



Aspiring Lead Practitioner Science Job Description



Job Title	Aspiring Lead Practitioner for Science	Job Reference	GS-LPCS-1503
Location	Glyn School	Travel required	Yes, to Cobham
Level/salary range	UPR (will be transitioned to the LP range once LP accreditation is obtained)	Date posted	18/03/2019
Job description			
Core purpose			
The post holder will be responsible for delivering outstanding education and customized teaching for Chelsea Academy's talented students. The post holder will ensure students make outstanding progress in their learning within the subject area by providing customized support in and outside the classroom.			
Key Accountabilities			
Developing Science as part of the wider curriculum			
<ul style="list-style-type: none">• To develop Science learning and teaching across the full ability range and ensure that students are praised and rewarded for their achievements, whilst making sure that all students are able to make progress in line with their ability.• To support with the leadership and management of the Chelsea Program, contributing to the self-evaluation process and improvement planning by evaluating learning and teaching and its impact on student progress.• To strengthen and develop our current Science offer at Glyn and specifically the Chelsea Program, implementing new schemes of work to provide students with a positive and stimulating learning experience.• To make developments in terms of cross-curricular learning and opportunities for global citizenship across the wider curriculum.• To develop the subject area and support with raising its profile as part of the wider curriculum in light of the significant changes taking place within the Science curriculum at all key stages.• To support the Head of faculty and/or subject with the planning and coordination of trips and visits.• To work collaboratively with staff and other lead practitioners across the school to drive learning and teaching.• To play a key role in the implementation of effective and motivating schemes of work.			
Intervention and Support			
<ul style="list-style-type: none">• To regularly review and analyse teacher assessment data, working closely with the Chelsea Professional Tutor to identify students requiring additional support.• To analyse assessment results, including controlled assessment data and work with the department to devise effective ways of raising achievement of all students including pupil premium students.• To ensure students of all ages and abilities, have opportunities to practise and further develop their Science skills outside of curriculum time.• To liaise with parents and encourage parents to support the development of their child's learning.			
Best practice			
<ul style="list-style-type: none">• To develop new and effective approaches to learning and teaching across Glyn School and specifically the Chelsea program.• To seek out exceptional practice that exists within the school and from other institutions so that we continually improve our practice.• To sustain outstanding practice in your own classroom by constantly reflecting and refining.• To lead the use of technologies in the development of classroom practice and pedagogy, for example videoing lessons and using white board technologies.• To identify educational research to enhance existing practices.			



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- To conduct relevant research related to new practice.
- To develop and share exciting and innovative learning and teaching strategies.
- To create new and high quality teaching materials and resources.
- Support teachers in creating positive behaviour management through outstanding teaching.
- To undertake any such duties as may be required by the Chelsea Professional Tutor or Headteacher.

Accountable to

- Chelsea Professional Tutor and Lead Practitioner
- Head of Faculty and the Leadership & Management Team.

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.