Recruitment Pack

TLR Holder- Science

Teacher of Science and TLR Holder

Contract: Permanent, Full Time

Closing Date: 9am on Tuesday 8th December 2026

Salary Range: ECT, MPS, UPS

Thank you for your interest in the role of TLR Holder- Science at Wetherby High School, this is an exciting opportunity for a talented individual to join our Team.

At Wetherby High School all our staff are deeply committed to ensuring every child receives an outstanding education. Our curriculum, teaching and pastoral care enable students to achieve at the highest academic level, unlocking doors to the future of their choice.

Our staff and students are ambitious to be the best version of themselves. That ambition extends way beyond their academic excellence. We want our students to reach their full potential academically and as young people moving into adulthood. We understand that central to this is developing character and a sense of social responsibility.

We place the children and their personal success at the heart of all our work which means that sometimes we do not take the easiest path, but the path that is right for each individual child. We know that when a child feels safe, happy and supported they thrive.

Strong relationships, developed through our coaching groups and staff circles, are a critical feature of our close and caring school community. Simply put we know our staff and children well and this ensures we offer a supportive and fulfilling learning environment with lots of opportunity to develop leadership potential in staff and children.



“Working at Wetherby has shown how fundamental and necessary relationships are in teaching. I've loved being a coach and supporting students to thrive, academically as well as pastorally.” Casey, Teacher of English

Our strong and distinct **Values** underpin all the work we do, they are lived out day to day in our policies, practices and interactions.

KNOW OUR CHILDREN WELL

PARTNERS IN LEARNING

ENJOY AND ASPIRE

CHARACTER FOR ACHIEVEMENT



Our commitment to a **Restorative Practice** approach benefits both children and staff supporting the development of strong relationships which ensure everyone feels valued and listened to. This high support and high challenge approach way of working with students and staff supports wellbeing through the development of:

- a feeling of belonging and acceptance
- a sense of school community all moving in the same direction
- understanding how actions can affect others
- helping to choose to and want to do the ‘right thing’
- developing social and emotional literacy
- developing character and a sense of civic responsibility
- learning how to move through conflict constructively together

The **Coaching Programme** at Wetherby High School is fundamental to ‘knowing our children well’ and in forming the strong relationships that are crucial for our school community. Coaching groups have approximately ten students (coachees) and one member of staff (coach). The groups are ‘vertical’ meaning they consist of coachees from Year 7 to Year 11. We meet as coaching groups three times a week; a Monday morning, Wednesday afternoon and Friday afternoon.



Our **House Structures** provide a further sense of belonging for our students and staff. As well as encouraging a strong positive competitive drive through inter-house competitions and events, students are encouraged to engage in a wide range of enrichment activities and opportunities, ensuring an inclusive approach for all.

BREMNER HOUSE

ROBINSON HOUSE

TOMLINSON HOUSE

TRUEMAN HOUSE

Welcome from the Headteacher

Many thanks for expressing an interest in the post of TLR Holder for Science. I hope you find the enclosed information useful in preparing your application.

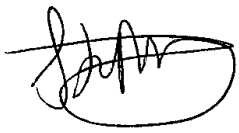
Wetherby High School is a vibrant and welcoming school with inclusive values at the centre of all our work. We believe all our students deserve to have adults around them that are committed to doing all they can to help them succeed in all areas of life. Wetherby High School is in an exciting phase of development, with a new state of the art building for the school community planned be ready in the near future.

The staff at Wetherby High School work exceptionally well together as a team and our experienced Leadership in Science are well placed to provide excellent development support for an experienced teacher looking to progress. This is therefore a very exciting position that will appeal to an ambitious individual seeking a varied and interesting opportunity to utilise and develop key skills. Wetherby High School is committed to providing high quality continuous development for all our staff. Our wide range of enrichment, extra -curricular activities and community builders provide our staff with opportunities to get involved and share their interests and hobbies alongside their professional knowledge and expertise.

If you believe that you have the skills and attributes required of this role, please forward a covering letter outlining the reasons for applying for this position, a copy of your Application Form, via email to hr@wetherbyhigh.co.uk



Yours faithfully



Samantha Jefferson

Headteacher



“The sense of community is what I love the most about working at Wetherby. There are so many opportunities to build relationships with not only children, but other members of staff. It is those strong relationships that allow us to support and challenge each another to ensure the very best provision for children each day” Sarah, Leader of Science

Job Description

Job Title: **TLR Holder - Science**

Grade: **ECT / MPS / UPS**

Responsible To: **Subject Manager**

The post holder will have a Teaching and Learning Responsibility which will include leading on agreed areas of work.

In addition, the post holder will carry out the duties of a Teacher of Science outlined below.

