****

Information for the post of Teacher of Science

**Teacher of Science**

The school seeks to appoint an outstanding candidate and classroom practitioner with the drive, enthusiasm and vision to join a highly successful department, embracing the curriculum and extended curriculum provision at Wardle Academy.

Are you passionate about Science? Does your enthusiasm and drive lead to excellent student progress? Are you committed to further advancement in the profession and the development of self and others?

The science department is housed in the main school which was opened in January 2014, as part of the BSF programme in Rochdale. There are three teaching laboratory classrooms, four studio classrooms and a practical use Superlab. All classrooms have C-touch interactive whiteboards. The department has a double computer suite, which is timetabled to science and bookable on a booking system, enabling access to internet and software packages.

**The Subject Teachers**

Mr Kelly (Head of department)

Mrs Whatmough (Second in department)

Mrs Tarbuck

Mrs Wright

Mr Khan

Miss Le Crom

Miss Mills

Mrs Jordas

Mrs Kemp

Miss Warham

**Technicians**

Mrs Bennett (Senior)

Mr Mikolajewski

**In Year 7 and 8 the KS3 pupils study Activate Science (Kerboodle) 3 hours a week.**

**Biology**- Cells  
- Structure and function of body systems  
- Reproduction  
- Health and lifestyle  
- Ecosystem processes  
- Adaptation and inheritance

**Chemistry**- Particles and their behaviour  
- Elements, atoms and compounds  
- Reactions  
- Acids and alkalis  
- The periodic table  
- Separation techniques

- Metals and acids  
- The Earth

**Physics**- Forces  
- Sound  
- Light  
- Space  
- Electricity and magnetism  
- Energy

- Motion and Pressure

**In Year 9, 10 and 11 the pupils study Edexcel GCSE Combined Science (3 hours a week in Yr9; 5 in Yr10) or Edexcel GCSE Separate Science (7 hours a week – this commences in Yr10 following Option choices towards the end of Yr9)**

- Biology Units include ‘Cells and Control’, Health, Disease and the Development of Medicines’; and ‘Exchange and Transport in Animals’.

- Chemistry Units include ‘The Periodic Table’, ‘Acids and Alkalis’, and ‘Electrolytic Processes’.

- Physics Units include ‘Motion and Forces’, ‘Electricity and Circuits’; and ‘Radioactivity and Astronomy’

The successful post holder would have a full time timetable and have full access to a range of CPD opportunities and departmental and SLT support to ensure a successful career at Wardle Academy.



|  |  |
| --- | --- |
|  | **JOB DESCRIPTION** |
| **Academy:** | Wardle Academy |
| **Section:** | Teaching |
| **Location:** | Birch Road, Wardle, Rochdale, OL12 9RD |
| **Job Title:** | Teacher of Science |
| **Scale:** | MPS / UPS |
| **Accountable to:** | Headteacher  Head of Department (line manager) |
| **Accountable for:** | N/A |
| **Special Conditions of Service:** | All posts require enhanced DBS clearance prior to appointment.  Requirement to undertake First Aid Training and provide first aid cover as necessary. |

Wardle Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Organisational Chart:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Headteacher** | | | | | | | |
|  | | | |  | | | |
|  | | **Head of Department** | | | |  | |
|  | | | |  | | | |
|  | **Teacher** | | | | | |  |
|  | | | |  | | | |
|  | | |  | |  | | |

**PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Support the school’s responsibility to provide & monitor opportunities for personal & academic growth.

**Control of Resources**

**Personnel**

If appropriate, any staff as directed by the Headteacher.

**Financial**

N/A

**Equipment/Materials**

To be responsible for the safe use of equipment/materials used by self, colleagues and students accountable to the post holder.

**Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Wardle Trust.

**Equality and Diversity**

To work in accordance with Wardle Trust’s Policy relating to the promotion of Equality and Diversity.

**Training and Development**

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Wardle Trust’s Appraisal Framework.

**Relationships (not exhaustive)**

Headteacher

Senior Leadership Team

Colleagues

Associate Staff

Students

Parents

Visitors

External Agencies

**Values and Behaviours**

**A**CCOUNTABILITY - Aiming for excellence, taking responsibility and being answerable for actions.

**S**TRENGTH – Having the courage to take risks, be innovative and embrace change.

**P**ASSION – Enjoying an enthusiasm for learning and living.

**I**NTEGRITY – Knowing and doing what is right regardless of influence.

**R**ESPECT – Valuing and caring for the environment, self and others.

**E**NDURANCE – Maintaining efforts in order to maximise success.

Wardle Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

**TEACHING**

Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

Ensure that ICT, Literacy, Numeracy and Social, Moral, Spiritual and Cultural dimensions are reflected in the teaching/learning experience of students.

Undertake a designated programme of teaching.

Ensure a high quality learning experience for students which meets internal and external quality standards.

Prepare and update subject materials.

Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

Maintain discipline in accordance with the academy’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

Undertake assessment of students as requested by external examination bodies, departmental and academy procedures.

Mark, grade and give written/verbal and diagnostic feedback as required.

**STRATEGIC AND OPERATIONAL PLANNING**

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.

Contribute to the curriculum area and department’s development plan and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole academy’s planning activities.

