

## **JOB DESCRIPTION – TEACHER OF SCIENCE**

(Inner London Scale)

**Responsible to:** Curriculum Team Leader (CTL) Science

### **Key purposes:**

- To prepare and teach lessons that fulfil the planned curriculum for Science and meet the needs of all students in your teaching groups
- To be a tutor or a co-tutor
- To play an active part in the Curriculum and Community teams to which you belong

### **Responsibilities**

#### *Learning and teaching*

1. To set clear and high expectations of students in line with the aims of the Academy and the curriculum team.
2. To plan lessons in accordance with the Excellent Teacher Essentials document to meet the needs of all students in each teaching group.
3. To ensure that each lesson has specific learning objectives and success criteria.
4. To ensure all materials and teaching strategies used are suitable and challenging for the full range of abilities in the class.
5. To use available data on individual students to plan lessons appropriately.
6. To set homework according to the published homework timetable and to mark it in accordance with the marking policy.
7. To create a stimulating learning environment, including frequently-updated displays which support students' learning in the classroom.
8. To support and encourage participation in the extra-curricular activities of the curriculum area and Academy.

#### *Assessment and reporting*

9. To incorporate Assessment for Learning strategies into lesson plans/schemes of work.
10. To assess students' work against grading criteria.
11. To implement an agreed system of recording and monitoring the progress of individual students.
12. To report on students' progress and attainment in accordance with Academy procedures.
13. To contribute to the setting and marking of internal assessments/tests and coursework.
14. To prepare for and attend parents' evenings related to the classes taught.
15. To be accountable for the attainment and progress of individual students in your teaching groups.

#### *Curriculum*

16. To contribute with other curriculum team members to the development and review of schemes of work and teaching strategies.
17. To keep abreast of developments in your subject.
18. To respond to wider Academy policies and agreed approaches (such as for citizenship, work-related learning, enterprise, literacy, numeracy and ICT) when planning the curriculum and schemes of work/lesson plans.

#### *Classroom management*

19. To arrive at and begin the lesson promptly.
20. To ensure orderly entry to the classroom and that basic routines are followed.
21. To take a class register during the first part of the lesson.
22. To implement the Academy and the curriculum team behaviour and rewards policy and to be responsible in the first instance for discipline within the classroom.

23. If problems persist, to liaise with the Subject Team Leader or Curriculum Team Leader as appropriate and then the form tutor or Community Director.

#### *Academy routines*

24. To adhere to the aims and objectives of the curriculum area, the Community team and the Academy.
25. To follow all Academy and Curriculum/Community team policies and agreed procedures
26. To attend staff briefing at 8.30am each Monday and to arrive in college by 8.25am every day.
27. To attend scheduled meetings (or to liaise with the Principal if attendance is not possible).
28. To contribute to team action planning and review.
29. To follow Academy procedures for known and unexpected absence.
30. To follow all Health and Safety procedures.
31. To carry out a break duty as part of a duty team.

#### *Other*

32. To carry out duties and responsibilities that may be directed by the Principal and as may be deemed reasonable in negotiation with the Principal and according to ability and experience.
33. Such duties/responsibilities may include:
  - Cross-curricular responsibility – for example liaison with Librarian or Media Resources Officer.
  - Curriculum responsibility – for example, leading a specific course within the curriculum area; leading a specific development for the curriculum team;
  - Student responsibility – for example oversight/monitoring/intervention with a specific group of students.

## PERSON SPECIFICATION

Requirements:	Assessment Criteria		
Qualifications	Interview	Application Form	Lesson Observation
Qualified Teacher Status (or working towards)		•	
Evidence of continuing professional development	•	•	•
Experience:			
Successful involvement in planning, implementing and evaluating initiatives to raise attainment and continuously improve and adapt own classroom practice	•	•	•
Evidence of outstanding teaching with the ability to teach all Key Stages and abilities			•
Effective classroom management skills with efficient use and organisation of resources			•
Professional knowledge and understanding:			
Evidence of thorough knowledge, understanding and enthusiasm for the subject including assessment requirements up to and including GCSE, GCE and BTEC	•	•	•
Understanding of the strategies needed to establish high classroom standards of results and behaviour	•	•	•
Understanding of Key Stage 2 to 3 transition strategies	•	•	
Understanding of the 14 to 19 curriculum and developments within the curriculum, particularly the KS3 Revised National Curriculum	•	•	
Knowledge of pupil data and its practical application in lesson planning and increasing student achievement	•	•	•
The ability to use ICT effectively to support tasks and activities	•	•	•
Behavioural competencies:			
Ambition to support the Academy in our journey to 'Outstanding'	•	•	
Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the Academy	•	•	
Team player with energy, enthusiasm, perseverance and a sense of humour	•		
Genuine interest and passion for young people's education and willingness to contribute to wider Academy life and ethos	•	•	
Ability to develop and maintain positive relationships with teachers, support staff and parents	•		
Ability to motivate students recognising and responding to the diverse needs of learners	•	•	•
Ability to reflect on own classroom practice to continuously improve and being open to feedback	•	•	
Ability to work independently using initiative and as part of a team contributing to INSETs	•		
Excellent written skills, as evidenced by application		•	
Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively	•	•	•
Good communication skills, showing sensitivity and strength	•		•

Mentoring and coaching skills, showing ability to be both constructive and critical	•		
Ability and skills to manage change	•	•	
Practical experience and understanding of the educational needs of students in a multi-ethnic, multi-lingual, co-educational Academy	•		
Commitment to the role of tutor	•		
High expectations of students' achievements and the capacity to help students towards excellent results	•		
A commitment to collaborative team work and developing curriculum activities within the faculty	•		
A commitment to ongoing regular professional development, undertaking training as required	•	•	
Commitment to the Safeguarding and welfare of all students	•	•	
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools and Academies	•	•	