

Job Profile

Job Title: Head of Science

Job No: CAT134MIL

Reports to: Principal

Location: Mill Chase Academy, Bordon

Function of the post

The post holder will take overall responsibility for the planning, monitoring and curriculum in Science that will lead to expected or better progress within the curriculum area. To support this work you will develop a team that delivers high quality teaching and learning that enables all students to achieve in a supportive, innovative and encouraging environment.

Principal Accountabilities:

1. Responsible for raising standards within Science to ensure students achieve expected or better progress in all year groups and particular student groups as directed by your line manager.
2. Monitor and develop the curriculum to ensure that all students are engaged, motivated and progress.
3. Ensure high standards in the quality of teaching and learning, student behaviour, engagement for learning and assessment which is in line with academy policy and effective practice.
4. Provide motivation, inspiration and high expectations of staff that support the continuous development of the department, increasing staff performance which leads to improved student outcomes, whilst ensuring high levels of staff welfare.
5. Responsible for ensuring compliance with health and safety regulations and maintaining a safe environment for students, staff and visitors to the department.
6. Undertake department evaluation activities including performance data analysis, lesson observations, learning walks and regular work scrutiny to inform effective planning.
7. Create and implement a department strategic plan that is challenging and ambitious, reflecting the priorities and actions defined within the academy's Journey to Excellence plan.
8. Make a positive contribution to the strategic aims, values and ethos of your subject area, the academy and the University of Chichester Academy Trust;
9. Take professional responsibility to act as an exemplary role to others in line with the duties and expectations of a middle leader, promoting the values, culture and ethos of the academy that promotes a positive and motivational environment.

Teachers' Standards (England):

Lead the Science teaching programme of the Academy strategically and act as a role model for innovative and engaging teaching, building on teaching techniques that reflect latest research and best practice in child learning and development. Ensure your practices and all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for Heads of Department set out in the Academy's Code of Practice, Trust's Pay and Reward Policy, Trust terms and conditions of employment, Job Profile, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

University of Chichester Academy Trust:

The Trust's vision is "for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives"; and it is our mission "to create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning".

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

Equality and Inclusion:

The Trust and Academy believes everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies you should be familiar, and compliant, with.

You will behave in a manner that is consistent with fair and equitable treatment and take responsibility for your own learning and engagement with equality issues and actions, considering the impact of your actions to ensure there is no detrimental effect on achieving equality of opportunity. Any breaches may lead to termination of employment.

Safer Recruitment:

The University of Chichester Academy Trust and Academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure and Barring Service certification as part of the Academy's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applicants for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information on this.

Health and Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, the post holder will be aware of the risks in the work environment and their potential impact on their own work and that of others. As appropriate, ensure staff are aware of their responsibilities and procedures for the health, safety and wellbeing of staff, pupils and visitors to the School.

Sustainability and Environment

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contribution it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the Academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Person Specification

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

| | Essential | Desirable | Evidenced through |
|-------------------------------------|---|--|--|
| Knowledge and Qualifications | <p>Qualified Teacher Status</p> <p>Relevant degree or equivalent professional qualification</p> <p>Evidence of continual professional development that is relevant and appropriate to the post</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post</p> <p>Current knowledge of the national curriculum, qualifications, research, initiatives, and technologies for Science</p> <p>Understanding of assessment for learning and its use to raise standards</p> | <p>Relevant professional or academic qualifications at Master's level or higher</p> | <p>Application/CV</p> <p>Documentary evidence</p> <p>Interview</p> |
| Skills | <p>Relevant skills to challenge and differentiate teaching and learning for students of all abilities</p> <p>A skillful communicator with strong, interpersonal and presentation skills, both verbal and written, that naturally adapts to a diverse audience, e.g. parents and carers, staff, students and the wider community on a wide range of issues</p> <p>Excellent planning and organisational skills, including time management, for the effective delivery of teaching and learning and to identify priorities and meet professional targets</p> <p>Significant current evidence of subject specific skills relevant to the post that demonstrate expertise in the field</p> <p>Data analysis for the effective monitoring and assessment of student performance and target setting</p> <p>Evidence of a skill set that enables innovation and the leadership and management of change in the context of the post</p> | <p>Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy</p> | <p>Application/CV</p> <p>Interview</p> <p>Presentation</p> <p>References</p> |
| Experience | <p>Developing a meaningful curriculum and learning experience together with demonstrable evidence of high quality classroom teaching that is engaging for all students, supports student progress and where there is good classroom organisation and class management</p> | <p>Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of students</p> | <p>Application/CV</p> <p>Interview</p> <p>References</p> |

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| | <p>Teaching relevant subjects across the age range and ability ranges at key stages 3 and 4, including preparing students for external examinations</p> <p>Relevant recent experience of implementing successful curriculum development and innovation within the subject area/s</p> <p>Demonstrable evidence of providing professional support to improve pedagogic practice and development of other colleagues</p> <p>Evidence of monitoring and evaluating student progress that supports continued improvement</p> | <p>Experience of department evaluation activities such as performance data analysis, lesson observations, learning walks and work scrutiny</p> <p>Experience of participating in extra-curricular activities</p> | |
| Personal attributes | <p>Ambition, inspiration and motivation to lead improvement amongst colleagues that enhances the learning experience and outcomes for all students, at all abilities</p> <p>Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust</p> <p>Strong working ethos with a high level of commitment to academy improvement and the whole academy community</p> <p>Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community</p> <p>Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students needs and the academy communities</p> <p>An ability to be creative and use imagination and initiative to create a safe, fun, happy, challenging, stimulating and effective learning environment</p> <p>Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making</p> <p>Adaptable and sensitive to dealing with issues appropriate to the situation</p> | | Interview Presentation References |

11 May 2017