



## SUBJECT INFORMATION PACK

## SECOND IN SCIENCE

(known as Assistant  
Progress Leader)

### Sensational Science: creating awe and wonder!

#### Our Team

The Science team is made up of strong practitioners who are committed to working collaboratively and supportively to ensure great outcomes for our students.

We are currently a team of 15 teaching staff, both full and part time, an HLTA and 2 technicians.

#### The Post

This post provides an exciting opportunity to work with the other three leaders in the department at this time of curriculum change and for the post-holder to play a significant part in shaping the future of the subject!

#### Our Curriculum

The department is well-resourced with a variety of digital textbooks and practical resources .

GCSE students are following the AQA Combined Science (Trilogy) syllabus. We also offer Triple Science, the take up of which is very strong.

In Years 12 and 13 the department offers four A level subjects:

OCR: Biology  
Edexcel: Chemistry  
Edexcel: Physics  
AQA: Psychology

#### Our Facilities

The department's current facilities consist of 8 main laboratories, an A level lab and 2 classrooms. As the College is growing in numbers, we expect the new Science Learning Centre to have increased classroom numbers and size!

Each lab is currently equipped with a projector and there are a number of interactive whiteboards in the department.

The department is served by two laptop trolleys that allow ICT and data logging to be incorporated into teaching.

The department is well served by a large prep room and a staff room.

Each member of teaching staff has a laptop.

We are proud of being part of the Latimer team: if you share our passion and enthusiasm, we would love you to apply for this post!

## Job Description—Second in Science (TLR2b)

Role: Second in Science (known as Assistant Progress Leader)

Line Manager: Head of Science (known as Progress Leader)

Direct Reports: None

Scale: TMS plus TLR2b

### General Responsibilities

- To be Assistant Progress Leader of the Science Team;
- As a teacher, to carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document;
- To be a form tutor and to carry out the specific responsibilities of the role.

### Specific Responsibilities

#### **Leadership**

- Understanding of and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- To model high standards of professional conduct.

A range of departmental leadership responsibilities, to be shared and agreed with other leaders in the department, allocated from:

- To lead on delivering outstanding student outcomes by:
  - Ensuring that schemes of work for Science are relevant and up to date;
  - Implementing systems to share the latest subject developments for Science across the team;
  - Ensuring that all assessments, moderation and administration of examinations for Science are completed accurately and on time;
- Leading on co-ordinating the sharing of best practice in teaching and learning across the Science department;
- Monitoring and tracking student performance and implementing necessary intervention strategies to ensure students make outstanding progress, including those students who are gifted and talented, disadvantaged or have special educational needs;
- Supporting the Progress Leader with department self-evaluation and implementing subsequent improvements arising from the College's Standards Process and the College Improvement Plan;
- Leading relevant sections of Department Improvement Meetings;
- Contributing to the appraisal process for the department and supporting relevant staff with their professional development;
- Deputising for the Progress Leader in their absence.

## Job Description continued

### Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole college improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the College's meeting cycle.

### Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the House Achievement Leader;
- To encourage tutees to comply with the College's Values statement;
- To encourage the student voice and develop a Form and House ethos that is in harmony with College values;
- To monitor student progress, following the College's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

### Other

- To undertake any other reasonable duties as directed by the Principal.

## Person Specification—Second in Science (TLR2b)

SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status / Degree relevant to the subject	X		Application form/Verified at interview
Evidence of further study in preparation for leadership		X	Application form
High standard of literacy	X		Application form/Interview
Commitment to Safeguarding	Essential	Desirable	Method of Assessment
Motivation to work with children and young people	X		Application form/Interview
Commitment to, and belief in, the equal value of all students	X		Application form/Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application form/Interview/Reference
Ability to raise the self-esteem and expectations of children and young people	X		Application form/Interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		Application form/Interview
Teaching and Learning Experience	Essential	Desirable	Method of Assessment
Proven track record of outstanding outcomes	X		Application form/Interview
Proven track record of strong and effective behaviour management strategies	X		Application form/Interview
Experience of teaching Science at KS3,4,5	X		Application form/Interview
Excellent ability to use ICT in varied and innovative ways	X		Interview
Leadership and Interpersonal Skills	Essential	Desirable	Method of Assessment
Excellent ability to analyse and interpret data and use it to secure high student outcomes	X		Interview
Prior experience of leadership within Science		X	Application form/Interview
Proven experience of leading a successful improvement project with measurable impact		X	Application form/Interview
Ability to communicate effectively and relate well to all stakeholders	X		Application form/Interview
Ability to motivate and inspire others to work collaboratively as part of a team	X		Application form/Interview
Creativity, energy and enthusiasm, with an added good sense of humour!	X		Application form/Interview
Evidence of resilience and working effectively under pressure	X		Application form/Interview
Effective time management and organisational skills	X		Application form/Interview
Additional Qualities	Essential	Desirable	Method of Assessment
Aspirations of future leadership of a department / team	X		Application form/Interview
Willingness to contribute to extra-curricular activities	X		Application form/Interview
A commitment to / interest in the Performing Arts		X	Application form/Interview