



Education, training, skills and employment services on one campus to raise standards in education for ALL

The Forest Academy



Head of Science Department

**Salary: MPS 1 – UPS 3 (Outer London values)
+ TLR 1B Allowance**

Required: January 2020

Closing date: 14th October 2019

Interviews: 16th October 2019

We are seeking to appoint a dynamic and inspirational Head of Science, who is ambitious and has a real passion for their subject. Must be able to teach across all key stages and can lead their own subject as well as leading the department by example.

Vision & Values

'Raise standards in education for all; we believe every young person deserves the best education possible.'

- *The Forest Academy (TFA) is a part of the Beacon Multi Academy Trust, along with Beal High School, North East London Teaching Alliance (NELTA) and Beacon Business Innovation Hub (BBIH). TFA and Beal sixth forms amalgamated in September 2018. TFA is an 11-16 mixed comprehensive school, located in the north east corner of Redbridge.*

Why choose TFA?

- *A small, caring and welcoming community school*
- *High expectations of all and where all students are entitled to consistent high quality learning experiences*
- *A committed and dedicated staff working hard to shape the lives of the young people who come to our school*
- *High quality CPD offer, through our partnerships with NELTA, Beal High School and other partnerships*
- *Beal High School sixth form is part co-located at TFA, thus the opportunity and expectation to teach KS5*

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

You will be subject to an enhanced DBS (Disclosure & Barring Service) check.

An application form can be found at www.beaconacademytrust.co.uk

Please forward your electronic applications to beasuccess@beaconacademytrust.co.uk

Please note we will not consider your application unless it is completed on the BMAT application form. If you have any queries regarding the job, please contact the HR Team. Please note the Trust reserves the right to close or extend this advert, therefore we would urge candidates to apply as soon as possible.

JOB DESCRIPTION: HEAD OF SCIENCE

Purpose of the post

To provide professional leadership and management for subjects in the department to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A Head of Department provides leadership and direction for all subjects in the department and ensure that it is managed and organised to meet the aims and objectives of the school and the subjects. While the Principal and trustees carry overall responsibility for school improvement, a Head of Department (HOD) has responsibility for securing high standards of teaching and learning in their subjects as well as playing a major role in the development of school policy and practice. Throughout their work a HOD ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

Professional knowledge and understanding

Subject leaders should have knowledge and understanding of:

- a. their school's aims, priorities, targets and action plans;
- b. the relationship of the subject to the curriculum as a whole;
- c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- d. the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- e. how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
- f. how to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- g. how to develop pupils' literacy, numeracy and information technology skills through the subject;
- h. how teaching the subject can promote pupils' spiritual, moral, social, cultural, mental and physical development;
- i. management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- j. how teaching the subject can help to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management;
- l. the role of school governance and how it can contribute to the work of the subject leader;
- m. the implications of information and guidance documents from LA, the DfE and other national bodies and associations.
- n. the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject;
- o. health and safety requirements, including where to obtain expert advice.

Strategic direction and development of a subject

Within the context of the school's aims and policies, subject leader's development and implement subject policies, plans, targets and practices.

They:

- i. develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- ii. create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- iii. establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- iv. use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- v. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, target and teaching methods;
- vi. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be take, timescales and criteria for success;
- vii. monitor the progress in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and Learning

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They:

- i. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- ii. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- iii. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- iv. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- v. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- vi. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- vii. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;

- viii. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ix. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- x. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- xi. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
- xii. establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- xiii. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Leading and managing staff

Efficient and effective development of staff and resources

Subject leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They:

- i. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- ii. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- iii. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- iv. ensure effective development of pupils; literacy, numeracy and information technology skills through the subject;
- v. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- vi. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- vii. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- viii. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ix. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- x. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and right of citizens;
- xi. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
- xii. establish and partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- xiii. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Other duties and responsibilities:

Undertake any other reasonable professional task as directed by the Principal / Senior Leadership Team

Head of Department: Person Specification

| | | Essential (E) Desirable (D) | Application (A) Interview (I) Reference (R) |
|--|--|--------------------------------|---|
| 1. | Qualified Teacher Status | E | A |
| 2. | Degree | E | A |
| 3. | Demonstrates successful practice as a teacher in a secondary school | E | A/I/R |
| Leadership skills, attributes and professional competence. Demonstrates the ability to: | | | |
| 4. | secure commitment to a clear aim and direction for the subject; | E | A/I/R |
| 5. | prioritise, plan and organise; | E | A/I/R |
| 6. | work as part of a team; | E | A/I |
| 7. | deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject; | E | A/I/R |
| 8. | acknowledge and utilise the experience, expertise and contribution of others; | E | A/I/R |
| 9. | set standards and provide a role model for pupils and other staff, in the teaching and learning of a subject; | E | A/I/R |
| 10. | devolve responsibilities and delegate tasks, as appropriate; | E | A/I/R |
| 11. | seek advice and support when necessary. | E | A/I/R |
| Subject leaders should have the professional competence and expertise to: | | | |
| 12. | command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject; | E | A/I/R |
| 13. | make informed use of research and inspection findings; | E | A/I/R |
| 14. | apply good practice to and from other subjects and areas. | E | A/I/R |
| Decision-making skills. Demonstrates the ability to: | | | |
| 15. | judge when to make decisions, when to consult with others, and when to defer to the Principal or senior leaders; | E | A/I/R |
| 16. | analyse, understand and interpret relevant information and data; | E | A/I/R |
| 17. | think creatively and imaginatively to anticipate and solve problems and identify opportunities; | E | A/I/R |
| Communication Skills. Demonstrates the ability to: | | | |
| 18. | communicate effectively, orally and in writing, with the Principal, other staff, pupils, parents, governors, external agencies and the wider community, including business and industry; | E | A/I/R |
| 19. | negotiate and consult effectively; | E | A/I/R |

| | | | |
|--|---|----------|--------------|
| 20. | ensure good communication with, and between, staff who teach and support the subject; | E | A/I/R |
| 21. | chair meetings effectively. | E | I |
| Self-management. Demonstrates the ability to: | | | |
| 22. | prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development; | E | A/I |
| 23. | achieve challenging professional goals; | E | A/I/R |
| 24. | take responsibility for their own professional development. | E | A/I |
| Attributes. Subject leaders draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including: | | | |
| 25. | personal impact and presence; | E | A/I/R |
| 26. | adaptability to changing circumstances and new ideas; | E | A/I/R |
| 27. | energy, vigour and perseverance; | E | A/I/R |
| 28. | self-confidence; | E | A/I/R |
| 29. | enthusiasm; | E | A/I/R |
| 30. | intellectual ability; | E | A/I/R |
| 31. | reliability and integrity; | E | A/I/R |
| 32. | commitment. | E | A/I/R |
| Commitments. Demonstrates the commitment to: | | | |
| 33. | Effective time management | E | A/I/R |
| 34. | Achieve challenging professional goals | E | A/I/R |
| 35. | Take responsibility for their own professional development | E | A/I/R |
| Success and Effect | | | |
| 36. | equal opportunities for all in the school community; | E | I |
| 37. | safeguarding and promoting the welfare of young people; | E | A/I/R |
| 38. | maintaining appropriate relationships and personal boundaries with children and young people; | E | I/R |
| 39. | a professional attitude to the use of authority and maintaining good behaviour. | E | I/R |