



INTERNAL SCIENCE TLR 2A VACANCY LEAD TEACHER FOR BIOLOGY

**Role Information
(Starting September 2023)**





ROLE INFORMATION FOR (TLR 2A) LEAD TEACHER FOR BIOLOGY

Internal applications are invited for the above post. Please read the details for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you. Applications can be made using the “Quick Apply” link on the Staff, TES vacancies section of the school website. Please restrict your personal statement to no more than one side of typed A4.

You should detail your experience and reasons for applying within your application and answer the following questions. Please use the questions as headings in your application. Please note that applications which are not in this format may not be considered.

- Reasons for applying for the role.
- What do you see as the key area for development within the Science faculty over the next year and what do you could contribute in this role specifically.

The closing date for applications is 9am Wednesday 17 May 2023.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services

PERSON SPECIFICATION FOR THE POST OF LEAD TEACHER FOR BIOLOGY (TLR 2A)

All points listed below should be seen as essential for the post except those <i>asterisked</i> which are desirable but not essential	How tested/ evidence
Qualifications <ul style="list-style-type: none"> • QTS • <i>Ability</i> to teach across the full 11-18 age and ability range • <i>A degree (2.2 or above) or equivalent</i> • <i>*Further degree, additional qualification</i> • <i>*Appropriate in-service training / CPD according to experience</i> Previous Experience <ul style="list-style-type: none"> • A track record of success in learning and teaching across key stages 3 to • Involvement in the monitoring of progress and attainment at student and class level • Experience in developing learning and teaching in an inclusive environment. 	<p>A</p> <p>A / R / I</p>

<ul style="list-style-type: none"> • Experience in monitoring and developing the academic and personal progress of individual students as a tutor • Successful Post 16 experience • Involvement in curriculum initiatives and extra curricular developments <p>Professional Competence</p> <ul style="list-style-type: none"> • Ability to teach second Science subject to GCSE • Knowledge and understanding of current Teaching and Learning issues. • Ability to express a vision for subject development. • Excellent ICT skills and an awareness of its potential. • Ability to articulate characteristics of effective teaching and learning with evidence of good practice. • Ability to manage student behaviour effectively and support colleagues by promoting Behaviour for Learning strategies and following the school's Behaviour Policy. • Knowledge and understanding of Assessment for Learning and its contribution to learning and progression. • Able to use student data to raise standards. • Knowledge of strategies related to key issues in education eg gender issues, equal opportunities, SEN. • Ability to provide support, advice and guidance to colleagues on improving learning. • Ability to assist in leading a team and to work as part of several different teams, as well as being able to work independently. • Ability to communicate with students and parents orally and in writing. <p>Personal Qualities</p> <ul style="list-style-type: none"> • Commitment to an ethos of high standards, personal fulfilment and academic success. • A capacity to inspire through a love of teaching. • Energy, stamina and determination. • Ability to be a team player. • A commitment to the safeguarding and welfare of children. • *Commitment to the school's equal opportunities policy. • *Developments beyond what is required. • *Self confidence, personal impact and presence. • Eager to acquire further skills and career enhancement <p>Leadership and Management Skills</p> <ul style="list-style-type: none"> • Ability to develop positive interpersonal relationships across the school and provide appropriate support to staff. • Ability to plan time effectively and meet deadlines. • Ability to motivate staff and set high standards • Understanding of health and safety issues. • Experience of managing or coordinating a team of staff. • Awareness of whole school issues • Understanding of accountability. 	<p>A / I / R</p> <p>I / R</p> <p>A/I/R</p> <p>A/I/R</p>
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<ul style="list-style-type: none"> • Experience of managing or coordinating a team of staff. 	
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Code: A - Application R - Reference I – Interview

JOB DESCRIPTION FOR THE POST OF LEAD TEACHER FOR BIOLOGY (TLR 2A)

Title of post: Science teacher TLR2A – Lead Teacher for Biology

Relationships:

- Responsible to Head of Science/ Head of Year.
- Works in conjunction with Faculties and Support Staff.

Purpose of post:

- To promote the best possible education for **all** learners.
- To manage the delivery of and resources for an area of the science curriculum. (Biology Y7-Y13)

Key tasks:

(in conjunction with the general teacher/tutor role description)

Note: 'task' implies a substantial use of time.

- Teaching
- Joint resourcing of the Faculty.
- Tutoring and contributing to PHSE.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.

Responsibilities:

- Have a good knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment.
- Identify students within vulnerable groups who have special educational needs, assist Head of Faculty in providing an appropriate diet for them; know where to get help in order to give positive and targeted support.
- Ensure effective teaching of whole classes, groups and individuals so that learning objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Assess how well learning objectives have been achieved and use this to inform future teaching.



- Mark and monitor students' class and home work in line with the Science Faculty and Whole School Assessment Policy. Provide constructive, oral and written feedback and set targets for students' progress.
- Pastoral care of a tutor group.
- Registration of students in accordance with legal and school requirements.
- Reporting regularly and occasionally as circumstances may require.
- The care and best use of pastoral areas.
- Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- Taking responsibility for her/his personal professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- Establishing effective working relationships with colleagues and associate staff.

Other responsibilities:

The post-holder will also have experience of:-

- Staff deployment in conjunction with the Head of Faculty and Senior Management person in charge of timetabling.
- Cooperating with TLR holders to ensure that lessons linked to subject specialism are relevant, use key ideas and incorporate best practical ideas and resources.
- Coordinate and manage the delivery of resources for their specialism, including; worksheets, mock papers, past papers, revision materials and equipment requirements.
- Liaise with non -specialist staff to support them in the teaching of lessons in the role holder's specialism.
- Develop and monitor schedules for the teaching of their specialism subject.
- Monitor and analyse the performance of students in the role holder's specialist subject to enable focused intervention and or changes to the way the subject is delivered.
- Staff development and the planning of Science INSET.
- Evaluation and monitoring of the work of the faculty.
- Liaison with support staff.
- The appointment process of the school.
- Supporting the Head of Faculty in advising on appropriate teaching and learning styles, in ensuring progression, on using data to clarify expectations of individual students.
- Appraising colleagues as and when required by the school policy on Performance Management.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.