
Job Description

Lead Teacher; Science and or Teacher of Science (1 vacancy available only)

Responsible to: Curriculum Lead

Teacher of Science

OVERALL PURPOSE OF THE POST

To secure high standards of learning and achievement for all students through the delivery of high-quality teaching and the effective use of resources.

The conditions of employment of teachers are provided in the 'School Teachers' Pay and Conditions Document', issued annually.

TEACHER OF SCIENCE - CORE DUTIES

Deliver Good Learning

- To plan and prepare courses and lessons so that teaching and learning has due regard to up-to-date knowledge of the subject and teaching methodology.
- To plan with reference to the schemes of work for each Key Stage.
- To teach students according to their educational needs, including the setting and marking of work.
- To keep methods of teaching and learning, and programmes of study, under regular review.
- To teach other subjects from time to time as may be required by timetable constraints, including covering for absent colleagues.
- To provide guidance and advice to students on educational and appropriate social matters and, as far as is practicable, on their further education and future careers. This is likely to include information about sources of more expert advice on specific questions and is partly, but not exclusively, related to the work that many teachers perform as form tutors.

Student Progress

- To provide and contribute to oral and written assessments, reports and references relating to individual students or groups of students. This will be in the context of helping to raise their standards of achievement, or for purposes of public examinations and assessments, and will be according to reasonable expectations established within the practices of the Academy.
- To assess, record and report on the development, progress and attainment of students, and to maintain accurate records of student attendance.

- To support and encourage all students to achieve the highest standards that they can. In some cases this encouragement will extend to independent learning and student involvement in extra activities beyond the classroom.
- To communicate and consult with parents and others outside the Academy when necessary (including appropriate meetings) according to the routines of the Academy.

Performance

- To participate in current arrangements for performance management.
- To identify personal development needs and seek ways of meeting them.
- To participate in arrangements for further training and professional development. This includes activities on Academy in-service training days or related to those days.
- To participate in induction arrangements where appropriate.

Team Working and Collaboration

- Work with team members and as a team member; identify opportunities for working with colleagues and sharing effective practice with them.
- Participate in school meetings and contribute to the use and development of appropriate specifications/syllabuses, schemes of work, assessment strategies and teaching and learning approaches.
- To advise and co-operate with the Head teacher and other staff on the preparation and development of courses, materials, teaching programmes, methods of teaching, assessment and 'deep support' arrangements.

Additional Duties

- Contribute to and participate in continuous professional development activities and whole staff meetings/CPD within the Academy and Trust wide.
- To maintain good order and discipline among the students, using the scope of the Academy Behaviour for Learning Policy and the expectations of conduct as specified by the Head teacher.
- To endeavour to create a safe and attractive environment for teaching and learning.
- To participate in the Academy's agreed pattern of meetings.
- To participate in arrangements for supervision during examinations where necessary.
- To contribute to a regular programme of supervisory duties assigned in an equitable way.
- To perform particular duties in accordance with directions given by the Head teacher, allocated from time to time on a reasonable basis.

Lead Teacher; Science

OVERALL PURPOSE OF THE POST

The Lead Teacher role is to work alongside the Curriculum Team Leader providing leadership support in a specific area within the curriculum area. Effective Lead Teachers contribute significantly to the success and progression of students and the achievement of the Academy's challenging targets. They play a critical role in setting high standards for staff within the curriculum area, establishing and maintaining high expectations. They nurture the talent and performance of staff and students, they identify, celebrate and share good practice and they provide robust challenge and support when staff and student performance do not meet expectations.

The tasks of Lead Teachers are therefore two-fold; involving, leading a specific area identified by the Curriculum Team Leader and supporting the leadership and management of colleagues across the curriculum area.

Teaching role is to secure high standards of learning and achievement for all students through the delivery of high quality teaching and the effective use of resources.

LEAD TEACHER; SCIENCE - CORE DUTIES

Deliver Good Learning

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- To plan with reference to the schemes of work for each Key Stage.
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- To participate in the Academy's agreed pattern of meetings.
- To participate in arrangements for supervision during examinations where necessary.
- To contribute to a regular programme of supervisory duties assigned in an equitable way.
- To perform particular duties in accordance with directions given by the Head teacher, allocated from time to time on a reasonable basis.

