



# Job Description

<b>POST:</b>	<b>Curriculum Leader of Science</b>
<b>RESPONSIBLE TO:</b>	<b>The Principal/Assistant Principal</b>
<b>SALARY:</b>	<b>MPS 1-6 (U1-3 as appropriate) plus TLR2C</b>
<b>LOCATION:</b>	<b>Oasis Academy Leesbrook</b>
<b>WORKING PATTERN:</b>	<b>Full-time as described in the School Teachers' Pay and Conditions Document</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced</b>

## **JOB PURPOSE:**

To carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Principal.

To be a key member of the middle management team and play an integral role in the development of the school. Ensuring the effective leadership and management of the school, in particular to implementing and overseeing a new school curriculum, delivering high quality lessons and to inspiring and enabling children to achieve great things. You will also take a key role in leading on performance management and oversee STEM, alongside the Curriculum Leader for Mathematics.

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area and to carry out the professional duties of a qualified teacher in accordance with the current DFS Teachers' Pay and Conditions document.

To perform, in accordance with any directions which may reasonably be given to him by the Principal from time to time, such particular duties as may reasonably be assigned.

## **SPECIFIC RESPONSIBILITIES:**

### **A. Teaching:**

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to him:

- Planning and preparing courses and lessons;
- Teaching, according to their educational needs, the students assigned to him, including the setting and marking of work to be carried out by the students in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of students.

### **B. Other activities:**

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to him.

- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students.
- Communicating and consulting with the parents of students.
- Communicating and co-operating with persons or bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.

#### **Assessments and reports:**

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.

#### **Educational methods:**

- Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

#### **External assessments:**

- Participating in arrangements for preparing students for external assessments, assessing students for the purposes of such assessments and recording and reporting such assessments; and participating in arrangements for student's presentation for, and conducting, such assessments.

### **C. Personal Development and Performance**

#### **Appraisal:**

- Participating in arrangements made in accordance with the agreed school performance management procedures the appraisal of his performance and that of other teachers.

#### **Review, induction, further training and development:**

- Reviewing from time to time his methods of teaching and programmes of work.
- Participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development, which aim to meet needs, identified in appraisal objectives or in appraisal statements.
- In the case of a teacher serving an induction period, participating in arrangements for his supervision and training.

### **D. School Organisation**

#### **Discipline, health and safety:**

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

#### **Staff meetings:**

- Participating in meetings at the school, which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

**Cover:**

- Supervising and so far as practicable teaching any students whose teacher is not available to teach them (*except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year*).

**E. Management:**

- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.
- Assisting the Principal in carrying out threshold assessments of other teachers for whom he has management responsibility.
- Working closely with other members of the SLT and curriculum leaders to raise the quality of learning and teaching across the school, pupil progress and standards. Ensuring that the curriculum is planned and delivered across their own phase for all children to make the required progress and to lead, develop and monitor the effective transition of students between phases, including the transition to secondary school, where appropriate.
- Taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school, having particular accountability for their own phase.
- Ensuring that parents are well informed about the curriculum, targets, children's progress and attainment.

**F. Administration:**

- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.
- (*a teacher is not expected to undertake routine administrative tasks that do not call for the exercise of a teacher's professional skill and judgement nor those tasks specified in the workforce agreement*)
- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.

**G. Professional requirements**

- Consistent performance to the qualified teacher standards.
- Consistent performance to the induction standards.
- Commitment to work towards the vision for the school.
- Agreement to work within the values of the school.
- Commitment to co-operate in delivering the objectives for the school as set out in the management plan.
- Commitment to continue with own personal and professional development.
- Agreement to work within all school policies and procedures.

## **H. Safeguarding Children**

- Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks.

### **OTHER:**

The post holder may be expected to undertake the role of an Academic Mentor to a group of up to 20 learning. In this role, you will be expected to:

- Recognise and understand the aspirations and needs of each member of the group
- Establish a trusting relationship with each member of the group and their family so that information may be shared, aspirations realised and needs met
- Meet regularly with each member of the group to discuss their progress towards achieving targets set
- Recognise, acknowledge and celebrate success
- Where reasons for underachievement are related to particular learning difficulties, to ensure an appropriate member of staff is alerted and deployed to offer help
- To keep appropriate records

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Academy organisation and may change either as your contract changes or as the organisation of the Academy is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

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**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

# Curriculum Leader: Science Person Specification



## Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment, which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

## Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document, which accompanies this job description.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Right to work in the UK</li> <li>• A degree in relevant or related subject</li> </ul>	<ul style="list-style-type: none"> <li>• Masters Degree</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Recent relevant in-service training in the subject area /Management and Leadership</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A keen interest in developing the teaching of the subject</li> <li>• Evidence of high achievement in teaching across the Key Stages</li> <li>• The development of Schemes of Work across the Key Stages</li> <li>• Working effectively as a Family Leader (Form Tutor)</li> <li>• Effective use of Assessment for Learning to engage students as partners in their learning</li> <li>• Evidence of good classroom practice</li> <li>• Able to establish a happy, challenging and effective learning environment</li> <li>• Able to develop positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development/ mentoring of colleagues</li> <li>• Currently holding a significant position of responsibility</li> <li>• Developing STEM across the curriculum</li> <li>• Successful strategies to support students in developing STEM strategies</li> <li>• Experience of leading a development within a team</li> </ul>

	<p>with staff, governors, parents, visitors and friends of the school</p> <ul style="list-style-type: none"> <li>• Ability to exercise initiative</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Use of assessment and attainment information to improve practice and raise standards</li> <li>• An understanding of the STEM Strategy</li> <li>• Use of strategies to promote good student relationships and high attainment in an inclusive environment</li> <li>• Vision for the teaching of the subject</li> <li>• Secure knowledge of Programmes of Study for the subject at KS3 and KS4</li> <li>• An understanding of Health and Safety regulations affecting the curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to enhance teaching and learning of ICT within the subject area</li> <li>• An understanding of education within a Multicultural/Multi-faith city</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• An enthusiastic and effective leader and manager</li> <li>• Ability to use and promote a wide range of teaching methodologies</li> <li>• Excellent communication and presentation skills</li> <li>• Competent user of ICT</li> <li>• Competent co-ordinator and motivator</li> <li>• Ability to plan and resource effective interventions to meet curricular objectives</li> <li>• Ability to assess the performance of others and respond appropriately</li> <li>• Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to coach, mentor and deliver training to staff</li> </ul>
<b>Commitments</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> </ul>	

	<ul style="list-style-type: none"><li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li><li>• Motivation to work with children and young people</li><li>• Active participation in Academy developments</li><li>• To leading extra-curricular activities/ educational visits/out-of-hours learning</li><li>• To innovative curriculum development and partnership with other schools and the wider community including business and industry links</li><li>• Have a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos.</li></ul>	
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