



## Job description

All job descriptions define the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

|                  |                                                          |
|------------------|----------------------------------------------------------|
| JOB TITLE:       | Assistant Head of Science                                |
| SALARY CODE:     | TLR 2B                                                   |
| RESPONSIBLE TO:  | Head of Faculty                                          |
| RESPONSIBLE FOR: | Teaching staff and other personnel within the faculty    |
| RESPONSIBILITY:  | Raising achievement of students allocated to the faculty |

All TLR job descriptions define the responsibilities of the post holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD).
- To fulfil expectations of teachers with TLRs as outlined in the current School Teachers' Pay & Conditions Document (STPCD).
- To comply with Health and Safety at Work Legislation.

### POST RESPONSIBILITIES

- Leading teaching, learning and assessment at either KS3, 4 or 5
- Tracking and monitoring student progress (including behaviour for learning) at either KS3, 4 or 5 and addressing any identified underperformance
- Training, supporting and mentoring staff
- Deputising for the Head of Faculty (where necessary)

### TEACHING AND LEARNING

- Ensure effective learning for all students through excellent teaching and delivery of well-planned and organised lessons across key stages.
- Assess, record and report on the development, progress and attainment of students.
- Use appropriate strategies to ensure outstanding student progress and well-being.
- Monitor the setting and marking of challenging class and homework according to academy policy.
- Support the development of teaching materials and courses of study, including use of ICT study.
- Participate in arrangements for preparing students for public examinations.
- Liaise with parents and support staff to ensure excellent attainment.
- Support extended intervention/enrichment activities to enhance students' learning experience.
- Support the management of student behaviour across the faculty and around the academy.
- Maintain an organised and well-presented learning environment for students.
- Be responsible for leading relevant and appropriate curriculum.
- Be responsible for the development and selection of suitably differentiated materials.



- Be an effective form tutor/year group intervention tutor.

## ASSESSMENT AND MAKING USE OF DATA TO TRACK STUDENT PROGRESS

- Devise and implement assessment, monitoring and evaluation procedures consistent with academy policy, including setting appropriate targets for students.
- Make use of baseline and performance data to set student targets, monitor student progress and attainment and identify intervention strategies across the subject.
- Oversee reporting to parents on student achievement in the given subject/faculty.

## LEADERSHIP

- Lead teachers and other professionals in meeting the learning needs of students in the curriculum area.
- Provide knowledgeable and innovative leadership of teaching and the curriculum.
- Maintain a clear vision, purpose and high expectations of staff and students.
- Implement strategic planning for the faculty coordinated with the Academy Improvement Plan and Faculty Action Plan.
- Lead on self-evaluation and appraisal for the department/faculty.
- Promote effective teamwork and motivate staff.
- Play an active role in supporting good practice and quality assurance.
- Be involved in recruitment, induction, guidance, advice and preparation of references for staff.

## MANAGEMENT

- Be responsible for the day to day management of the subject area and its staff.
- Implement the Academy Behaviour for Learning policy and assist in the Senior Staff On Duty System (SSOD).
- Provide information regarding the timetabling of staff and allocation of teaching groups.
- Manage the available resources of space, staff, money and equipment efficiently.
- Make appropriate arrangements for classes when staff are absent.
- Implement academy policies and procedures, i.e. Health and Safety, Child Protection and Promoting Equality and undertake relevant risk assessments where necessary.
- Be responsible for the development of relevant policies/subject handbook.

## ACCOUNTABILITY AND MONITORING

- Be accountable for student progress and development within the subject area and the planning and implementation of the faculty improvement plan.
- Be responsible for all aspects of internal and external examinations in the faculty/subject.
- Monitor departmental/ faculty achievement, individual teacher performance and learning experience of students.
- Ensure effective communication with parents, governors and other stakeholders.



### COACHING, MENTORING AND ENHANCING THE PROFESSIONAL DEVELOPMENT OF OTHERS

- Develop and enhance the teaching practice of others through mentoring, coaching and professional development inquiry.
- Undertake regular lesson observations, scrutiny of students' work and monitoring of colleagues' performance.
- Participate in your own professional development.

### ACADEMY ETHOS

- Play a full part in the life of the academy community and support its vision
- Actively support the academy's corporate policies and aspirations.
- Adhere to the staff professional code of conduct.

Please note: Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The teaching/ contact time associated with this post is 20 hours out of a possible 26 one hour lessons.

#### ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:



# Person specification

| QUALIFICATIONS                                                        | ESSENTIAL | DESIRABLE |
|-----------------------------------------------------------------------|-----------|-----------|
| Degree or equivalent in the relevant subject(s)                       | ✓         |           |
| Qualified teacher status.                                             | ✓         |           |
| Recent and relevant professional development.                         | ✓         |           |
| Higher degree or other professional qualification in a relevant area. |           | ✓         |

| EXPERIENCE                                                                                                    | ESSENTIAL | DESIRABLE |
|---------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Teaching that is good or better which impacts positively on student progress.                                 | ✓         |           |
| A broad knowledge of relevant curriculum / assessment areas at different key stages (3- 5)                    | ✓         |           |
| Experience of the use of data tracking and target setting to raise attainment and identify under performance. |           | ✓         |
| Experience of team leadership and team building.                                                              |           | ✓         |
| Direct experience of managing a budget and resources.                                                         |           | ✓         |

| KNOWLEDGE AND SKILLS                                                                                                                                         | ESSENTIAL | DESIRABLE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| An understanding and appreciation of the value of interesting and stimulating display.                                                                       | ✓         |           |
| Ability to reflect on own and student performance in lessons and adapt practice accordingly.                                                                 | ✓         |           |
| Ability to select and devise appropriate teaching methods and resources.                                                                                     | ✓         |           |
| Effective planning, assessment and record keeping.                                                                                                           | ✓         |           |
| Ability to develop and maintain positive relationships with all stakeholders.                                                                                | ✓         |           |
| Effective classroom management and efficient organisation of resources.                                                                                      | ✓         |           |
| Effective use of IT.                                                                                                                                         | ✓         |           |
| Understanding of the importance of professionalism and confidentiality.                                                                                      | ✓         |           |
| An understanding of the principles of management and leadership with an ability to engage others and ability/ potential to lead a team to achieve its goals. | ✓         |           |
| An understanding of action planning and self-evaluation.                                                                                                     | ✓         |           |

| PERSONAL QUALITIES AND ATTRIBUTES                                                                            | ESSENTIAL | DESIRABLE |
|--------------------------------------------------------------------------------------------------------------|-----------|-----------|
| A commitment to girls' education, the academy's vision and ethos, equal opportunities policy and practice.   | ✓         |           |
| A commitment to, and understanding of the wider aspects of student development including tutoring and PSHCE. | ✓         |           |
| A willingness to initiate and participate in both cross curricular and extra curricular activities.          | ✓         |           |
| Flexible, able to work under pressure and meet deadlines.                                                    | ✓         |           |
| A reflective practitioner who responds to change positively.                                                 | ✓         |           |
| A commitment to being a role model for staff and students.                                                   | ✓         |           |
| Has the potential for further promotion and a commitment to career development.                              |           | ✓         |