Specific Responsibilities relating to Teaching and Learning Allowance (TLR2A)

- To support the Curriculum Team Leader in sustaining a learning and achievement culture within the specific area, aligned to Academy/Trust mission and values.
- To support the Curriculum Team Leader in ensuring systems are in place to ensure high quality teaching and learning from all faculty members of staff that result in good and outstanding outcomes for students.
- To be accountable for leading, managing and developing the specific area within the curriculum, as directed by the Curriculum Team Leader.
- To be accountable for student progress and development within the specific area within the curriculum.
- Use of strategic leadership skills to ensure that staff within the specific area are aware of the required expectations regarding student achievement and progress.

MAIN DUTIES (In support of the Curriculum Team Leader)

Quality Assurance

- To ensure the effective operation of quality control systems in adherence to those within the Academy/Trust.
- To ensure that the Academy/Trust quality procedures are implemented within the specific area.
- To ensure that the specific area's quality procedures meet the requirements of self-assessment.
- To contribute to the Academy/Trust procedures for lesson observation.
- To monitor and evaluate the specific area in line with agreed Academy/Trust procedures including evaluation against national benchmark data and performance criteria.
- To seek/implement modification and improvement where required.
- To develop the effectiveness of teaching and learning styles within the Academy and develop common standards of practice in line with the Academy's TLE model.
- To challenge underperformance within the specific area, whilst disseminating and promoting areas of best practice.

Operational Planning

- Following direction from the Curriculum Team Leader, to lead the development of appropriate specifications/syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within a specific subject area.
- To develop and direct staff within the faculty, delegating tasks where appropriate in relation to the specific area.
- To work with the Curriculum Team Leader to formulate objectives and plans for the faculty which have coherence with the objectives and plans of the Academy/Trust.
- To ensure that health and safety, safeguarding and PREVENT policies and procedures are fully implemented within the faculty, and Trust policies more widely.

Curriculum Development

- To keep up to date with national developments in the subject area and teaching practice, methodology and qualifications.

Staffing

- To work with and develop any staff who require improvement, implementing HR policies where appropriate.
- To undertake examination reviews with colleagues within the specific subject area in the Autumn term prior to reviewing departmental examination performance with senior leaders.
- To undertake appraisals and examination reviews for the specific subject area, taking effective action where evidence suggests underperformance at departmental or individual teacher level.
- To promote teamwork and to motivate staff to ensure effective working relations.

Management Information

- To make highly effective use of analysis and performance data.
- To identify and take appropriate action on issues arising from assessment data.

Teaching

- To consistently promote outstanding teaching and learning within the faculty, including your personal classes.
- Direct and lead staff in achieving outstanding levels of teaching and learning.

BOTH POSTS

All staff have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Academy's procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Equality Opportunities Policies of the Academy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting our responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust/Academy mission and strategic objectives and to demonstrate the values through their behaviour.

Person Specification for Lead Teacher of Science or Teacher of Science

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Successful teaching or teaching practice experience within a relevant subject area. • Use of systems for monitoring student progress. 	<ul style="list-style-type: none"> • Experience of teaching across the ability and age range.
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent in subject or related subject. • Evidence of continuous professional development and the ability to reflect on teaching practice and personal performance. 	<ul style="list-style-type: none"> • Evidence of further and continuing professional development.
Personal Skills and Qualities	<ul style="list-style-type: none"> • Thorough knowledge of National Curriculum Requirements in the subject. • An ability to teach up to and including GCSE level. • Knowledge of systems for monitoring student progress. • A philosophy centred upon the individual learner's value, potential, aspirations and needs. • An ability to encourage, inspire and motivate learners and demonstrate high standards and expectations of self and learners. • A passion for the subject(s) and for teaching and learning. • Can work collaboratively and supportively with other staff. • Skills of communication, organisation and accuracy. • Ability to work flexibly and respond positively to change. • Strong commitment to student welfare, achievement and support. • Knowledge of Social Inclusion issues. 	
Teaching and Learning	<ul style="list-style-type: none"> • A willingness to use a range of teaching and learning techniques which engage and support learners. • Appreciation of the benefits of e-learning and ICT inside and outside of learning. • Openness to developments in approaches to teaching and learning. • Knowledge of how assessment and data support learning. • An understanding of how students learn. • Providing an effective environment through classroom management. 	
Additional Factors	<ul style="list-style-type: none"> • Commitment to the principles of comprehensive education. • Commitment to high standards of behaviour. • Commitment to continuous improvement and willingness to learn from experience and practice in this Academy and elsewhere. • Commitment to equal opportunities and safeguarding the welfare of students. 	<ul style="list-style-type: none"> • Willingness to travel across trust sites if the need arises (if not already in a shared post). • A willingness to offer an extracurricular activity for students.