people of Sefton who make the Borough truly special, creating diverse, welcoming and energetic communities in which to live, work, invest and visit.

Alongside its miles of golden sands, Sefton offers those who work here access to a world-renowned racecourse, prestigious golf courses, and National Trust nature reserves, ideal places to unwind, explore and enjoy leisure time.

The Borough benefits from excellent transport links, providing easy access to major North West cities including Liverpool and Manchester, and placing the Lake District and North Wales within reach for weekend breaks.

Whether you prefer vibrant town centres, friendly commuter towns, picturesque villages or stunning rural and coastal locations, Sefton offers a place to suit everyone. With house prices and rents typically lower than in neighbouring Liverpool and Manchester, you can enjoy coastal living while still being close to the buzz of city life.



Our Vision and Values

At Sefton Council, our vision is to deliver high-quality services that make a real difference to the lives of our residents, visitors, and communities. Everything we do is guided by a strong set of values that shape how we work and interact:



- **We put people at the heart of what we do** – ensuring our services are responsive, inclusive, and focused on improving lives.
- **We listen, value, and respect each other's views** – fostering a culture of collaboration and mutual respect.
- **We develop a culture of challenge, ownership, innovation, and improvement** – encouraging creativity and continuous development.
- **We are ambassadors for Sefton** – promoting the Borough positively and proudly representing our communities.
- **We are responsive and efficient** – delivering services that are timely, effective, and customer-focused.
- **We are clear about what we can and cannot do** – being transparent and honest in all our communications and actions.

These values underpin our commitment to excellence, inclusivity, and innovation, ensuring that Sefton remains a great place to live, work, and visit.

Our Successes and Key Projects

Sefton Council is proud of its recent achievements and ongoing commitment to delivering high-quality services. Our Adult Social Care services were recently graded Good by the Care Quality Commission (CQC), and our Children's Services also



achieved a Good rating from Ofsted. These successes reflect the dedication and professionalism of our teams and our focus on continuous improvement.

Alongside these achievements, Sefton Council is actively delivering a range of major capital projects that will transform the Borough and stimulate economic growth. These include the Marine Lake Events Centre in Southport, the Strand Shopping Centre redevelopment in Bootle, and exciting developments such as the Cove Resort and Enterprise Arcade in Southport. We are also proud to support cultural and community initiatives like Salt and Tar, Bootle's vibrant events space, which hosts live music, comedy, and family-friendly activities, bringing people together and boosting the local economy.

These projects form part of our strategic investment programme to attract private sector-led development and create vibrant spaces for residents and visitors. We work closely with local communities to ensure these projects reflect their needs and foster a sense of ownership and pride.

For more information on these projects and to stay updated on progress, visit the Sefton Council website at www.sefton.gov.uk

An Inclusive Workplace

We are committed to fostering an inclusive Council that reflects the diverse communities we serve. Our workforce brings a wide range of experiences and perspectives, and we value an environment where everyone feels respected, supported, and able to reach their full potential.

Sefton is proud to be the first local authority in the Liverpool City Region to achieve **Navajo** accreditation, recognising our commitment to LGBTQ+ inclusion. We are also a Disability Confident employer and continue to build a workforce that represents our communities.

We support several staff networks, including groups for Black and Ethnically Diverse colleagues, LGBTQ+ staff, women, disabled employees, and a Christian Workplace Group.

As an Equal Opportunities Employer, we base recruitment solely on skills, experience, and suitability for the role. All applicants are treated fairly, and we have also recognised 'care experienced' as a protected characteristic within Sefton.



For more information, please refer to our [Equality, Diversity and Inclusion Strategy](#)

Liverpool City Region Fair Employment Charter



Sefton Council is proud to support the Liverpool City Region Combined Authority Fair Employment Charter, an initiative that promotes fair, healthy, inclusive, and just workplaces across the region. The Charter celebrates good employers and encourages the highest standards in employment practice, including fair pay, secure work, opportunities for progression,

strong employee voice, and a commitment to staff wellbeing. By aligning with the Charter, we demonstrate our dedication to providing a fair day's pay for a fair day's work and to fostering an equitable and supportive working environment for all colleagues.

What We Can Offer You

- A supportive and collaborative working environment.
- Opportunities for professional development
- A role where your work makes a real difference across the organisation.
- A strong commitment to equality, diversity, and inclusion.

Annual Leave and Work-Life Balance

Learning, Development and Career Progression

- A comprehensive induction programme.



- Support for professional development and role related qualifications.
- Opportunities to develop your career within a large and diverse local authority.

Health, Wellbeing and Support

- Enhanced sick pay scheme.
- Employee wellbeing initiatives and access to occupational health support.
- Policies that promote physical and mental wellbeing in the workplace.

