

VALLEY PARK SCHOOL PERSON SPECIFICATION

Lead Practitioner - Science

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Science • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further study in Science or a related subject
Experience	<ul style="list-style-type: none"> • Experience of teaching GCSE and post-16 Science in a secondary school setting • High expectations of students and a commitment to ensure they can achieve their full potential. 	<ul style="list-style-type: none"> • Experience of curriculum leadership in a secondary school setting • Experience of teaching Science in an Outstanding school
Knowledge	<ul style="list-style-type: none"> • A good up to date working knowledge and understanding of a range of teaching and learning and behaviour management strategies • Up to date knowledge and understanding of the professional duties of teachers. • An understanding of the Science curriculum and assessment arrangements from KS3 to KS5 • An understanding of the range of approaches that can be used for assessment • An understanding of how literacy, Numeracy and ICT can be used to support teaching • An understanding of how to personalise provision to meet the learning needs of the full range of students • An awareness of current legal requirements regarding the safeguarding of children 	<ul style="list-style-type: none"> • An up to date working knowledge of separate GCSE specifications in Biology, Chemistry and Physics, as well as Double Combined Science Trilogy GCSEs
Skills	<ul style="list-style-type: none"> • The ability to communicate effectively with children, young people colleagues, parents and carers • A commitment to improving practice through appropriate professional development • The desire to act upon advice and feedback and be open to coaching and mentoring • Be able to plan and teach challenging and well organised lessons • Be able to use a range of teaching strategies and resources • Be able to provide opportunities for students to develop literacy, numeracy, SMSC and ICT skills • An ability to provide constructive feedback to students on how to improve their attainment • The ability to implement a clear framework for classroom discipline • The desire to work as a team member 	<ul style="list-style-type: none"> • Evidence of having shared one's own good practice in order to drive up standards, including outside the Science department. • Ability to write a comprehensive Programme of Study. • Ability to support new entrants to the profession and colleagues who are underperforming
Attributes	<ul style="list-style-type: none"> • High standards of professional behaviour • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with 	

	<p>children and young people;</p> <ul style="list-style-type: none">• Emotional resilience in working with challenging behaviours;• Attitudes to use of authority and maintaining discipline.	
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