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1. Purpose:

1.1 To raise standards of student attainment and achievement across the taught curriculum areas.
1.2 To monitor and track students' progress and ensure that students make progress at least in line with aspirational expectations.
1.3 To support the vision, direction, development and delivery of high-quality learning using consistently good teaching to meet the needs of all students. To include regular, systematic and rigorous self-review and quality assurance procedures.
1.4 To be accountable for student development and work restoratively and ensuring the well-being of each child.
1.5 To support and uphold the school ethos and to play a role in the implementation of the School Improvement Plan.
1.6 To support the Subject Manager in managing and deploying resources (teaching and support staff, financial and physical) within the teaching group, supporting agreed targets in agreed action plans. Where appropriate support learning, teamwork and development for students and staff (e.g. intervention and further learning, trips and visits).
1.7 To keep up to date with national developments in the curriculum area and keep up to date with teaching methodology and practice.
1.8 To actively monitor and respond where agreed with Subject Manager to curriculum development and initiatives at national, regional and local levels.

2. Responsible for:

2.1 To teach the curriculum as directed by the Subject Manager.
2.2 To promote, monitor and support student progress and academic outcomes within the curriculum area.
2.3 To follow the schools' assessment policy and contribute to the planning and evaluation of assessments.
2.4 To display commitment to the protection and safeguarding of children and young people.

3. Core duties:

3.1 To regularly monitor student progress across science using the school procedures and data. To identify and target support strategies for students at risk of underachievement.
3.2 To support high standards and expectations of performance for staff and students across Science.
3.3 To actively support the Subject Manager in the implementation of school policies and procedures, including responsibility for safeguarding and promoting the welfare of children. To follow Health and Safety procedures,
3.4 To support, as directed by the Subject Manager, the maintenance and development of appropriate syllabi, resources, schemes of work, programmes of study, assessment procedures and teaching and learning strategies within the team area.
3.5 To further develop, as directed by the Subject Manager, resources and strategies to raise achievement for identified groups of students, such as EAL and SEN students. Including leading these across the team..

3.6 To maintain a high-quality learning environment.
3.7 To support the Subject Manager in ensuring that you are familiar with the key objectives in the School Improvement Plan and the priorities within both the school and team plans.
3.8 Where directed by the Subject Manager to undertake professional development through CPD, and the sharing of good practice and expectations etc.

4. Quality Assurance:

4.1 To support the Subject Manager in ensuring quality assurance is in line with school policies, including, for example,

- Lesson observations
- Scrutiny of student's books, including marking and presentation
- Review of schemes of work
- Support for peer coaching and development
- Performance Management reviews

4.2 To support the Subject Manager in producing Outcome Based Accountability plans as required and support in the production of reports where applicable and appropriate, analysing performance against targets and outcomes.

4.3 To support in the induction of new colleagues and, where directed, the mentoring of other colleagues, including ECTs and ITTs.

5. General duties:

5.1 To actively promote and foster links with parents/carers and to encourage parents/carers to take an active responsibility for their child's learning.
5.2 To support the Subject Manager in establishing effective links with partner schools and wider community.
5.3 To actively promote the development of effective links with external agencies and with other schools.
5.4 Along with the Subject Manager, actively plan and participate in celebrating successes in the department, both internally, within the school and into the wider community.
5.5 To be a coach and to play a full part in promoting the school ethos.
5.6 To act as (when required) a personal mentor for specified students.
5.7 To continue personal development.
5.8 To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

NOTES

This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out.

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

Person Specification

Qualifications / Experience	Desirable	Essential	How evidenced
Recent school experience	Experience of working in a restorative school Experience of leading an area of responsibility	Successful experience in a secondary school, working with students, parents & staff and suitability to work with children. Successful experience in using a range of strategies for raising attainment.	Application / interview / references
Employment		A range of teaching experiences in secondary education, leading to improved attainment.	Application / interview/ references
Communication Skills	Confidently and successfully use strategies to raise attainment.	Communicate with a wide range of students, colleagues and parent/carers. Experience of using of ICT.	Application / interview/ references
Education & Training	Further qualifications relevant to Science teaching at KS3, 4 and/or 5	Teacher qualified, recent training in use of new technologies and other raising attainment initiatives, Awareness of CPD needs.	Application / references
Additional skills		Willingness to learn and adopt alternative strategies in the delivery of the Science curriculum.	Application / interview/ references
Personal Skills & Qualifications	**Desirable**	**Essential**	**How evidenced**
Ability to learn	Able to initiate new ways of working, to learn new processes and approaches to problem solving.	Quick learner, able to be flexible and adapt to nature of initiatives – able to learn from mistakes and develop effective learning strategies for students and staff.	Interview / references
Organisation	Able to lead teams and embrace transformational change, take initiative and leadership opportunities.	Efficient and well organised. Able to operate high reliability procedures. Able to plan and prepare thoroughly, in advance and collaboratively.	Application / Interview / references
Personal qualities	Able to work at pace, bringing along colleagues and not afraid to take calculated risks and strive for the best.	Excellent interpersonal skills with a robust sense of humour, able to reflect on performance and find solutions. Able to see opportunities and complete.	Interview / references

