

## **Job Description**

<b>Job Title</b>	<b>Head of Science</b>
<b><u>Grade</u></b>	<b>Leadership Group L10-14</b> <b>As of 1<sup>st</sup> January this equates to £49,199 – 54,250</b>

### **Overall Role and Remit**

#### **To work with and for Senior Leaders to ensure;**

1. To maximise the achievement of students in all Science subjects against national and locally agreed benchmarked targets, at Key Stage 3, 4 and 5.
2. To maximise the quality of teaching. In particular to ensure there is no 'inadequate' or 'requires improvement' teaching, and to maximise the proportion of 'outstanding' teaching.
3. To build a cohesive and motivated team of scientists who all share a common goal to maximize attainment and progress in all pupils
4. To ensure delivery of the school's policies
5. To ensure quality and style of learning of all teachers is the best it can be.
6. To ensure the curriculum is up to date and innovative.
7. To maximise the learning opportunities for students.
8. To take a full and active part in the school's quality assurance process.
9. To line manage all the teaching and support staff in the Science Faculty. To lead the Appraisal process within Science, and to complete the appraisal of all TLR post holders in the Faculty with pay progression decisions

<b><u>Responsible to:</u></b>	<b>Assistant Headteacher – Raising Standards</b> <b>Deputy Headteacher</b>
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### **Generic Responsibilities of all Rainhill Staff**

- (a) To work consistently to uphold School's mission statement.
- (b) To follow all school policies
- (c) To work in a co-operative and polite manner with all stakeholders.
- (d) To work with Students in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff.
- (g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the School in such a way that it enhances the reputation of the school.
- (i) To seek to improve the quality of the School's service.
- (j) To present oneself in a professional way that is consistent with the values and expectations to the school.

### **Overall Role and Remit of all Rainhill Teachers**

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To assist in the development of the department and other teachers within the school.

### **Additional Duties**

The post-holder is deemed to be at least a 'good' classroom teacher. Any consistent performance below this level could lead to a review role under standard school / local authority procedures.

To ensure you fulfill all aspects of the national Teaching Standards at all times

To attend all additional meetings and evening events suitable for this post.

Any other duty deemed reasonable, as directed by the Headteacher.

### **Review of Performance**

Appraisal reviews will focus on the following areas – Leadership and Management, Pupil Progress, Professional Development, Teaching and Learning. Appraisal Objectives will be in accordance to schools policy. Leadership Group staff will not have the same number of objectives as teachers.

### **Leadership Expectations**

Rainhill leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan:

- a. to act selflessly,
- b. with integrity,
- c. objectively
- d. and be accountable,
- e. open and
- f. honest and
- g. demonstrate leadership skills.

### **Leader of Change**

- a. Lead and support team members to change to secure continuous improvement that is linked to the School Development Plan.
- b. Articulate the reasons for, and benefits of, particular changes.
- c. Inspire, support and influence team members when there is a fear of or reluctance to change.

### **Effective Leading of Team**

- a. Build, coordinate and lead a team of high-performing teachers and colleagues to ensure effective learning and teaching.
- b. Create a culture that encourages ideas and contributions from others.
- c. Motivate, develop, empower and sustain individuals within the team.

### **Leading Pupils**

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil's outcomes.

### **Leading Teaching**

- a. Establish an educational culture of 'open classrooms' as a basis for sharing best practice.
- b. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and the curriculum.

### **Developing Staff**

- a. Inspire and motivate staff.
- b. Evaluate and improve teacher and support staff performance.
- c. Support and coach individuals to perform at the highest level.
- d. Respond effectively to issues of underperforming staff.
- e. Hold all staff to account for their professional conduct and practice. Be rigorous, fair and transparent in managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

### **Working with Other Leaders**

Collaborate and work within and across the school community, and beyond.

### **Leadership Qualities**

- a. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- b. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- c. Lead by example, with integrity, creativity, resilience and clarity.
- d. Is acutely aware of the strengths and weaknesses of their department and has a plan of action for all weaknesses whilst prioritising those that will maximise outcomes.
- e. Leaves absolutely nothing to chance and has few surprises.
- f. Ensures interventions that take place, driven by a diagnosed need and impact by testing afterwards. Always focuses on the impact of action.
- g. Have the courage and conviction to take risks.
- h. Takes difficult decisions wisely.
- i. Are insistent on a consistency of approach, individually and across the team.

**Managing of Systems and Progress**

- a. Ensure that the Faculty systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- b. Provide a safe, calm and well-ordered environment for all pupils and staff.

**Effective Communication**

- a. Ensures that the Faculty has students at the heart of its decision making.
- b. Ensures the expectations and priorities of the department are shared explicitly with their team.

Rainhill Leadership Standards have been developed from the following:

DFE - National Standards of Excellent for Headteachers

National College for Teaching and Leadership – Leadership of the Curriculum

PIXL - Outstanding Leaders

## Person Specification

<b>Head of Science Faculty</b>			
<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>Where Measured</b>
Leadership	<p>Track record of excellent leadership at subject level; proven ability to inspire colleagues towards reaching a common goal</p> <p>Track record of successfully managing other adults</p> <p>Evidence of capacity to take on the required additional workload</p>	<p>Evidence of working outside of area of curriculum expertise</p> <p>Track record of successfully improving the performance of other adults</p>	Application Interview
Pupil Progress	Familiarity with the KS3 / GCSE/ A level syllabus requirements	<p>Track record of excellent examination results</p> <p>To be able to articulate a vision for learning</p>	Application Interview
Qualifications	Good Degree and / or PGCE in relevant subject area QTS	Evidence of further professional development at Masters level.	Application
Quality of Teaching	<p>Ability or experience of teaching Science to GCSE</p> <p>Evidence of excellent teaching – at least Good judgments</p>	<p>Ability or experience of teaching Science to A Level.</p> <p>Evidence of “Outstanding” practice</p>	Application Interview
National Standards	Evidence all of the Teaching Standards in routine practice		Application Interview