



BROOMWOOD HALL
NORTHWOOD SCHOOLS

SCIENCE TEACHER ROLE DEFINITION

Broomwood Hall is looking for passionate and innovative chemistry/ biology/ junior science teachers. All pupils at Broomwood take Science as a timetabled subject from Class 3 – Class 6 and the separate sciences in Class 7 & 8. The allocation is two periods per week in Class 3, four periods in Class 4 and six periods in Class 5 and 6. The children have 3 periods in each of biology, chemistry and physics in Class 7 and 2 periods of each in Class 8.

The programme of study is tailored to the needs of Broomwood Hall, Common Entrance & Public School Scholarships. The successful candidate will be expected to demonstrate a strong knowledge and great enthusiasm for all aspects of chemistry/biology and science to both pupils and parents, and thereby to enhance the position of these subjects in the curriculum.

The reputation of Broomwood Hall is that of a well-run school, providing a wide range of subjects to happy, motivated children who achieve their potential. We must inspire interest and train minds to think for themselves and ensure pupils are prepared for their futures.

Each teacher's responsibility is to ensure that every child is happy, hardworking and achieving the objectives set in the appropriate environment (the classroom, the playground, the dining hall etc). The emotional security of each child should also be one of the main concerns of all staff. Teachers should take immediate steps if a child shows any appreciable change in academic progress or emotional wellbeing.

JOB DESCRIPTION

Teaching and Learning

- Demonstrates a secure subject knowledge
- Plan and teach well-structured lessons that include effective use of resources
- Adapt teaching to respond to the strengths and individual needs of all pupils through effective differentiation
- Ensure that skills progression grids and forecasts are being followed and objectives set in relation to these.
- Manage behaviour effectively to ensure a good and safe learning environment
- Ensure all topics are relevant to the children and where possible cross-curricular including adequate usage of ICT
- Guide pupils to reflect on the progress they have made and their emerging needs through self-reflection, peer and teacher feedback

Recording and Assessment

- Know and understand how to assess the relevant subject and curriculum areas
- Evaluate and reflect systematically on your teaching and the students' learning
- Track and monitor all childrens' progress
- Identify any children not making sufficient progress and put in place support within

lessons; if appropriate liaise with HoD/ SENCo/ DoS

- Make accurate and productive use of formative and summative assessment
- Use digital testing data to inform planning and compare with teacher judgements/ other forms of assessment
- Record formative assessment in planners or on online grids regularly to inform future planning
- Record summative assessment in iSAMs and other appropriate grids
- Ensure regular feedback is given to children and evidenced, through effective marking and verbal feedback
- Ensure reports and any parent feedback is personalized and relevant to pupil's progress

Pastoral Expectations

- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Be constantly vigilant with regard child protection and health and safety issues and follow school procedures for reporting concerns
- Ensure any pupil issues or concerns are shared with relevant staff
- Make a positive contribution to the wider life and ethos of the school, and carry out specific duties, for example:
 - Complete the duties of a form or class teacher if required
 - Take on the role of a tutor if relevant
 - Do playground and lunch duties
 - Attend and lead school assemblies
 - Attend church and other school performances, sporting activities
 - If relevant be involved in house duties and competitions
 - Cover classes and other duties as necessary
 - Participate in, lead or organise school excursions, workshops or residential trips
- Communicate/ meet with parents who have concerns about their child/ren.

Other Requirements

Teachers may be required to teach another subject, or may wish to do so, but the key focus for this appointment is a candidate who can inspire the pupils through their teaching of chemistry/ biology and junior science.

All teachers are expected to play their part within the duty system.

Other professional requirements

- Correspondence related to academic issues should be passed to the DoS and the DH Academic
- Correspondence of a pastoral nature should be forwarded to the pastoral SMT for your site and the DH Pastoral
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Take part in appraisals and annual professional review meetings
- Keep up to date with current thinking, regulations and practice and further develop skills by attending courses, workshops and meetings
- Attend and contribute to meetings: staff, department, year group and others when required

PERSON SPECIFICATION

	Essential	Desirable
Specialist skills and Experience	<ul style="list-style-type: none"> • Candidates will be a qualified teacher of Chemistry/Biology/Science; • A degree in science or related subject • A thorough understanding of Safeguarding and Child Protection issues; • Competence and confidence in the use of IT; • Good organisational/administrative skills; • Thorough understanding of health and safety practices in the lab. 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development. • Recent experience in teaching in Key Stage Two, Three or Four
Personal Qualities	<ul style="list-style-type: none"> • A passion for science and for teaching; • A commitment to driving up standards; • A sense of fun and a willingness to share ideas and inspire young people; • Ability to work in a fast-moving environment; • A good team player; • Dynamic and creative approach to teaching; • High expectation of self and others; • A willingness to participate fully in pastoral care, school duties and extra-curricular activities. 	<ul style="list-style-type: none"> • A desire to develop further in subject knowledge and teaching skills.