

Academies Enterprise Trust

Job Description

Job Title: Director of Science and STEM based subjects

Location: New Forest Academy

Hours of work: Full Time

Reports to: Senior Leadership Team

Purpose of the Role:

You will be required to fulfil professional and particular duties as required by the Conditions of Employment of Teachers as specified in the current Pay and Conditions Document.

Current practices and procedures at New Forest Academy require you to carry out the following functions in your capacity as a classroom Science teacher who is keen to promote STEM based learning. The standards indicate the school's expectations and the document will be used as the basis for lesson observation, support, self-evaluation, appraisal and monitoring. If you hold other responsibilities, a separate job description will be issued for these.

To promote and adhere to the Trust's values to be unusually brave, discover what's possible, push the limits and be big hearted.

Responsibilities:

Standard:

1. Preparation of lessons

- In accordance with Schemes of Work and methodology
- Clearly identify Learning Objectives
- Give consideration to
 - a variety of approaches
 - progression between lessons
 - progression within the lesson
 - pace
- Ensure appropriate resources are available
- Note the circumstances of students on special needs register and those who have medical conditions

2. Classroom Management

- Ensure the classroom is a safe working environment
- Ensure the room is tidy with books and resources properly stored when not in use
- Sit students in accordance to your seating plan to suit activities
- Be prepared to begin and end the lesson on time
- Reinforce school rules and standards (e.g. coats, trainers, punctuality)

- Expect students to raise their hands and wait to be invited to contribute
- Use praise extensively and openly
- Award achievement points regularly and keep a record.
- Refer exceptional praise and concerns on official forms within 1 working day
- Achieve good standards of discipline consistent with expectations for the students concerned
- Carry out own sanctions to limit of your authority

3. Presentation of Lessons

- Learning objectives must be explained to class
- Have high expectation of the students
- Fulfil the requirements of students with IEPs
- Include a taught element of 10-20 minutes in most lessons
- Organise tasks and activities appropriate to all students
- Use a range of resources to stimulate learning
- Set deadlines within the lesson which ensure pace and challenge
- Ensure all students have opportunity at some time to develop their skills in Group Work, Oral Work and Investigative Learning
- Ensure delivery of the ICT component of the Schemes of Work
- Regularly check students' understanding by questioning
- Evaluate learning towards the end of each lesson
- Set appropriate HW and give students opportunity to record it and ask questions
- Provide appropriate work for students upon request by Progress Leader / Tutor immediately if working on site and within 3 days if working offsite

4. Marking - Assess oral and/or practical work in lessons where relevant

- Mark routine written work within 2 weeks using current procedure. Include a quality grade at least and level and position grade where appropriate
- Mark journals if students do not do HW
- Set half termly tests and mark within a week
- Set annual exam and mark within 10 working days
- Pass test and exam marks to HoLA immediately after marking

5. Record Keeping - For each class, record

- attendance or absence at each lesson
- achievements awarded
- referrals including codes for missed HW
- detentions
- marks for written work oral/practical work
- exam and test grades and, at KS3, levels for tests and exams
- Mark records available for next teacher

6. Monitoring and assessment

- Note, for each student at the beginning of the year, current achievement and end of year expected grade/level

- Notify your Line Manager of those students who are underachieving and those who are exceeding expectation every half term
- Set realistic learning objectives and help students achieve them
- Provide information required for special purposes within
- Be prepared to give an explanation to your Line Manager for any student who does not achieve their expected grade

7. Reporting to Parents

- Complete the School Report by published deadlines 3 times each year
- Meet parents for up to 5 minute interviews (11-16) for 2½ hours on each consultation evening
- Provide levels, grades or comments within 3 days when these are particularly requested

8. Communication - Read weekly notices and daily notices (posted in staffroom)

- Attend curriculum meetings according to the School Calendar
- Attend Full Staff meetings according to the School Calendar
- Attend additional meetings as required within 1265 hours directed time limit
- Respond within 3 days to request for views or information

9. Professional Development

- Participate in the school's approved appraisal arrangements
- Participate in 5 whole school training days or the equivalent of these
- Participate in approved training activities arising from national, school or departmental initiatives which fall within 1265 hours directed time
- Participate in training which arises from appraisal (within 1265 hours)

10. Duties /Attendance

- Fulfil before school, breaktime and after school according to published rotas (within 1265 hours)
- If unfit for work, notify your absence to Sandie Rudd before 7.30am and provide appropriate work for your classes

Employee value proposition:

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come, inspire their remarkable with us.

