

## TEACHER OF SCIENCE

### JOB DESCRIPTION AND PERSON SPECIFICATION

#### The Link Secondary School

**Job Title:** Teacher of Science

**Accountable to:** Headteacher

**Supervised by:** Deputy Headteacher

#### **Job Purpose**

The education and welfare of pupils in accordance with the requirements of the School Teachers' Pay and Conditions document, relevant conditions of employment, National Curriculum requirements, the Academy's Vision, Improvement Plan and the agreed policies established by the Academy and its Board of Trustee-Governors.

The post holder will focus on teaching Science to our students but the ability to teach a second subject is desirable.

#### **Responsible to**

The post holder will work in liaison and co-operation with all staff, trustee-governors, parents and outside agencies as appropriate. The job description is subject to periodic review.

#### **Objectives**

- To fulfil the professional standards expected of all teachers and thereby create effective and stimulating opportunities for learning that enables the development and progression of all learners.
- Ensure all students are set high expectations, which inspire, motivate and challenge students.
- Raise continuously the standards of student achievement in a specific subject or number of subjects.
- Make sure that all school policies are followed in the teaching and learning of a group of students.

#### **Main Responsibilities**

The job description is subject to periodic review.

1. Secure high quality teaching and improved levels of achievement through a detailed knowledge and understanding of the National Curriculum programmes of study across the Primary/ Secondary and the Foundation learning requirements adapted to the needs of SEN learners.
2. Evaluate the effectiveness of teaching and learning across the curriculum and progress made towards targets set for pupils.
3. Share in the corporate responsibility for the welfare and discipline of all students in accordance with the Academy's behaviour and anti-bullying policy, and child protection procedures.
4. Effectively manage the allocation of resources for teaching and learning.

5. Develop self and others in order to enhance performance.

### **Key Tasks**

6. Plan teaching to achieve progression in pupil's learning through the identification of clear learning objectives and content, which are appropriate to the subject matter and the individual needs of the students. To specify how these will be taught and assessed.
7. Provide clear structures for lessons, and for sequences of lessons, in the short, medium and long term, which have pace and motivate and challenge pupils in their learning.
8. Update schemes of work in a subject area as appropriate.
9. Set high expectations which inspire, motivate and challenge students
10. Set clear targets for pupil's learning, building on prior learning and ensuring that pupils are aware of the substance and purpose of what they are asked to do.
11. Use teaching approaches and activities which involve planned adult intervention, encourage independent learning and opportunities for collaborative learning.
12. Promote the development of literacy, numeracy and ICT skills within the curriculum.
13. Take responsibility for the Annual Review, Transition Plans and Individual Education Plans of a class group. Ensuring progress is made towards the objectives set out in each student's Statement of Special Educational Need or the student's Individual Learning Plan.
14. Mark and monitor students class work and homework providing constructive signed and/or written feedback and setting targets for student progress. Ensuring each student is aware of the next step in their learning.
15. Use different kinds of assessment appropriately for different purposes, including National Curriculum, baseline and diagnostic assessments.
16. Establish a stimulating learning environment within the classroom and one which actively seeks to share students' achievements and promotes learning.
17. Manage Special Support/Teaching Assistants in order that they effectively support the teaching and learning of all students and follow the learning objectives set in planning.
18. Work with other professionals e.g. Multi disciplinary team including Speech and Language Therapists, Occupational Therapists, Drama and other appropriate therapists.
19. Share in the corporate responsibility for the welfare and discipline of all students in accordance with the Academy Behaviour and Anti-Bullying policy, and Child Protection procedures. To set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well focussed teaching and through positive and productive relationships.
20. Develop self and others in order to enhance performance.

