

SCIENCE TEACHER - BIOLOGY

JOB DESCRIPTION

Primary Objective of Role

To teach students within the school to reach their full potential, within the philosophy of High-Performance Learning, and to carry out such other associated duties as are reasonably assigned by the Head of Secondary and the Head of Faculty.

Accountability and Responsibilities

Safeguarding and promoting the welfare of students

- Incorporate the school's vision, mission and core values into normal working practice.
- Be responsible for safeguarding and promoting the welfare of all students that the Teacher comes into contact with.
- Promote, through motivating, challenging and supporting, a purposeful, disciplined, reflective, and thriving High Performance Learning environment within the Faculty staff which aims to raise student expectations and self esteem
- Promote equality and enable the educational and social inclusion of all students
- Exhibit genuine passion and belief in the potential of every student
- Be aware of and have a commitment to equal opportunities for all
- Demonstrate warmth, humour and total commitment to young people
- Participate in the admission process of prospective pupils, when necessary
- Encourage student voice to promote the Vision, Mission and Core Values of Doha College
- Follow the reporting procedure contained in the Child Protection Policy with regards to raising concerns about the welfare of any student.
- Act in accordance at all times within the school's policies and procedures, including but not limited to, the Standards of Conduct Policy, Health, Safety, Security and Environment Policy and the Human Resources Policy Manual.
- Ensure that the School Nurse is made aware of any medical problems a student may have.

Teaching and Learning

- Incorporate High Performance Learning into teaching practice and structure lessons in a way that allows our learners to reach high levels of educational performance.
- Plan, prepare and deliver the lessons and sequences of lessons the teacher is assigned to teach within the context of the school's plans, curriculum and schemes of work.



- Assess, monitor, record and report on the learning needs, progress and achievements of the students within the classes the Teacher is assigned to teach.
- Participate in arrangements for preparing pupils for internal and external examinations.
- Provide opportunities for independent learning.
- Provide opportunities for practical work, investigation and research.
- Make provision for students of differing ability in all subjects.
- Create a stimulating class environment which promotes effective teaching and learning and of which students can feel ownership.
- Provide opportunities for the use of digital technology within the curriculum.
- Ensure that all classroom practice is in accordance with school policy and procedure.
- Monitor the progress of students by on-going assessment and record keeping.
- Use a range of teaching methods and resources to enhance the learning experience for all students.
- Ensure quality teaching for students with additional learning needs, formulate and use IEPs where necessary.

Classroom Management

- Maintain a well-managed classroom with a good work ethos and good working relationships.
- Create a culture of achievement where students wish to do their best and are rewarded for doing so.
- Handle unsatisfactory behaviour effectively as per school policy and procedures.

Management and Deployment of Resources

- Ensure classroom resources are organised and tidy.
- Allocate classroom space and time efficiently.
- Ensure adequate time is given to preparation, marking and displays.
- Control and oversee the use and storage of books and other teaching resources provided for class usage.
- Provide support and guidance to Lab Technicians, where necessary, to aid in the effective preparation of materials for practical activities.

Communication

- Meet with the Head of Department and colleagues as necessary to discuss individual students and their progress.
- Monitor and report to parents on the progress of students within the allocated classes.
- Discuss IEP targets with Learning Support and parents.
- Attend parent's evenings or meetings throughout the year as required.
- Assess pupil achievements and progress in accordance with the agreed arrangements.
- Mark class attendance registers.

Professional Development

- Maintain up to date subject knowledge.
- Self-evaluate and review teaching methods, materials and schemes of work.
- Participate in the school's Performance Development Review process and be involved in opportunities for Continued Professional Development, including attending inset.



Additional responsibilities

- Any other duties required by the Head of Faculty or the Head of Secondary, which is in the scope of the post.
- To be the first point of contact, as a form tutor, for students each morning, providing general pastoral care, guidance and support for students, and deliver the tutor-program during this time
- Undertake at least one extra-curricular activity for a minimum of one-hour-long session per week throughout the academic year or more if necessary, e.g. P.E. or music.
- Participate in the break duty rota, as assigned by the Deputy Head - Pastoral.
- Undertake cover duties for colleagues as assigned by the Deputy Head - Academic.
- Act with professional integrity at all times, notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to their work
- Work as part of a team, submitting draft proposals and documents for further development by the Leadership Group, and accepting and supporting final decisions agreed by the Leadership Group
- Express their views openly and honestly, but work to the majority decision or the final decision of the Leadership Group and avoid the 'them and us' culture
- Attend weekly staff meetings and contribute to meetings, discussions and committees/groups necessary to coordinate the work of the school as a whole.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Actively participate in school activities such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures.

Teaching staff are expected to work flexibly to enable the effective discharge of their professional duties, including in particular planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned students.

Safeguarding

Doha College is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening, including reference checks with previous employers and a criminal records check. Teaching staff will also be subject to a Barred List and Prohibition from Teaching Check.

PERSON SPECIFICATION

Key Requirements

Qualifications

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| • Qualified Teacher Status or Equivalent | Essential |
| • Degree and/or relevant qualifications | Essential |
| • G.C.S.E. grade C or above (or equivalent) in English and Maths | Desirable |
| • Evidence of recent professional development | Desirable |



Experience

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| • Relevant professional experience teaching the National Curriculum for England, and Biology to GCSE and A level, or equivalent | Essential |
| • An experienced practitioner with the ability to achieve outstanding standards in subject knowledge and application, use and range of teaching methods including ICT resource, classroom management, differentiation and assessment for learning | Essential |
| • Experience of planning, delivering, monitoring and evaluating lessons and learning as part of a school curriculum | Essential |
| • Some experience working with pupils with additional learning needs | Desirable |

Skills, Knowledge and Abilities

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| • A good understanding of the KS3, KS4 and KS5 curriculum | Essential |
| • A good understanding of the principles of child development and learning processes and in particular barriers to learning | Essential |
| • Proficiency in the use of ICT and the software programs used in schools and an understanding of how ICT can be used effectively to motivate children to learn | Desirable |
| • Ability to create a fun, challenging and effective learning environment | Essential |
| • Effective communication skills | Essential |
| • Highly organised and calm under pressure | Essential |
| • Sensitive, caring and responsive to the needs of young people | Essential |
| • Ability to work constructively as part of a team | Essential |

