

**Science**

**The Faculty**

The science faculty teaches biology, chemistry and physics as well as the CTEC level 3 course. It is committed to teaching science in a way that inspires our students to become the scientists of tomorrow. We place a strong emphasis on using evidence informed practice to inform our teaching and support decision making.

**Facilities**

We have moved into the purpose built new school and the science faculty now has 10 laboratories which are flexible spaces which allow practical and group work to take place. We have an ICT suite with 30 additional laptops and have outstanding resources which enable us to deliver high level practical across all key stages.

**Staffing Structure**

The science faculty has a head of faculty, Mrs Pearson and a head of KS5, KS4 and KS3. Thefaculty also has two lead practitioners and a member of the faculty as a Specialist Leader in Education. The faculty is also fortunate to have three full time,subject specific technicians.

**Science Curriculum**

Nobel has developed a knowledge based key stage 3 curriculum following the National Curriculum. We value subject knowledge and believe that students learn effectively by being able to learn new ideas by referencing ideas they already know. At key stage 4 we offer triple and double science following the AQA specification (for double we do Trilogy).

Each fortnight, our students have 6 hours of science teaching at KS3 and at KS4 double science students have 9 hours and triple scientists have 14 hours. Our KS5 students benefit from 9 hours of teaching from specialist teachers.

**Extra-Curricular / Fieldwork**

The science faculty offers a range of trips and visits as well as extra-curricular activities. Our KS5 scientists have the opportunity to go on educational visits to CERN and Whipsnade Zoo. The faculty holds Parents in Science Evenings to engage students and their parents. Our most able students attend the Salters Festival. The faculty has good links with GSK, enjoys National Science and Engineering Week and puts on regular clubs throughout the year for different year groups.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We train teachers from many different organisations including the University of Hertfordshire, Hibernia and Teach First. We work closely with the North Herts Teaching Alliance and are committed to supporting all teachers to improve their professional development.



**Person Specification**

**Head of Biology**

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| **Essential** | **Desirable** |
| **Qualifications** | |
| Science graduate with a good degree |  |
| Qualified Teacher Status |  |
| Ability to teach Biology, Chemistry and Physics to KS3 and KS4. |  |
| Evidence of continuing professional development |  |
| **Professional Experience** | |
| Have ambition and vision for the performance of the faculty | Some experience of leading |
| Be an outstanding teacher and A level Biology teacher | Experience of teaching CTEC science |
| Passionate about your subject |  |
| Enthusiastic and able to make teaching and learning in Science interesting and enjoyable |  |
| Good knowledge of and confidence in the use of student Science data to be able to get the best out of students at all levels of ability |  |
| Committed to comprehensive education and the entitlement of all students to succeed |  |
| Able to oversee and take the lead in developing the extensive extra-curricular program of the faculty |  |
| Able to lead on devising suitable schemes of work |  |
| Able to work with Heads of Biology and physics to ensure consistency across subjects within science. |  |
| Motivate staff and build consistently high performing teams of chemists from both staff and students |  |
| Excited by opportunities to learn from colleagues, and also to share your expertise with them |  |
| Quality assure and evaluate faculty teaching practice |  |
| Committed to your own professional development |  |
| Committed to the important role of form tutor |  |
| **PERSONAL QUALITIES** | |
| Willingness to commit fully to extra-curricular life of the biology department and science faculty |  |
| Be able to evidence the ability to inspire and motivate colleagues, working collaboratively across departments |  |
| Willingness to actively support and contribute to the school’s ethos |  |
| Well organised and efficient |  |
| A good team player |  |
| Excellent communication and interpersonal skills |  |
| Approachable and flexible |  |
| Sense of humour |  |
| High personal standards – dress, conduct and presentation |  |
| Willingness to go ‘the extra mile’ |  |

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**Job Description**

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| Job title | Curriculum Team Leader (Teacher) |
| Publication date | November 2013 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date |  |
| Status | Generic |
| Salary | MPS 1 to MPS 3 plus TLR |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **AREA** | **RESPONSIBILITIES** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher and SLT link |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject policies. * Undertake rigorous form tutoring, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject monitoring of student assessment and keep HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ Evenings, Review Days, Open Evenings, department meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and House systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager or Headteacher * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in Appendix B of the school’s Pay Policy. |
| **Specific TLR Responsibilities** | **Impact on educational progress beyond assigned students**   * Be responsible for leading and developing an ethos of improvement, team spirit and self-evaluation within the department. * Set and monitor subject targets, within whole school targets. Intervene and act as appropriate to ensure that subject and whole school targets are met. * Reflect on and evaluate the effectiveness of the department. * Monitor students’ behaviour, taking action as appropriate, and ensure that teachers adhere to procedures of the school’s behaviour policy. * Maintain an overview of parental contact, ensuring regular contact as needed. * Interrogate and use data to track individual student performance and progress, and that of specific groups of students, ensuring that students achieve at or beyond their target grades.   **Lead, develop and enhance the teaching practice of others**   * Ensure that schemes of learning are in place to ensure effective learning and teaching. * Use departmental meetings to share good practice, moderate and to cascade training. * Offer CPD to the subject team and across the school in an area of expertise. * Develop teaching strategies to engage all students and maximise their potential. * Embrace ICT as a resource for teaching, as a motivational tool for students’ learning and to facilitate the progress of each student. * Lead, coach and support colleagues (including NQTs, ITTs, GTPs, OTTs).   **Have accountability for leading, managing and developing a Subject**   * Lead, motivate, support and develop all colleagues * Undertake rigorous and effective performance appraisal for the departmental team, in line with school policy. * Undertake rigorous and effective subject self-evaluation within a planned cycle of regular observation/feedback to colleagues. * Update the Subject SEF as per school guidelines. * Identify subject development priorities and co-ordinate the writing and monitoring of the departmental action plan. * Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement. * Lead innovation in learning by keeping abreast of subject developments, engaging with school-wide learning initiatives and leading these within the department. * Monitor subject and individual student targets and progress through assessment of planning, record keeping, marking, teaching progress, homework and assessment across the subject, maintaining a central record of baseline and subject assessment data and targets to monitor the progress of students and the effectiveness of the team. * Conduct an annual review of the curriculum offered at all levels. * Lead rigorous and effective subject meetings – identify the purpose, circulate an agenda and minutes. * Following each reporting cycle, check the standard of teachers’ reports, review assessment data and co-ordinate follow-up across the subject. * Following each student tracking session, review the outcomes and implement strategies as appropriate. * Manage the delegated budget for the subject in order to effectively resource the curriculum. * Participate in recruitment and retention of teaching staff for the subject. * Undertake any other subject responsibilities, as directed by the Headteacher/SLT. |