21. Liaise as appropriate with other agencies and to actively seek to develop a constructive relationship with parents.
22. Build and maintain co-operative relationships with parents/ carers, and to communicate with them on students' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.
23. Demonstrate a proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards in their own attendance and punctuality.
24. Implement assessment procedures in accordance with Orchard Hill College & Academy Trust (OHC&AT) policies and the requirements of awarding bodies and prepare and participate in internal and external verification and moderation procedures including attendance at associated meetings.
25. In accordance with OHC&AT policies and guidelines, maintain course and learner records; carry out tracking and monitoring of learner performance and provide information, data and statistical returns as required, using student record information systems as required.
26. Adopt a consistent approach in dealing with student discipline in accordance with OHC&AT policies.
27. Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.
28. Work with members of the Senior Leadership Team in the development, review and evaluation of the curriculum, including contribution to the self-assessment process.
29. Contribute to the preparation of course materials.
30. Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
31. Maintain a practical understanding of service standards and Quality Improvement initiatives relevant to the curriculum area and work to these standards, engaging in personal and professional development as appropriate.
32. Be alert to any indication or allegation of abuse and take appropriate action under the OHC&AT safeguarding procedures for the protection of children and vulnerable adults.
33. Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
34. Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
35. Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.
36. Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection,

- **EXPECTATIONS FOR ALL STAFF**

- All members of staff at the schools are expected to be:

**Responsive & Adaptive**

Responsive to change, creating new opportunities for meeting new challenges

**Creative, imaginative and entrepreneurial**

- Innovators and commercially aware

**Collaborative**

- Promote 'team-ship' through collaboration and taking pride in their work and the institution

**Passionate professionals**

- Role models committed to continually improving themselves and ultimately the experience and success of our students

**Accountable**

- Understand the impact of (and take responsibility for) their actions upon OHC&AT stakeholders

<b>QUALIFICATIONS (list)</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Hold a relevant degree or equivalent qualification	✓		Checked certificates
Hold a recognised full teaching qualification such as QTS or be willing to undergo teacher training in line with current regulations	✓		Checked certificates
<b>STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
A clear understanding of the features of high quality teaching and learning at KS3 and 4.	✓		Application/Interview
Commitment to the safeguarding of all pupils	✓		Application/Interview
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	✓		Application/Interview
<b>EXPERIENCE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Effective in managing behaviour and in motivating all learners to make a positive contribution to the learning environment and fulfil their potential for learning.	✓		Application/Interview
Effective teaching and learner progress in KS3 and KS4 Science.	✓		Application/Interview
Effective in using a broad range of assessment measures as a driver for improving learners' performance	✓		Application/Interview
Interest in working with SEN and vulnerable pupils.	✓		Application/Interview

Understanding of alternative and therapeutic interventions for pupil progression.		✓	Application/Interview
<b>KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Good subject knowledge and understanding of the relevant curriculum, qualification and quality frameworks	✓		Application/Interview
Proven good standard of teaching skills and abilities or demonstrable potential to attain the highest standards of teaching	✓		Application/Interview
Innovative and competent in utilising all available resources to provide a stimulating learning environment.	✓		Application/Interview
Demonstrable commitment to achieving the highest possible standards for all learners with a proven record of enabling learners to fulfil their potential	✓		Application/Interview
Ability to deal with challenging behaviour.	✓		Application/Interview
<b>COMPETENCES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
<b>“Can do” positive attitude</b> Remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	✓		Application/Interview
<b>Takes responsibility and delivers results</b> Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and	✓		Application/Interview

responding to that guidance to ensure that daily tasks are completed			
<b>Team working</b> Excellent team-working skills with a record of working co-operatively to achieve individual and team goals	✓		Application/Interview
<b>Communication</b> Excellent interpersonal skills and the ability to communicate effectively, both verbally and in writing, with all stakeholders	✓		Application/Interview
<b>Good administrative and organisational skills</b> Proficient in Microsoft Office applications (Word, Excel, PowerPoint, Internet and email) and in using student record information systems	✓		Application/Interview
<b>Takes ownership of personal development</b> Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	✓		Application/Interview