

Science Teacher
Job Description

I. Job Information

Job Title: Senior School Science Teacher

Department: Science

Line Manager's Job Title: Head of Science

II. Job Specification

Role Description:

Working with the Head of Department and for the Head of Senior School in maintaining high academic standards within their subject area. To ensure that students are supported in their learning journey through Senior School and set the highest aspirations for their students' achievement and development, both in the classroom and through the many extra-curricular activities on offer.

Key areas of accountability	Main duties & responsibilities
1. General	● Actively promote and develop the ethos of the school. ● Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality, and attendance. ● Actively establish good relations with parents and visitors to the school. ● Support and attend all major school events. ● Maintain a teaching load appropriate to the position, including the participation of Leadership in Action activities if appropriate, and as agreed with the Head of Senior School. ● Take a fair and appropriate share of duties. ● Participate fully in House activities. ● Participate in Visits and Expeditions as required. ● Work closely with the Academic leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process ● Representing the school at official functions as and when requested by the Headmaster.

	● Proactively manage the transition between Lower and Senior Schools for both students and parents. ● Teaching load as required and specified by the Head of Senior School. ● Contribute to the development of the overall Haileybury vision and ensure that students, staff and parents all understand and subscribe to that vision. ● Help to build and positively develop the profile of the Science Department and STEAM.
2. Curriculum	● Possess a functional familiarity with the relationship between the UK National Curriculum guidelines, STEAM initiatives, IB and other International educational philosophies. Haileybury Astana Units of Work, lesson plans and evaluation for the particular year groups/subjects taught. ● Creating an environment where students feel comfortable asking questions and voicing concerns. ● Have a vested interest in developing a holistic STEAM curriculum and deliver creative and engaging lessons. ● Keep up to date with curriculum developments through reading and CPD opportunities. ● Design, develop, and deliver quality lesson plans and curricula. ● Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to their needs and skill-levels. ● Maintain up to date knowledge of Laboratory protocol in line with CLEAPPS guidelines and follow this in the classroom. ● Organise the set-up demonstrations and assisting and supervising students while they conduct experiments safely. Following CLEAPPS guidelines. ● Draw up suitable assessments and deliver helpful feedback to students, parents, and other teachers. ● Prepare students for and administer summative assessment programmes including both school-based and externally examined assessments. ● Maintain consistency with internal and relevant external marking schedules and moderation procedures. ● Maintain honest, legible, verifiable, accurate, comprehensive, defendable, and fair records of formative and summative assessment results. ● Write reports on student performance for internal and external use as required. ● Participate in Junior School Science activities and events to encourage learning throughout the school.
3. Welfare and Discipline	● Monitor the work of class/form students, providing guidance, advice and admonishment. ● Write and maintain relevant records for individual student files and write reports. ● Lead Personal Development (PD) tutorial sessions. ● Communicate and consult with parents. ● Participate in, and document, meetings for any of the purposes above. ● Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities. ● Follow Haileybury Astana policies with regard to the health and safety of students both on and off the school premises when students are under the school's jurisdiction. ● Take a pastoral interest in students in curriculum and extracurricular activities and around the school environs so that they feel noticed, valued and cared for. ● Lead a form as their pastoral tutor, deliver PSHCE lessons and report on the students pastoral development and wellbeing.

4. Co-Curricular activities	● Supervise and coach pupils in the after school Co-Curricular Activities (CCA) programme and the extra-curricular sports and performing arts programmes. ● Work with and support the relevant Olympiad teachers. ● Organise the logistics associated with these programmes as they relate to transport and accommodation.
5. Professional Development	● Participate in the annual Professional Performance Review. ● Participate in school-wide CPD initiatives. ● Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications. ● Seek advice from line managers with regard to professional development and career paths. ● Take full responsibility for areas that may be reviewed in a full school audit.
6. Collegiality	● Work professionally and collaboratively with our laboratory technician to maintain safety in the laboratories and continue the growth of our practical work portfolio. ● Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. ● Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists. ● Supervise students during non-period time as determined by the duty rota. ● Supervise classes on behalf of colleagues as determined by the cover schedule. ● Behave at all times in a manner befitting a role model for the students of the school and in a manner that brings only respect to colleagues and the reputation of Haileybury Astana.
7. Child protection, Safeguarding and Health & Safety	● Everyone who works at Haileybury Astana has the responsibility for promoting the safeguarding and welfare of children. ● Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; ● Maintain good order and discipline among the pupils and safeguard their health and safety, both when they are on the school premises and when they are engaged in authorized school activities elsewhere; ● Be aware of school policy and procedures regarding Child Protection and Safeguarding, and attend relevant training as required. ● Report all causes for concern to the Designated Senior Lead; ● Establish classroom, lab, and field trip rules and regulations and ensure that all students understand what is expected of them. ● Understand, follow and be able to provide clear and essential risk assessments in line with CLEAPPS.

III. Relationships

IV. Key Relationships:

Internal

- Head of Department
- Laboratory Technician
- Department Teachers
- Class/ Specialist Teachers
- Assistant Teachers
- Administration Team
- Pupils

External

- Parents

V. Person Specification

	Essential	Desirable
Behaviours	• The ability to answer sensitive questions and create an environment where everyone's opinions are respected. • A passion for science and a commitment to continuing education. • Be a role model for Haileybury Astana staff Code of Conduct. • Be highly motivated, ambitious and collaborative. • Be dedicated, have patience, and the ability to remain calm in tense situations. • Have high levels of honesty and integrity in aspects of their role. • Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them. • Committed to safeguarding and to promoting the welfare of children and young people. • Ensure a secure, stimulating and well managed learning environment that promotes a sense of safety, support and wellbeing • Have high expectations with regards to safety in the laboratory.	• Have an appreciation of their own culture as well as openness to the perspectives and beliefs of people from different countries, cultures, religions and languages. • Recognise the importance of developing our pupils to be ethical global citizens
Skills and Knowledge	• Demonstrate skills, which leads to improvement of attainment and success within the school. • Possess the skills and capability to teach curriculum from KS3 to KS5. • Have excellent organisational skills • Demonstrates the ability to manage change and work under pressure within those changing circumstances. Has excellent communication skills along with the ability to listen and understand. • Demonstrates good coaching skills within a team environment. • Has the ability to contribute to the positive	• Show evidence of establishing clear goals and objectives for pupils which led to significant improvements in achievement across the subject • Practical experience with MS Office, Google Classroom, and other software.

	management of student behaviour. ● Has the ability to inspire both adults and young pupils. ● Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people	
Experience	● Successful experience in working with pupils in the age group you are teaching ● Demonstrated experience in inspiring pupils in a stimulating learning ● environment ● Demonstrated experience of using ICT to promote learning ● Ability to analyse student data to support student achievement ● Demonstrated experience in raising achievement and setting challenging targets ● Strong commitment to supporting all aspects of our programme, especially through participating actively in the extra-curricular activities and contributing to the life of the school community	● Experience in teaching EAL pupils ● Experience delivering at IGCSE and IBDP Level ● Previous experience in an international school and familiarity with British education system ● Minimum 3 years' experience in teaching the subject ● Experience of developing and delivering a STEAM curriculum.
Qualifications	● Graduate qualified teacher ● Bachelor's degree in relevant subject area	● Master's degree an advantage