**COTHAM SCIENCE DEPARTMENT**

The Science department at Cotham School aims to inspire and excite young people to become scientifically literate and technically competent through a varied, hands-on study of the natural world.

**Key Stage 3**

The Key Stage 3 curriculum is delivered in years 7 to 8. Students follow the *Activate* scheme which has a strong emphasis on experimental and investigative work.

**Key Stage 4**

Students follow the AQA GCSE course. Most students follow the Combined Trilogy course.

Separate Sciences are offered to the highest performing students at KS4 with approximately 60 students following this route.

**Key Stage 5**

Sciences are a popular option and significant numbers of pupils choose to stay on and study Biology, Chemistry and Physics at post 16. Our performance at A2 level in all science subjects is consistently above or significantly above national average.

As part of the North Bristol Post 16 Centre, we offer the following AS/A2 courses often with 2 or more groups in each subject

* Salter’s Nuffield Advanced Biology (Edexcel)
* Chemistry (OCR)
* Physics (OCR)

Key stage 3 groups are taught as much as possible by individual teachers. Key stage 4 and 5 groups are shared by pairs of teachers to ensure subject specialist delivery.

**Science Staff 2016/2017**

Hollie Hovell Science Faculty Leader and Biology teacher

Eileen Quirke Assistant Headteacher and Chemistry teacher

George Cawse Deputy Faculty Leader and Chemistry teacher

Thomas Slane Assistant Faculty Leader and Biology teacher

Anthony Wood Science and Physics teacher

Grace Howe Science and Biology teacher

Will Nunn Science and Biology teacher

Jack Barber Science and Biology teacher

Victoria Simms Senior Technician

Adam Hill Technician - Chemistry

Alice Austin Technician - Biology

Enci King Technician - Physics

**COTHAM SCHOOL**

**PROFESSIONAL JOB DESCRIPTION**

**POST:** Teacher of Physics and Form Tutor

**SALARY:** MPS/UPS

**LINE MANAGEMENT ACCOUNTABILITY**

Under the line-management supervision of the Faculty Leader the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school’s self-evaluation policy.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies.

**PURPOSE OF THE POST**

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.

**ACCOUNTABILITIES**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school’s policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively in the Performance Management Review process working as a member of the designated team and contributing positively to effective working relations within the school.

To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS**

**The post holder is required to:**

To contribute to the maintenance of pupil discipline, good order, welfare, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Head.

**PERSON SPECIFICATION**

**TEACHER OF PHYSICS**

The following criteria will be used when short-listing and interviewing candidates

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable**  **(but not essential)** | **Evidence** |
| **Qualifications** | * Degree **and** Qualified Teacher Status (QTS) * Evidence of recent professional learning in relation to this role * Specialism in Physics | * Interest in gaining further relevant qualifications | * Application form, letter and certificates |
| **Knowledge**  **and Skills** | * A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation * Ability and experience of teaching Physics at KS3 and 4 * A record of outstanding teaching leading to exceptional student achievement * Good understanding of implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment * Excellent verbal and written communication skills * Excellent interpersonal skills including listening, negotiation, persuasion and direction * Excellent team working skills * Creative and innovative; willing to contribute to the development teaching and learning within a forward looking department * Ability to implement change and keep up with curriculum developments | * The ability to teach Physics at KS5 * The ability to teach a second subject would be an advantage in this growing school. * IT literacy | * Application form, letter, interview and demonstrated in observed teaching |
| **Personal**  **Attributes** | * Ability to inspire trust and empower others * Confidence, energy and enthusiasm for teaching one’s subject * Stamina, determination, drive and ambition * Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community * Ability to meet deadlines and work under pressure |  | * Application form, letter, interview and observed teaching session |

**COTHAM SCHOOL**

**ROLE OF TUTOR**

**PARTICULAR RESPONSIBILITIES:**

To see the role of the Tutor or link tutor as supporting the central task of learning by enabling each student to receive the best possible education through:

* effective care, discipline and rewards
* regular academic oversight
* counselling, guidance and support
* opportunities for responsibility

To be familiar with and implement school policies and procedures on care and guidance issues: eg, bullying, child protection.

To deliver the agreed tutorial programme, and promote a positive and caring ethos within the Tutor group.

**KEY TASKS:**

* Monitoring patterns of attendance and lateness.
* Maintenance of students’ academic and progress records (personal files) and advising the central office of amendments to student database.
* Monitoring of student progress including personal tutoring.
* Monitoring of Homework provision and completion through the student planner.
* Maintaining effective and regular communication with parents through Family Consultation Days, email, telephone calls and agreed reporting procedures.
* Liaison with the Learning Co-ordinator, Special Educational Needs and Curriculum Team Leaders to provide the necessary referral and action programmes for students in need of specific help.