Family-Friendly and Inclusive Policies

Our family-friendly policies and flexible working arrangements help staff maintain a healthy work-life balance.

- Family friendly policies, including enhanced maternity, paternity, adoption, neonatal care and special leave to support with time off work to deal with issues when life events happen.
- A strong organisational commitment to equality, diversity, and inclusion.
- Reasonable adjustments and support to enable disabled employees to thrive.

Foster Friendly Employer Commitment

Sefton Council is proud to be a *Foster Friendly* organisation as recognised by The Fostering Network. We actively support employees who are foster carers or who are applying to foster by offering flexible working arrangements, paid time off for fostering-related meetings and training, and a workplace culture that recognises the vital role foster carers play in our communities.

This commitment helps ensure carers can balance fostering responsibilities alongside career, and reflects our dedication to supporting children, families, and those who care for them.

Additional Benefits

- Access to salary sacrifice and employee benefit schemes (where applicable).
- Opportunities to contribute to meaningful work that supports local communities.
- A supportive, values led organisational culture.
- Free parking at office bases (dependent upon the work location).



About the Role

Contract type: Permanent, 17.14 hours (with the ability to claim additional hours when service need arises.)

The Complementary Education Service Supports schools in ensuring statutory educational provision for pupils who cannot attend school in the usual way. This may be due to medical illness, pregnancy or emotional and psychological difficulties.

Teaching is provided within our teaching base in the centre of the borough (Formby) and through provision of home tuition and online learning packages.

We work in partnership with outside agencies including CAMHS, Health partners and Social Care. The Service supports schools in raising the levels of achievement, attendance and participation for vulnerable groups to enable them to engage in appropriate learning opportunities with a view to reintegrating with their mainstream or specialist settings.

We are looking to appoint a suitably experienced teacher of science with an ability to teach pupils in the home, in a range of settings within the borough and in our groups at Pinefield Centre. The post requires a high degree of flexibility and the ability to teach science up to GCSE including higher tier across key stages three and four. We are looking for a candidate who can work effectively and innovatively as a member of a team and who can demonstrate significant experience in working with pupils with identified special educational needs and up to GCSE across all three science disciplines. The post would be suitable for a committed and experienced teacher who is keen to plan and deliver high quality, imaginative and personalised learning experiences appropriate to the particular circumstances and additional learning needs of pupils to build their confidence, resilience and participation in learning.

Key Accountabilities

In addition to those professional responsibilities which are common to all teachers within the service, the post holder's key responsibilities will be:

- To provide high quality science subject teaching across biology, physics and chemistry to Key stage 3 and Key stage 4 pupils with significant health/mental health needs in their homes or in our groups at Pinefield or other appropriate venues across the borough.
- To assist in the development, implementation and review of pupils' SEN support plans.
- To support the reintegration and transition arrangements for pupils.
- To maintain high standards of teaching, learning and attainment across science subjects.



- Responsibility for achievement, progress and attainment for pupils within the subject area/s
- Track and evaluate the engagement and progress of pupils taking steps to improve provision to accelerate and enhance progress
- To be skilled in the use of quality first and additional and different teaching approaches for pupils with a diverse range of needs and learning preferences
- To prepare and deliver sequences of lessons to meet the collective and individual educational needs of pupils. These needs may include:
 - Specific learning needs e.g. Gifted and Talented, Special Educational Needs
 - Subject specific needs
 - Future employability and life skills
- To consistently set well-grounded expectations for pupils, monitor performance and give constructive feedback in order to secure sustained progress.
- Ensuring that innovative and appropriate learning opportunities are made available to pupils
- To monitor and evaluate progress towards meeting pupil achievement targets for assigned pupils for which s/he is responsible.
- To contribute to development, implementation and review of support plans including SEN support plans and high needs support plans.
- To lead on practical science investigations for pupils who are taught in the home.
- To lead on COSH and Health and Safety across the science curriculum.
- To coordinate actions and liaise between Career Connect, schools and our service.



Top Tips on How to Apply

Submitting a strong application gives you the best chance of progressing to the next stage of the recruitment process. The following guidance applies to all roles and will help you prepare a clear, compelling application:

1. Read the Job Description and Person Specification Thoroughly

- Make sure you understand the key duties, expectations, and essential criteria.
- Use the person specification as your guide when writing your application.

2. Provide Clear Evidence of Your Skills and Experience

- Show *how* you meet the criteria using specific, real examples.
- Consider using the **STAR method** (Situation, Task, Action, Result) to structure your responses.

3. Tailor Your Application

- Avoid generic statements. Focus on experience that directly relates to the role you are applying for.
- Demonstrate how your strengths align with the organisation's values and priorities.

4. Highlight Your Achievements

- Include examples of work you are proud of or significant contributions you have made in previous roles.
- Emphasise impact – improvements, efficiencies, positive outcomes, or innovations.