Our values:

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

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

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 Principal/Group/Chief Executive
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. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

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

Person Specification

Job Title: Director of Science and STEM based subjects

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • A degree • Qualified Teacher Status, with subject specialism(s) related to the area of responsibility. • Ability to teach across the full 11-16 age range. 	<ul style="list-style-type: none"> • Further professional qualifications related to leadership, management and/or education • Appropriate in-service training/CPD.
Knowledge/Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> • A track record of success in learning and teaching of Science, with a passion for STEM related projects. <p>Leading in:</p> <ul style="list-style-type: none"> • Designing and implementing a high quality curriculum that promotes challenge and engagement for students and inspires staff within STEM based subjects to be ambitious for all students • Developing and implementing departmental policy and practice • Schemes that sequence learning in a way that stretches, challenges and engages students. 	<ul style="list-style-type: none"> • Skills and expertise in empowering recently qualified teachers so that they can thrive in the profession.
Professional competence		<ul style="list-style-type: none"> • Knowledge of curriculum developments and opportunities in 	<ul style="list-style-type: none"> • Excellent ICT skills, and an awareness of its potential within the academy.

		<p>Science and STEM based activities.</p> <ul style="list-style-type: none"> • Ability to articulate the characteristics of outstanding teaching and learning, with evidence of good practice in sequencing learning and implementing effective classroom pedagogy. • Highly skilled classroom management. • Knowledge and understanding of effective assessment and its contribution to learning and progression. • Understanding and experience of strategies for raising achievement. • School improvement planning at departmental level. • The ability to use data to evaluate student performance and take effective action on the basis of this data. • The ability to hold teachers within the Science team to account for performance. • Excellent communication and organisational skills. 	<ul style="list-style-type: none"> • Knowledge and understanding of current Teaching & Learning issues relevant to the needs of the academy. Able to express a vision for subject development. • Able to use new technologies in the teaching of Science and STEM based activities. • A clear understanding of the role that effective school self-evaluation has in driving improvement.
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • The ability to oversee and hold to account the Science team and some STEM based subjects. • The ability to establish positive and sensitive interpersonal 	<ul style="list-style-type: none"> • An awareness of whole academy issues. • Eager to acquire further skills and career enhancement.

		<p>relationships within the learning community.</p> <ul style="list-style-type: none"> • The ability to be an effective team player. • The ability to plan time effectively and meet required deadlines. 	
	Leadership and Personal Qualities	<p>A person who:</p> <ul style="list-style-type: none"> • Is committed to an ethos of high standards, personal fulfilment and academic success. • Has the capacity to inspire people through a love of teaching. • Has an ability to relate well to the whole community. • Has energy, stamina and determination. • Has a record of good health and attendance. • Has a genuine commitment to equal opportunities and inclusion. 	<ul style="list-style-type: none"> • Involved in educational developments beyond what is required. • Eager to acquire further skills and career enhancement.
	Securing Accountability	<ul style="list-style-type: none"> • Some experience of holding people to account for performance in a supportive yet challenging way. • Some experience of budget control and resource management. 	<ul style="list-style-type: none"> • Ability to create cohesive teams driven by a clear school improvement strategy.
Personal Characteristics	Values	<ul style="list-style-type: none"> • Ability to demonstrate, understand and apply our values <ul style="list-style-type: none"> ○ Be unusually brave ○ Discover what's possible ○ Push the limits ○ Be big hearted 	
Special Requirements		<ul style="list-style-type: none"> • The successful candidate will be subject to an enhanced Disclosure and Barring Service Check 	



		<ul style="list-style-type: none">• Right to work in the UK• Evidence of a commitment to promoting the welfare and safeguarding of children and young people	
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