

# Job Description

<b>POST:</b>	Second in Charge of Science
<b>RESPONSIBLE TO:</b>	Principal, and Deputy Principal
<b>RESPONSIBLE FOR:</b>	Specified areas of Learning Area development
<b>GRADE:</b>	MPS 1 – 6/UPS 1 – 3
<b>KEY RELATIONSHIPS:</b>	Academy Leadership Team and Extended Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
<b>LOCATION:</b>	Oasis Academy Arena
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document.

## JOB PURPOSE:

Provide leadership for an area of the Academy, in consultation with the Principal, staff, parents and Academy Council, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DFE Teachers' Pay and Conditions document and those described in the Outcomes.

This job description should be read with the Main Scale Teacher job description.

## RESPONSIBILITIES:

1. To lead, manage and develop teaching and learning within the subject
2. To assist the Assistant Principal responsible for teaching and learning in providing leadership for and management of the subject.
3. To actively support and promote the vision, ethos and policies of the Academy.
4. To promote and safeguard the welfare of children you teach or come into contact with.

## OUTCOMES

### 1. Achievements and standards

- Set high expectations and stretching targets for your subject area which contribute significantly to Academy targets.
- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning.
- Evaluate student progress across the specified aspects of the learning area through the use of appropriate assessments and records and regular analysis of the data.

- Ensure that teachers within the learning area set, track, evaluate and report on individual student progress towards their targets.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students within the specified aspects.
- Ensure that teachers within the subject area mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
- Ensure that appropriate procedures are in place within your specified subject for the moderation teacher assessments to ensure reliability.
- Continuously monitor and evaluate the effectiveness of learning outcomes within your specified subject.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student
- Ability to analyse and evaluate performance data.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have a good knowledge and understanding of the assessment procedures.

## **2. Quality of Provision**

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- Construct, revise and develop schemes of work within your specified aspect with accompanying learning materials ensuring that they meet statutory and legal requirements and provide a range of teaching and learning methods that personalise the learning experience for students giving the equality of opportunity to make progress.
- Prepare students for examinations and assessments.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Subject Leaders within the Academy.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Ensure a culture of challenge and support where all students can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

## **3. Leadership and Management**

- Provide clear, cohesive leadership and direction in department and motivating teaching and support colleagues in developing innovative strategies to enhance the quality of learning, teaching and achievement
- Take the lead strategic oversight for specified areas of improvement and development.

- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Identify and applaud areas of success for individual teachers and the department.
- Hold every department member to account for the quality of their teaching and learning and outcomes.
- Contribute to the development and review of the Learning Area Improvement Plan, Self-Evaluation Form and the related documentation.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget.
- Take part in coaching and mentoring programmes to support colleagues and develop own practice.

#### ***Professional Standards - Attributes, Knowledge and Understanding***

- Act as a lead professional, setting a professional example to staff and students.
- Able to delegate and monitor the implementation of management tasks

#### **4. Personal Development and Well-Being (Every Child Matters)**

- Lead within your specified aspects the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support within the subject area.
- Ensures a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress within your specified aspects.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support the extended Academy programme including visits.
- Treat all members of the Academy community fairly, equitably and with respect to create and maintain the Academy ethos.

#### ***Professional Standards for Teachers – Attributes, Knowledge and Understanding***

- Have a commitment to choice and flexibility in learning to meet the needs of every student.

#### **5. Views of Learners, Parent/Carers and other Stakeholders**

- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Be the first line of contact for parents and carers concerns with regard to their child's performance and well-being within the subject.
- Ensure differentiation and personalisation of learning for all students.
- Be aware of the KS2 curriculum and the expected standards of progression and attainment

#### ***Professional Standards – Attributes, Knowledge and Understanding***

- Recognises and takes account to the richness and diversity of the Academy's community.
- Builds and maintains relationships with parents, carers and the community that enhances the education of all students.

## **6. Professional Development**

- Keep up to date with current research in school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide coaching and mentoring for less experienced colleagues.
- Participate in Performance Management in accordance with Academy policy.

### ***Professional Standards – Attributes, Knowledge and Understanding***

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Build a collaborative learning culture within the specified areas of responsibility.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

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.

## Second in Charge of Science

### Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Honours degree or equivalent</li> <li>Qualified Teacher Status</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Up to date CPD related to teaching and learning</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience</li> <li>Proven record of success in raising and maintaining high educational standards in Science</li> <li>Successful experience of teaching students of all abilities including SEN and Gifted and Talented</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of National Curriculum and examination requirements</li> <li>Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment</li> <li>Knowledge and experience of using ICT to develop teaching and learning</li> <li>Ability to use assessment data effectively to set targets and raise achievement</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Ability to provide appropriate challenge and support for students</li> </ul> <p>Good understanding of pedagogic approaches to cater for different learning styles and ensure that all students are engaged and make appropriate progress.</p> <ul style="list-style-type: none"> <li>Good knowledge of and understanding of strategies for promoting good relationships with students and effective behaviour management techniques and an ability to maintain good discipline</li> <li>Understanding of the practical application of Equal Opportunities in an Academy context</li> </ul>	

	Essential	Desirable
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to engage, motivate and support students and staff</li> <li>• Excellent interpersonal skills</li> <li>• Ability to lead and work as part of a team</li> <li>• Ability to use and act on own initiative</li> <li>• Ability to reflect</li> <li>• Ability to meet deadlines</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Emotional resilience in working in a range of challenging situations</li> <li>• Commitment to safeguarding children and young people</li> <li>• A willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li> </ul>	