5. Be Clear About Qualifications and Training

- List all relevant qualifications and professional training, including dates and awarding bodies.
- If you are working towards a qualification, include expected completion dates.

6. Showcase Transferable Skills

- Skills such as communication, teamwork, problem-solving, digital literacy, and organisation are valuable across all roles.



- Provide examples that demonstrate these effectively.

7. Check Your Application Carefully

- Review your responses for clarity, spelling, and completeness.
- Ensure all sections of the application form have been filled in fully.

8. Submit Your Application Before the Deadline

- Note the closing date and allow plenty of time to prepare your application.
- Late submissions usually cannot be considered.

9. Prepare for Potential Next Steps

- If shortlisted, you may be invited to an interview, assessment task, or presentation.
- Be ready to discuss your experience, approach to work, and examples of how you meet the role's requirements.

Application and Selection Information

The closing date for this vacancy is **Monday, 27th April 2026 12.00pm** (or earlier in the event of high volume of applications being received).

Provisional interview date is **Wednesday, 6th May 2026**.

Visits to Pinefield Centre are welcomed, visits are being held on Wednesday 15th April at 4.15pm, Friday 17th April 9.30am and Tuesday 21st April at 4.15pm. To book, please contact us on 01704 395 945 or email Sharon.Edwards2@sefton.gov.uk

We are an Equal Opportunities Employer; all candidates will receive equal treatment. Our decision to appoint will be based upon whether an individual's skills, experience, qualifications, and abilities make them the most suitable candidate for the role.

All disabled and care experienced applicants will be offered an interview where they meet all essential criteria on the person specification.

Please ensure that you meet all the essential criteria outlined in the person specification before submitting your application. Only applicants who demonstrate that they meet all essential criteria will be considered and invited to interview.



Appendix A – Job Description and Person Specification

Post: Science Teacher for KS3 and KS4 with additional responsibility for coordinating actions between Career Connect, schools and the service – 17.14 hours – Subject to Teachers Pay and conditions.

Directorate: Education Excellence
Location: Pinefield Centre Gores Lane Formby
Division: Complementary Education Service
Grade: 17.14 hours TMS/UPS + SEN 1 pro-rated

Reporting to Teacher in Charge and Service Lead Complementary Education.

Purpose of the Role

- To provide high quality science subject teaching across biology, physics and chemistry to Key stage 3 and Key stage 4 pupils with significant health/mental health needs in their homes or in our groups at Pinefield or other appropriate venues across the borough.

MAIN DUTIES

In addition to those professional responsibilities which are common to all teachers within the service, the post holder's key accountability will be:

- To provide high quality science subject teaching up to GCSE across biology, physics and chemistry to KS3 and KS4 pupils with significant health/mental health needs in their homes, or in our groups at Pinefield Centre or other appropriate teaching venues.
- To assist in the development, implementation and review of pupils' SEN support plans
- To support the reintegration and transition arrangements for pupils.
- To maintain high standards of teaching, learning and attainment across science subjects.
- To coordinate actions and liaise between Career Connect, schools and the wider service.



Key Accountabilities

- Responsibility for achievement, progress and attainment for pupils within the subject area/s
- Track and evaluate the engagement and progress of pupils taking steps to improve provision to accelerate and enhance progress
- To be skilled in the use of quality first and additional and different teaching approaches for pupils with a diverse range of needs and learning preferences
- To prepare and deliver sequences of lessons to meet the collective and individual educational needs of pupils. These needs may include:
 - Specific learning needs e.g. Gifted and Talented, Special Educational Needs
 - Subject specific needs
 - Future employability and life skills
- To consistently set well-grounded expectations for pupils, monitor performance and give constructive feedback in order to secure sustained progress.
- Ensuring that innovative and appropriate learning opportunities are made available to pupils
- To monitor and evaluate progress towards meeting pupil achievement targets for assigned pupils for which s/he is responsible.
- To contribute to development, implementation and review of support plans including SEN support plans and high needs support plans.
- To lead on practical science investigations for pupils who are taught in the home.
- To lead on COSH and Health and Safety across the science curriculum.

General Expectations.

- To contribute effectively to the work of the service and to the achievement of service priorities
- To follow service policy, regarding care, support and supervision of pupils
- To attend training and development activities and courses, ensuring continuing personal and professional development
- To work effectively as a team member.
- To be prepared to work flexibly in order to make the most appropriate response to individual pupil needs
- To assist in supporting the reintegration of pupils into their next appropriate setting
- To maintain effective assessment records and service systems to track pupil progress and attainment
- To maintain an exciting and stimulating learning environment
- To work collaboratively with support staff in identifying, investigating and resolving barriers to pupil's learning.
- To evaluate, articulate and take responsibility for one's own professional development and use the outcomes to improve teaching and pupils' learning.
- To make an active contribution to pupils' wellbeing.
- To make an active contribution to:
 - Service development
 - Enrichment Activities



- Extra-curricular activities and educational visits and community activities
- Collaborative working practices
- To support GCSE examination pathways.
- To work alongside our Subject Leader for science.
- To liaise and coordinate actions and maintain data between career connect, schools and our service.