**CURRICULUM PROVISION & DEVELOPMENT**

Assist the Head of Department to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives.

Participate in the organisation of ‘off timetable’ curriculum ‘Deep Learning’ days.

Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy’s mission and strategic objectives.

**STAFFING**

Take part in the academy’s staff development programme by participating in arrangements for further training and professional development.

Continue own professional development in the relevant areas including subject knowledge and teaching methods.

Engage actively in the appraisal review process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the academy.

**QUALITY ASSURANCE**

Help to implement school quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Review from time to time methods of teaching and programmes of work.

Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

**MANAGEMENT INFORMATION**

Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

Complete the relevant documentation to assist in the tracking of students.

Track student progress and use information to inform teaching and learning.

Participate in the school’s VIVO rewards programme.

**COMMUNICATIONS & LIAISON**

Communicate effectively with the parents of students as appropriate.

Where appropriate, communicate and co-operate with persons or bodies of external agencies.

Follow agreed policies for communications in the academy.

Take part in liaison activities such as parent’s evenings, review days and liaison events with partner academy’s.

Contribute to the development of effective subject links with external agencies.

**MANAGEMENT OF RESOURCES**

Contribute to the process of the ordering and allocation of equipment and materials.

Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.

Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.

**PASTORAL**

Be a Form Tutor to an assigned group of students.

Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

Liaise with a Pastoral Leader to ensure the implementation of the academy’s pastoral system.

Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.

Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

Contribute to the preparation of action plans and progress files and other reports.

Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Contribute to PSHCE and citizenship and enterprise according to academy policy.

Apply the behaviour management systems so that effective learning can take place.

**ACADEMY ETHOS**

Play a full part in the life of the academy community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.

Support the academy in meeting its legal requirements for worship.

Promote actively the academy’s corporate policies.

Comply with the academy’s health and safety policy and undertake risk assessments as appropriate.

**SECONDARY DUTIES**

1. To attend and participate in meetings as required

2. To participate in programmes of training as a trainee and when required as a trainer facilitator.

3. To undertake training to provide First Aid cover as required.

4. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

5. To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

Job Description Prepared by: \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

**Wardle Trust**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academy :** | **Wardle Academy** | **Post:** | **Teacher of Science** |
| **Section :** | **Teaching** | **Scale:** | **MPS / UPS** |

**Note to Applicants:**

***Essential Criteria*** **(E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The ‘*How Identified’* column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You can include examples from either paid, or voluntary work. Please do not leave gaps in any employment history.

**Wardle Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Criteria** | **Essential (E) or**  **Desirable (D)** | **How Identified:**  **AF Application Form**  **I Interview**  **A Assessment**  **C Certificate check** |
|  | **Qualifications** |  |  |
| 1 | Qualified Teacher Status | **E** | **AF, C** |
| 2 | Appropriate honour degree | **E** | **AF, C** |
|  | **Knowledge** |  |  |
| 1 | Good knowledge of subject | **E** | **AF, I** |
| 2 | Ability to teach subject up to GCSE | **E** | **AF, I** |
| 3 | Good knowledge of intervention strategies designed to raise attainment levels | **D** | **AF, I** |
| 4 | Good knowledge of strategies designed to increase pupils’ motivation to learn | **D** | **AF, I** |
| 5 | Good communication and inter-personal skills | **E** | **AF, I** |
|  | **Experience** |  |  |
| 1 | Ability to use ICT both as a classroom resource and a management tool | **E** | **AF, I** |
| 2 | Ability to establish good classroom management and discipline | **E** | **AF, I** |
| 3 | Identifiable record of raising standards of pupil attainment in your subject | **D** | **AF, I** |
| 4 | Ability to plan lessons in line with relevant schemes of work and exam syllabuses | **E** | **AF, I** |
| 5 | Experience of successful curriculum design and innovation leading to raised standards of achievement | **D** | **AF, I** |
|  | **Personal qualities/skills** |  |  |
| 1 | Ability to communicate effectively with staff and students | **E** | **AF, I** |
| 2 | Commitment to team work and the sharing of good practice | **E** | **AF, I** |
| 3 | Enthusiasm and enjoyment of teaching | **E** | **AF, I** |
| 4 | Appropriate appearance and presence | **E** | **AF, I** |
| 5 | Willing to take part in and lead extra-curricular activities | **E** | **AF, I** |
|  | **Values and Behaviours** |  |  |
| 1 | Approach the job at all times using the values and behaviours of the ASPIRE ethos:  **A**CCOUNTABILITY - Aiming for excellence, taking responsibility and being answerable for actions.  **S**TRENGTH – Having the courage to take risks, be innovative and embrace change.  **P**ASSION – Enjoying an enthusiasm for learning and living.  **I**NTEGRITY – Knowing and doing what is right regardless of influence.  **R**ESPECT – Valuing and caring for the environment, self and others.  **E**NDURANCE – Maintaining efforts in order to maximise success.  Please confirm you are willing to adhere to these values and behaviours. | **E** | **AF/I** |
|  | **Special Working Conditions** |  |  |
| 1 | Enhanced DBS clearance | **E** |  |
| 2 | Requirement to undertake First Aid Training and provide first aid cover as necessary. | **E** |  |