Working under pressure	Able to predict pressure points and plan ahead.	Able to complete under pressure and to deadlines. To lead students, staff, parents & stakeholders to closure.	Application / interview / references
Positive attitude	Able to predict need for initiative, read trends and lead change.	Can do attitude, ability to complete tasks and to present alternative solutions where appropriate.	Application / interview / references
Attendance & Punctuality		Excellent attendance and punctuality.	References
Health record		Record of good health, highly reliable and with the capacity to work effectively independently and in a team.	References
General		This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an Enhanced Disclosure and Barring check and satisfactory references.	

We are actively committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

All appointments will be made subject to an enhanced DBS disclosure.

We promote diversity and want a workforce which reflects the population of Leeds

Staff Benefits

Wellbeing and Fitness

Bodyline Fitness Membership
Flexible membership with a 30 day cancellation notice period at the same rate as annual membership.

Discounted Hairdressing and Beauty Service
Leeds City College – the Salon Leeds
0113 245344
Discounts on all services (some via appointment only)
Book via www.thesalonleeds.co.uk

Simplyhealth (Leeds Hospital Fund)
Access to discounted health benefits

APL Smart Clinic
Access expert support and advice for life's ups and downs 24/7, 365 days a year.
Access support when you need it, including counselling, physiotherapy and stress management

Leisure and Shopping

Vivup Employee Benefits
www.vivup.co.uk/users/sign_up
Under organisation choose: Leeds City Council – VA Schools

Discounts for Teachers
(available to all school staff)
www.discountsforteachers.co.uk

Teacher Perks
(available to all school staff)
www.teacherperks.co.uk

Services

Commuter Travel Club
Discounts on bus tickets
www.firstbus.co.uk/buy-tickets/corporate-travel/commuter-travel-club-employee-information

O2 offer
Up to 25% off your Airtime Plan when you buy a new phone or tablet on O2 Refresh.
With the employee discount programme, O2 Open using code LCC17.
www.o2.co.uk/open

Employment Benefits

Access to a good pension scheme
Through either the **Teachers Pension Scheme** or **West Yorkshire Pension Scheme**

Generous Maternity, Paternity and Adoption policies

Wetherby High School CPD
Access to a wider range of personalised, bespoke CPD

National College Membership
www.nationalcollege.com

Guidance for Applicants

Application Form

Please complete the Application Form provided with full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). We require details of two referees, one of which must be your current or most recent employer. CVs are not accepted as part of the application process.

The supporting information section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form, if you send us this electronically we will ask you to sign this at the interview and assessment stage.

Interview and Selection Process

Applicants who best meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the School if you need to discuss this in any detail. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Pre-employment checks:

References

If you are short listed we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. Sickness absence record information will only be requested for the preferred candidate following the interview and assessment process. Consideration of the sickness absence information will comply with our responsibilities under the Equality Act.

Online Checks

Online Checks will be completed before interview for shortlisted candidates. The purpose of completing an online check for shortlisted candidates is to check if there is any information in the public domain that may impact on their suitability to work in a professional role with children. The online check will be conducted for shortlisted candidates before interview, where possible, so that any issues or concerns can be explored further with the candidate at interview. The online check

will only consider material that is relevant to their role working with children, their professional reputation or the reputation of the school.

Disclosure and Barring Check.

Under the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020), all posts at this School are classed as regulated activity and therefore an Enhanced DBS check will be undertaken. Checks will also be made against the Barred List. Applicants who are shortlisted will be sent a self-disclosure form to complete and return prior to interview/assessment.

All such checks must be satisfactory before we confirm any offer of an appointment

As an employer we are only entitled to request information about convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020). Convictions that are not 'protected' will appear on an Enhanced Disclosure, even though they are 'spent'.

For information regarding what criminal records history will appear and should be disclosed on application, please see the relevant flow charts on our website. Alternatively, guidance can be found on the DBS website. Please be aware spent and/or unspent convictions may not necessarily make you unsuitable for appointment. For further information about our use of Criminal Records information please see our Statement on the recruitment of ex-offenders below.

Medical Assessment

A satisfactory medical declaration must be made before we confirm any offer of an appointment.

Prohibition Checks

In accordance with our statutory responsibilities under the Education Act and outlined in Keeping Children Safe in Education 2023 we will carry out a check on any member of staff carrying out 'teaching work' to ensure they are not prohibited from teaching work.

Each of the following activities is teaching work:

• Planning and preparing lessons and courses for students

• Delivering* lessons to students;

• Assessing the development, progress and attainment of students; and

• Reporting on the development, progress and attainment of students.

