

## Academies Enterprise Trust

### **Job Description**

**Job Title:** Head of Department - Science

**Location:** Unity City Academy, Middlesbrough

**Hours of work:** Full Time

**Reports to:** Assistant Principal

**Unity City Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.**

### **Purpose of the Role:**

Provide professional leadership, strategic direction and management of the science department and STEM across the curriculum.

To secure high quality teaching & learning and engagement of students and improve the achievement, attainment and progress for the students within this department to at least National Average.

### **Responsibilities:**

The duties outlined in this job description are in addition to those covered by the latest 'School Teachers Pay and Conditions' document. The job description will be reviewed regularly to reflect or anticipate changes on the job, commensurate with the salary and areas of responsibility.

### **With the Assistant Principal and SLT the post holder will:**

- Work to implement the Academy's vision and values
- Work within the Academy community to translate the vision and ethos into agreed objectives and operational plans that will promote and sustain Academy improvement
- Work in partnership to ensure the Academy achieves its performance targets
- Ensure that all the Academy policies are implemented
- Take a role in the Academy to develop a learning culture with high expectations in a safe and secure learning environment

- Improve quality of teaching through systematic planning, observation and quality assurance procedures
- Ensure all staff teaching and non teaching have the highest expectations of what all students can achieve through clear understanding and use of pupil target setting data
- Work with Vice Principal and Assistant Principal to ensure rigorous and regular monitoring and evaluation of lessons
- To act as Performance Manager for the faculty
- Lead by example on 'behaviour for learning strategies'
- Ensure Academy policy on 'writing' every lesson to affirm learning is fully adhered to and all work is diagnostically marked to inform pupil of progress
- Tracking via Key Assessment Data to ensure attainment and progress are made.
- Strategic curricular vision of departmental subjects
- Student groupings and settings
- Student Outcomes & Standards in subject areas of the curriculum
- Quality of Teaching & Learning in a subject areas of the curriculum
- Quality of Curriculum & lesson delivery in areas of the curriculum
- Student Progression in a subject areas of the curriculum
- Leading & delivering improvement strategies in a specified area of the curriculum
- Produce departmental improvement plan and SEF
- Departmental reporting to aligned manager, parents and students.
- Quality assurance of departmental tracking and reporting systems
- Monitor staff absence/cover arrangements
- Quality assurance of assessment, marking to inform progress
- Monitor staff performance

### **Strategic Direction**

- To lead on internal department self evaluation and review
- To lead on student outcomes and standards at all key stages in the science department
- To lead the department in the quality of teaching and learning
- To ensure that the curriculum offering within the department meets the needs of the students and the drive forward and triple award
- To take a lead in raising achievement and attainment across the department
- To lead and deliver improvement strategies in the department to ensure the best outcomes for students
- To work with the SLT and other departments to ensure that there is a coherent approach in the Academy to delivering the curriculum that will provide support for good progress of all students
- To lead on completion of the Science Department Self Evaluation Form in line with the Academy Self Evaluation Form
- To lead on completion of the Science Department Development Plan in line with the Academy Development Plan
- To lead on supporting STEM activities across the curriculum

- Management of all external examination courses to ensure student success is maximised
- The management of department assets to include an audit of existing and maintenance of assets register using HTG systems
- In line with the Academy assessment calendar ensure all Key assessment data is collected, reported, analysed and action plans produced to address any issues

## **Teaching and Learning**

- To develop and sustain high quality teaching and learning throughout the science department
- To lead in the sharing and embedding of good practice across the departments with a focus on teaching and learning
- To set challenging and aspirational targets to develop all students academically, emotionally, spiritually and socially
- To lead on the Academy standards agenda within the science department
- To monitor student achievement through regular meetings with the science department
- To monitoring standards of achievement through lesson observations taking appropriate follow up action
- Production and Quality Assurance of all matters relating to reporting of progress internally and externally
- To ensure that the appropriate curriculum offer for all students is supported by high quality teaching and learning
- To develop positive approaches to teaching and learning so that students have every opportunity to become confident and positive learners, enthusiastic about their own progress and place in society
- To develop, implement, monitor and review schemes of work across the Science department to ensure that they are up to date and consistent with the Academy framework
- To embed the use of assessment for learning approaches effectively to ensure individual student progress
- To use all internal and external data appropriately to raise attainment
- To ensure that appropriate standards of behaviour for learning are established and maintained throughout the science department
- To ensure that the quality of lesson planning, setting homework, marking of all work are of the highest standard and are consistent with the Academy policies
- To ensure that public examinations and coursework procedures are co-ordinated and the staff, students and parents/carers are well supported

## **Leading and managing staff**

- To help staff to achieve constructive working relationships between students and staff.
- To establish clear expectations and constructive working relationships among staff involved with Biology, Chemistry and Physics, including through team

working and mutual support; devolving responsibilities and delegating tasks, as appropriate.

