



Our Motto is “The Pursuit of Excellence”

Lead Practitioner in Science	
Job Description	
Wootton Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Job Description:	At the heart of a successful college/school is the provision of high-quality teaching, the effective use of resources, improving standards of achievement for all students, and the promotion of students’ personal development and well-being. A subject teacher plays a key part in this provision by a commitment to the college’s/school’s ethos, by working effectively in subject and pastoral teams, and by delivering high standards of teaching and learning and personal care. In this way, s/he assists the school in reaching its targets and objectives.
Job Purpose:	To promote outstanding classroom practice to enable learners across Wootton Academy Trust to achieve excellent results and making at least good progress.
Job Title:	Lead Practitioner in Science
Location:	Wootton Upper School and Kimberley 16-19 STEM College
Reporting Line:	Head of Science and Assistant Head [Teaching and Learning]
Working Time and Conditions:	These will be as specified in the latest School Teachers Pay and Conditions Document. The post holder will continue to meet, maintain, and build upon, as appropriate: <ul style="list-style-type: none"> - the National Standards for QTS as laid down by the Training and Development Agency, relating to a) Professional values and practice b) Teaching c) Knowledge and understanding; - the Induction Standards; and - the Threshold Standards (Please see www.tda.gov.uk).
Principal Accountabilities/ Responsibilities	To assist the Head of Science in raising standards of teaching and learning in all key stages in the department by: <ol style="list-style-type: none"> 1) Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities. 2) Leading, inspiring and motivating colleagues in Science and in the Trust developing their teaching and learning. 3) Identifying and addressing areas for improvement in teaching and learning.

Supporting the development of Department staff to meet the challenge of any future changes to the curriculum:

- 4) Securing outstanding outcomes for all learners as a result of good and increasingly outstanding teaching.
- 5) Providing inspirational, innovative and motivational leadership of the improvement of teaching to enable all learners and staff to achieve their highest potential.
- 6) Establishing a culture that promotes excellence, equality and high expectations for all learners.
- 7) Carrying out the day to day duties of a classroom teacher on an exemplary basis in line with the School Teachers Pay and Conditions Document and Teachers Standards.

Teaching:

When directed by the Head of Science or Assistant Headteacher, support the monitoring and evaluation of the quality of teaching within the Department and contribute to the improvement of teaching by:

- 8) Developing a high-quality ethos of learning amongst learners based on high expectations and a shared vision.
- 9) Leading and developing innovation in teaching and learning, embedding this across the Department and the Trust.
- 10) Developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning.
- 11) Delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues.
- 12) Acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice.
- 13) Personalising planning and teaching to ensure the achievement of all learners including those with SEND and Pupil Premium and other key groups.
- 14) Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning.
- 15) Supporting underperforming colleagues to improve and develop good practice
- 16) Taking part in demonstration and “model” lessons to support colleague professional development.
- 17) Observing and making accurate judgements of lessons, providing appropriate and effective feedback.
- 18) Systematically monitor and evaluate the quality of learning within the Department area and lead quality of learning improvement initiatives by:
 - i. overseeing and monitoring the quality of planning and the use of planning time in the department;
 - ii. overseeing and monitoring the quality of teacher marking and feedback;
 - iii. ensuring the development and implementation of appropriate schemes of work and assessment; and
 - iv. sampling pupils’ books and students’ folders work to ensure quality control.

Health, safety and discipline:

- 19) Promote the safety and well-being of learners.
- 20) Maintain good order and discipline among learners.

Leadership and Management:

As directed by the Head of Science provide dynamic and inspirational leadership in the Department and lead the development and implementation of key curriculum, and Department initiatives by:

- 21) Enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success.
- 22) Assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Department.
- 23) Contributing to the creation and implementation of the Department *Local Area Improvement Plan*.
- 24) Planning and preparing courses and lessons.
- 25) Taking a lead role, working closely with other senior leaders in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and Trust wide improvement.
- 26) Analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Head of Science.
- 27) Using local and national data and other information in order to provide:
 - i. a comparative baseline for evaluating learners' progress and attainment;
 - ii. a means of judging the effectiveness of teaching; and
 - iii. a basis for improving teaching and learning.
- 28) taking a lead role in improving the effectiveness of assessment practice in the Department in evaluating the effectiveness of teaching and learning.
- 29) researching and evaluating innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- 30) supporting the KS5 Biology, Chemistry and Physics Coordinators in the development of post-16 courses in the department and across school in liaison with external organisations.
- 31) supporting the Connolly Foundation Co-ordinator and the Arkwright Scholarship Co-ordinator in ensuring that learners make expected levels of progress.