Duties of all Teachers

- To plan and deliver a curriculum suitable to the age, ability and individual learning preferences of all pupils.
- To reinforce consistently high expectations for pupil behaviour in order to create a positive learning environment.
- To report on pupil progress to relevant persons to result in a tangible impact on pupil learning and meet statutory reporting requirements.
- To use teaching spaces flexibly according to the particular needs of pupils and to teach in a variety of contexts and settings including home tuition
- To monitor and track progress, and make necessary adjustments to improve progress
- Ensure that relevant attainment / achievement targets are met
- To provide appropriate feedback to pupils so that they are aware of the next steps in learning and how to achieve them
- To provide imaginative and interesting learning experiences for pupils who may not engage with traditional methods of teaching
- To contribute to the personal and social and emotional development of all pupils
- To liaise with pupils, parents / carers and schools to ensure that learning is purposeful and relevant to the young person's aspirations
- To keep records as required by the service
- To ensure that client information data is lawfully gathered, accurate, up to date and only divulged in accordance with the Data Protection Act 1998 and the local government common law duty of confidentiality. Failure to apply these duties can lead to the individual or the Department facing court proceedings

GENERAL REQUIREMENTS

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff have a duty to take care of their own health & safety and that of others who may be affected by your actions at work. Staff must co-operate with employers and co-workers to help everyone meet their legal requirements.

The Authority has an approved equality policy in employment and copies are freely available to all employees. The post holder will be expected to comply, observe and promote the equality policies of the Council.



Since confidential information is involved with the duties of this post, the postholder will be required to exercise discretion at all times and to observe relevant codes of practice and legislation in relation to data protection and personal information.

The appointed person will be expected to undertake, and participate in training, coaching and development activities, as appropriate to the role.

Note: Where the postholder is disabled, every reasonable effort will be made to support all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job.



PERSON SPECIFICATION

Post: Science teacher KS3 and KS3 17.14 hours subject to teachers' pay and conditions.

Department: Education Excellence

Personal Attributes Required	Essential or Desirable	Method of Assessment
<u>Qualifications / Training</u>		
Qualified Teaching Status (QTS)	E	A/C
Qualification and/ or significant experience in required curriculum subject area/s.	E	A/C
Commitment to further study including any in service training during the last three years.	E	A/I
Ability to use ICT as a learning tool.	E	A/I
Significant CPD attended in respect of pupils with social, emotional and mental health difficulties	D	A/I
<u>Experience</u>		
A proven track record of raising standards, good examination results and delivery against targets	E	A/I
A proven track record of good / outstanding teaching catering for the needs and teaching requirements of pupils with SEND	E	A/I
Experience of adapting and personalising the curriculum	E	A/I
Experience of working with external providers to enhance curriculum delivery	D	A/I
Considerable experience of working across key stages 3 and 4 up to and including GCSE Higher tier science.	E	A/I
Experience of leading in staff development	D	A/I
Experience of working alongside mental health practitioners	D	A/I



Ability to teach single subjects in science up to and including GCSE (Biology/Chemistry/Physics)	E	
<u>Skills / Knowledge / Aptitude</u>		
A clear educational philosophy that underpins pedagogy to support high quality teaching and learning	E	A/I
A drive to make learning fun, engaging and exciting	E	A/I
Good communication skills with the ability to relate to all ages and abilities	E	A/I
An ability to educate the whole child and contribute to pastoral systems	E	A/I
Good organisational / planning skills	E	A/I
Ability to work flexibly, independently and to tight deadlines	E	A/I
Ability to demonstrate wide knowledge of quality first teaching and adaptable teaching for pupils with additional needs.	E	A/I
Comprehensive knowledge of the Science GCSE specifications and requirements.	E	A/I
Ability to deliver offer a second subject	D	A/I
Ability to lead on COSH and Health and safety across the science curriculum.	D	A/I
Ability to coordinate actions and liaise between career connect, schools and the service and maintain our database.	D	A/I
<u>Special Requirements</u>		
A commitment to equal opportunities and social inclusion.	E	A/I
An ability to drive.	D	A
Ability to undertake home visits / and teach in pupil`s homes.	E	I

Service: Education Excellence

Section: Complementary Education

Assessment Methods



AF: Application Form

I: Interview

C: Certificates

Prepared by: Rachael Clague

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