



Job Description

Post Title: Faculty Leader for Science

Responsible to: The Headteacher of the Through School through the Line Management of the Deputy Headteacher and Assistant Headteachers

Teacher roles and responsibilities:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

Specific roles and responsibilities

- Understand and interpret the Academy's aims, priorities, targets and action plans
- Understand and promote the relationship of the subject to the curriculum as a whole;
- Lead the statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- Ensure the delivery of expected progress for all students and beyond expected for many at all key stages within the Faculty
- Ensure the timely collation of and rigorous evaluation of accurate qualitative and quantitative data, in accordance with the academy expectations, leading to effective intervention

- Promote and deliver the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- Have a well-developed understanding of how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
- Show a strong ability to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- Show a commitment to develop pupils' literacy and numeracy through the subject;
- Understand and model how teaching the subject can promote pupils' spiritual, moral, social, cultural, mental and physical development;
- Have an awareness of and an ability for management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- Promote how teaching the subject can help to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- Have a clear understanding of the role of school governance and how it can contribute to the work of the Faculty Leader;
- Understand and respond to the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject;
- Understand and train on and safety requirements, including where to obtain expert advice.