Communication:

- 32) Communicate with learners, external agencies, parents and carers.

Working with colleagues and other relevant professionals:

- 33) To be responsible for fostering positive relationships across the school and college.
- 34) To help maintain and develop effective communications and links with parents to provide positive responses to concerns and problems.
- 35) To develop and maintain positive links and relationships with the community and all external agencies.
- 36) To monitor the standards of behaviour and achievement and intervene and support as necessary.
- 37) To be able to create a positive working environment, which enables staff to develop whilst challenging and supporting each other.
- 38) To mentor and coach Teachers within the Science team.
- 39) To foster an environment with high expectation for all.

Our values: The post holder will be expected to operate in line with our core values which are:

- Aspiration for All
- Belief in Ourselves
- Opportunities for All

Other clauses:

- 1) The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
- 2) This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 3) The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- 4) This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Executive Principal
- 5) This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
- 6) Promote British Values, including tolerance; being vigilant and challenging extremist views expressed by visitors, pupils or anybody else at Wootton Upper School and away from the school, on school trips and visits.
- 7) Maintain confidentiality at all times in respect of Trust related matters and to prevent disclosure of confidential and sensitive information.
- 8) To be responsible for following health and safety requirements in line with Trust policy and procedures.
- 9) Undertake further training as required for your areas of responsibility.
- 10) Undertake any other duties of a similar level and responsibility as may be required.

Safeguarding:

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment.

- 11) A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Other Specific Duties:

To undertake any other duty as specified by the STPCD not mentioned in the above.
To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you may be changed by the Executive Principal to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.



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Lead Practitioner in Science Person Specification		
	Essential Criteria	Desirable Criteria
Qualifications	<p>Qualified Teacher Status.</p> <p>Graduate in a Science Subject.</p>	<p>Relevant postgraduate qualification [Masters in Education/NPQML etc.].</p>
Experience	<p>An outstanding subject teacher.</p> <p>Successful experience of teaching GCSE and A level in one or more science disciplines.</p> <p>A track record of students achieving high levels of progress.</p> <p>Experience of observing and making accurate judgements of learning, providing appropriate and effective feedback.</p> <p>Leadership of learning improvement initiatives.</p> <p>Contributing to the development of Science Department Schemes of Learning.</p>	<p>Delivering and reviewing support programmes, CPD and intervention to improve teaching and learning.</p> <p>Mentoring/coaching teachers that improves teaching and learning and support professional development of colleagues.</p> <p>Delivering high quality Science CPD.</p> <p>Developing science policies and procedures which led to higher achievement through effective teaching and learning.</p>
Knowledge & Skills	<p>Excellent subject knowledge.</p> <p>Strong ICT skills with a clear understanding of the potential for ICT to transform learning.</p> <p>Able to be highly evaluative of your own work and that of other colleagues and to identify effective strategies to secure improvements.</p> <p>Able to analyse national, local and school data, research and inspection findings to inform Department policies and practices.</p> <p>Knowledge of assessment practices and using it to evaluate the effectiveness of teaching and learning.</p> <p>Knowledge of innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues.</p>	<p>Knowledge of Ofsted framework.</p>

	<p>Excellent interpersonal, communication and behavioural management skills.</p> <p>Excellent organisational skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.</p>	
<p>Personal competencies and qualities</p>	<p>Personable able to gain the confidence of others, with the ability to create a positive rapport with students and a safe environment where they can flourish.</p> <p>Possess a positive attitude and approach to change and development.</p> <p>Flexible to meet the needs of Wootton Academy Trust.</p> <p>Commitment to continuous professional development.</p>	<p>Willingness to contribute to extra-curricular activities.</p>