* "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

Overseas Checks

Where candidates have lived or worked abroad in the past 5 years for a period of 3 months or more we will carry out appropriate overseas checks. This will include including references from any overseas education employer where candidates have worked in an education setting overseas.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies. This will include checks to ensure that candidates appointed as qualified teachers have QTS status and where appropriate have successfully completed their statutory induction.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants will be asked to provide proof of this at interview stage by producing some original documentation such as your passport or birth certificate.to confirm your eligibility to work within the UK. Photographic proof of identity will also be required.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where everyone is treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Statement on recruitment policies, including the recruitment of ex-offenders

Further information about our recruitment policies and procedures, including our policy statement regarding the recruitment of ex-offenders is available on the recruitment pages of our school website. As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

We will send shortlisted candidates a disclosure form to complete prior to interview. We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants should therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not ‘protected’ (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020).

Please refer to the flow charts on our website to determine convictions and cautions that should be disclosed. Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences

Privacy Notice for Applicants

This privacy notice details and explains what personal data we will collect, share, store, and use (referred to as “processing” in the data protection legislation).

The relevant legislation governing data privacy in the UK is:

- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025 (DUUA)

The categories of information that we process include:

- Contact details
- Copies of Right to Work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships
- Online checks for shortlisted candidates

We may also process (when appropriate) information about you that falls into ‘special categories’ of more sensitive personal data. This may include information about:

- Race, ethnicity, sexual orientation, religious beliefs, and political opinions
- Disability and access requirements
- Photographs and CCTV footage
- Criminal convictions and offences
- Data about you that we have received from other organisations such as other schools, local authorities and the Disclosure and Barring Service in respect of criminal offence data.

This list is not exhaustive, to access the current list of categories of information we process please see the school’s Data Map, sometimes called the Record of Processing Activity (RoPA).

Why we collect and use workforce information

We use job applicants’ data to:

a) enable us to confirm relevant experience and qualifications
b) facilitate Safer Recruitment in accordance with our safeguarding obligations towards students
c) enable us to monitor equalities
d) to ensure access requirements can be met for candidates that need them.

Under the UK General Data Protection Regulation (UK GDPR), the legal basis / bases we rely on for processing personal information for general purposes are:

Article 6 (1) (c). **processing is necessary for compliance with a legal obligation to which the controller is subject.** and 6 (1) (e) - **processing is necessary for the performance of a task carried out in the public interest** or in the exercise of official authority vested in the controller.

In addition, concerning any special category data we rely on Article 9:

- Article 9 (2) (a) the data subject has given explicit consent to the processing of those personal data for one or more specified purposes,

- 9 (2) (c) To protect the vital interests of the individual;
- 9 (2) (f) in the event of legal claims or judicial acts,
- 9 (2) (i) As required for purpose of public health (with a basis in law)

We do not currently process any job applicants' data through automated decision-making or profiling. Should this change in the future we will amend the privacy notice to include the rationale and your right to object to it.

Collecting job applicants' information

We collect personal information from individuals directly, e.g., from application forms and references. Most data held will have come from you, but we may hold data about you from:

- Local authorities
- Government departments or agencies
- Police forces, courts, or tribunals

Data is essential for the school to function. Whilst the majority of personal information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with UK GDPR, we will inform you at the point of collection, whether you are required to provide certain information to us or if you have a choice in this and that you can change your mind at any time.

Storing workforce information

We hold data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please see the Data Map/RoPA and the Information and Records Management (IRMS) Toolkit for Schools IRMS Schools Toolkit - Information and Records Management Society

Who we share job applicants' information with

We do not routinely share information about you with any third parties without consent unless the law requires us, or our policies allow us to do so. Where we are legally required, to share personal information or our policies comply with the UK data protection law) we may share it with:

- our Local Authority (LA) Children's Services e.g., for safeguarding concerns
- Service providers such as HR (Human Resources) and recruitment advisers and consultants
- Employment and recruitment agencies

This list is not exhaustive.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. However, please note that references provided during the recruitment process will not be routinely shared with the applicant, in line with the employment reference exemption under the Data Protection Act 2018 and UK GDPR. This exemption allows us to withhold the content of references where necessary to protect the confidentiality of the information provided. To make a request for your personal information, contact the Data Manager or the Data Protection Officer.

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing

- to restrict our processing of your personal data (i.e., permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at https://ico.org.uk/concerns/

For further information on how to request access to personal information held centrally by the Department for Education (DfE), please see the 'How Government uses your data' section of this notice.

Withdrawal of consent

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting info@wetherbyhigh.co.uk

Complaints

If you wish to raise a complaint about how the school manages your personal data, please refer to our Data Protection Policy for further information on the complaints process.

Contact

If you would like to discuss anything in this privacy notice, please contact our Data Protection Officer on DPO@bywaterkent.co.uk

Last Updated

This version was last updated in January 2026.