- To audit training needs of the Biology, Chemistry and Physics subject staff and to lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, SSAT, LAs, and Communication subject associations.
- To work with the SENDCo to ensure that individual education plans / provision mapping are used to set specific targets and match work well to students' needs.
- To ensure that the Principal, senior leaders and governors are well informed about science policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

### **Management of the Academy**

- To apply best value for money principles to secure resources for the department
- To seek extra funding to support curriculum development within the department
- To manage the department budget effectively and efficiently
- To ensure that the accommodation provides a positive and safe environment which promotes well being and high achievement for all in the Academy
- To work with your line manager to ensure that timetable is staffed to ensure the best outcomes for students
- To contribute to the formulation and implementation of the Academy Development Plan and SEF via Department SEF, KIP's and Action Plans
- to monitor and evaluate the work of the Directorate in line with agreed Academy procedures including evaluation against quality standards and performance criteria, reporting to the SLT link on progress towards agreed targets

### **Community and Partnerships**

- To work with the Assistant Principal to secure curriculum links with partner primary schools
- To ensure existing and new funding opportunities are maximised through work with potential funding agencies and partners
- To maintain links to relevant bodies and organisations who can provide help and support for students 11-18
- To develop new projects and initiatives which support the teaching of science across the curriculum and age range
- Liaise with community and AET local schools to provide opportunities for learning beyond the classroom

### **Developing Self and Working with Others:**

- Ensure all staff are fully trained with appropriate qualifications to deliver relevant curriculum
- Following Safer Recruitment, assist in the appointment of departmental and associated staff
- Continue to develop own professional knowledge and skills to support the development of the curriculum of the Academy
- Participate in all internal and external reviews that relate to areas of responsibility, leading them where appropriate
- Train and develop staff in all aspects of science
- Coach and support colleagues in the exercise of their responsibilities

### **Safeguarding**

- Following Health and Safety requirements and initiatives as directed
- Ensure compliance with Data Protection Legislation
- The postholder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he come into contact will be to adhere to and ensure compliance with the Academy's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety or welfare of children or young people in the Academy s/he must report any concerns to the Academy's Child Protection Officer.
- At all time operating within the Academy's Equalities policies.

### **Variation in Role**

Given the dynamic nature of the role and structure of Unity City Academy, it must be accepted that as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

### **Special Conditions of Employment:**

#### **Equality and Diversity**

The Academy is committed to equality and diversity for all members of society. The Academy will take action to discharge this responsibility, but many of the actions will rely on individual staff members at Unity City Academy embracing their responsibilities with commitment, and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the Academy's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the Academy, with an all inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

## **Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced CRB disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced CRB clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the Academy's Disciplinary Procedure.

## **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Academy's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

## **Confidentiality and Data Protection**

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Academy's Data Protection Policy.

## **Training and Development**

Unity City Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

## **Mobility**

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Academy they may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.

**This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.**

**This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.**

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of 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
6. 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.
7. 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: Head of Department - Science

General heading	Detail	Essential requirements:	Desirable requirements:
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"><li>• Have QTS status;</li><li>• Obtained a good degree, or equivalent, in a relevant discipline;</li><li>• Be committed to his/her on-going development as a professional teacher and leader;</li><li>• Be able to provide evidence of recent, relevant in-service training and preparation for</li><li>• a significant management role;</li><li>• Have the ability to lead and motivate students and staff.</li></ul>	
<b>Knowledge/Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"><li>• Good knowledge of all areas of the science curriculum, and be a specialist in one area</li><li>• Have a record of successful science teaching across the age and ability range gained in</li><li>• one or more schools;</li><li>• An excellent track record of teaching examination classes with evidence of making at least National Average progress in all sciences</li><li>• Experience of setting and</li></ul>	



		<p>achieving ambitious goals and challenging targets for</p> <ul style="list-style-type: none"> <li>• Students and staff;</li> <li>• Experience of leading and supporting staff through a period of change;</li> <li>• A commitment to leading and developing staff to ensure the highest standards;</li> <li>• Experience of monitoring standards – acknowledging excellence and challenging poor performance;</li> <li>• Excellent working knowledge of the developments in teaching and learning;</li> <li>• A commitment to developing and leading whole school initiatives;</li> <li>• A thorough understanding of curriculum changes in science.</li> </ul>	
<b>Skills</b>	Line management responsibilities (No.)	<ul style="list-style-type: none"> <li>• Lead a department at the cutting edge of innovative science teaching;</li> </ul>	
	Forward and strategic planning	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Budget (size and responsibilities)	<ul style="list-style-type: none"> <li>• Experience managing a budget for consumable products</li> </ul>	

	Abilities	<ul style="list-style-type: none"> <li>• Motivate pupils and stimulate their interest in science;</li> <li>• Be an energetic, committed and creative professional, able to contribute to the</li> <li>• expertise within the department and to lead, inspire and develop a hardworking team;</li> <li>• Gain co-operation and respect through qualities of consistency and personal</li> <li>• endeavour;</li> <li>• Prioritise, plan and organise themselves and others;</li> <li>• Communicate effectively (verbal and written);</li> <li>• Interpret and analyse performance data;</li> <li>• Have excellent interpersonal skills.</li> <li>• Identify and develop the characteristics of outstanding teaching and learning in departmental</li> <li>• staff.</li> <li>• Is able to work with senior staff on whole school issues and has senior leadership</li> <li>• potential.</li> <li>• Have a sound understanding of data and the uses of data to improve student and staff progress.</li> </ul>	
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<b>Personal Characteristics</b>	Behaviours	<ul style="list-style-type: none"> <li>• Positive work ethic.</li> <li>• Ability to listen and interpret instructions effectively so that learning is maximised for students.</li> <li>• Committed to improving the life chances of young people</li> <li>• Health &amp; Safety – an understanding of Health and Safety in the workplace and how this applies.</li> <li>• Continuous Professional Development – commitment to increasing own learning and development.</li> <li>• Commitment to raising educational achievement, positive values, attitudes and behaviour.</li> <li>• Commitment to building and maintaining successful relationships with students.</li> <li>• An understanding of Equal Opportunities and the issues affecting social, moral, spiritual and cultural values.</li> </ul>	
<b>Special Requirements</b>		<ul style="list-style-type: none"> <li>• Successful candidate will be subject to an enhanced Disclosure and</li> </ul>	

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