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**Sir William Stanier School**

**Teacher of Science   
Job Description**

**Salary: MPS**

**Accountable to: Director of Faculty**

**The Role**

Sir William Stanier School seeks to appoint an outstanding, enthusiastic, committed and inspiring classroom teacher with specialism in Chemistry, Physics or Biology, to teach students of all ability at Key Stage 3 and 4.

If you are passionate about teaching Science and you are committed to being an outstanding practitioner then we would welcome your application.

**Letter of Application**

**To apply for this role please complete the teacher application form and submit a letter that addresses the brief below on no more than 3 sides of A4 using font size 11.**

* Describe how your teaching experience so far has prepared you to meet the requirements of the post.
* Describe the values that underpin your teaching.
* Clearly outline what you would hope to achieve by the end of your first year teaching at Sir William Stanier School.
* You should also be able to include how you would meet the essential aspects of the person specification.

**Person Specification: MPS Science**

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|  | **TRAINING AND QUALIFICATIONS** | **Essential** | **Desirable** |
| 1.1 | Qualified teacher status |  |  |
| 1.2 | Degree in Science (Chemistry, Physics or Biology) or equivalent degree-level qualification |  |  |
| 1.3 | Evidence of training in preparation for Subject teacher |  |  |
| 1.4 | Evidence of recent and relevant professional development |  |  |
|  | **TEACHING COMPETENCIES** |  |  |
| 2.1 | Excellent classroom practitioner with good classroom management skills |  |  |
| 2.2 | Enthusiastic about their subject and enjoys teaching |  |  |
| 2.3 | Communicates well with students of all abilities and needs |  |  |
| 2.4 | Excellent subject knowledge – uses innovative practice |  |  |
| 2.5 | Works on own initiative – thinks strategically and creatively |  |  |
| 2.6 | Approaches change and continuous development positively |  |  |
| 2.7 | Demonstrates a consistent commitment to driving up standards of Literacy |  |  |
| 2.8 | Well organised and good time management skills |  |  |
| 2.9 | Meets tight deadlines with attention to detail |  |  |
| 2.10 | High degree of personal integrity |  |  |
| 2.11 | Understands changes in national policy and the impact on schools |  |  |
|  | **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** |  |  |
| 3.1 | Knowledge of changes to accountability measures in schools |  |  |
| 3.2 | Knowledge of National Curriculum and exam specifications |  |  |
| 3.3 | Evidence of commitment to Professional Development |  |  |
|  | **PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES** |  |  |
| 4.1 | Able to inspire, challenge, motivate staff and students towards a shared vision |  |  |
| 4.2 | Prioritise, plan and organize self and others. |  |  |
| 4.3 | Think creatively in order to anticipate and solve problems. |  |  |
| 4.4 | Listen to and reflect on feedback |  |  |
| 4.5 | Demonstrate an ability to communicate to a range of audiences |  |  |
| 4.6 | Willing to be flexible to meet the needs of the school |  |  |
| 4.7 | Demonstrates a strong commitment to their team |  |  |

**Candidates must meet the requirements of the Teacher Standards and understand they are fundamental to effective performance management**

**1. Set high expectations which inspire, motivate and challenge pupils.**

* Establish a safe and stimulating environment for pupils.
* Stretch and challenge pupils of all backgrounds and abilities
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

**2. Promote good progress and outcomes by pupils**

* Be accountable for students’ attainment, progress and outcomes
* Plan teaching to build on students’ capabilities and prior knowledge
* Guide students to reflect on the progress they have made and their emerging needs
* Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
* Encourage pupils to take a responsible and conscientious attitude to their own work, study and progress.

**3. Demonstrate good subject and curriculum knowledge**

* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship and learning
* Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English.

**4. Plan and teach well-structured lessons**

* Impart knowledge and develop understanding through effective use of lesson time
* Promote a love of learning and children’s natural curiosity
* Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* Reflect systematically on the effectiveness of lessons and approaches to teaching and adapt as necessary
* Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught and to learn effectively
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them to make progress.

**6. Make accurate and productive use of assessment**

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* Make use of formative and summative assessment to secure pupils’ progress
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Give pupils regular feedback through regular and accurate marking
* Allow students to act on feedback through timely and structured improvement phases.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy’s behaviour policy and student charter
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Ensure the learning environment is stimulating, safe and supports learning.

**8. Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the Academy
* Develop effective professional relationships with colleagues, know how and when to draw on advice and specialist support
* Deploy support staff effectively
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being.
* Ensure Academy policies are understood and adhered to.
* A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.
* Teachers must have proper and professional regard for the ethos, policies and practices of the Academy and maintain high standards in their own attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.