

Job Description and Person Specification: Teacher of Science

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| Post Title | : | Teacher of Science |
| Status | : | Permanent Full time |
| Line Manager | : | Head of Science |
| Allowance | : | Main Pay/Upper Pay Scale |
| Start Date | : | September 2023 |

At Chace Community School our aim is to provide an **experience of excellence** to every child; one that will change their lives and inspire them to be the **leaders of tomorrow**.

Through our investment in an ambitious and engaging curriculum, strong discipline and inspiring teaching, our students can achieve our school motto of '**excellence has no limits**'. We are proud of every student and believe that each one of them can achieve. Staff will never cap a student's potential, instead they will push them beyond what they ever thought they were capable of.

Purpose of the job:

As a teacher you will have responsibility, in accordance with the School Teachers' Pay and Conditions Document, for the education and welfare of designated classes of students at Chace Community School. Your duties will be carried out with due regard for the requirements of the National Curriculum, Chace Community School's aims and the policies of the Governing Body.

Qualities

The Teacher of Science will:

- Maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Have high expectations of young people and be aligned to our belief that '*Excellence has no limits*'

Duties and responsibilities:

We share a commitment to learning and raising achievement for all and have high expectations of all our students. To this end all teachers will be expected to:

- teach students principally in your own subject across the age and ability range and in accordance with agreed schemes of work and assessment for learning, recording and reporting procedures;
- share responsibility for ensuring the safety, well-being and discipline of all the students at the school;
- adhere to all school policies and procedures as laid out in the Staff Handbook, taking cognisance of all additions and amendments throughout the school year;
- participate in the development of appropriate materials and schemes of work within your faculty and in co-operation with colleagues;

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- carry out a share of supervisory duties (break duty and exam invigilation for example) in accordance with agreed rotas;
- participate in appropriate meetings with parents and colleagues relating to all aspects of your work as a teacher at Chace Community School;
- carry out the role and responsibilities of a tutor as required;
- carry out other duties as reasonably required by the Head.

All Chace staff will:

- promote equality of opportunity and regard;
- follow Safeguarding guidelines and Child Protection policy/procedures;
- contribute to producing/delivering priorities in the School Improvement Plan;
- keep Chace and their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal;
- promote positive attitudes and behaviour;
- contribute to the smooth day to day running of the school;
- be committed to achieving the school aims;
- be a lead learner;
- work to develop Chace as a successful inclusive learning community;
- respond promptly to concerns from parents, staff or students;
- promote the school in the community;
- work in partnership with all colleagues including the Governing Body;
- support Codes of Professional Ethics/Safe Practice in the Staff Handbook
- have regard for and act in accordance with Health and Safety policy/practice;
- celebrate success of students and staff;
- support school events including those organised by the PTA.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. They may be required to do other duties appropriate to the level of the role.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our schools is expected to share this commitment. All appointments are subject to satisfactory pre-employment checks, including satisfactory enhanced criminal records with Barred List check through the Disclosure and Barring service

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| Qualities and Attributes | Essential | Desirable | Evidenced by |
|--|-----------|-----------|-----------------------|
| Qualifications | | | |
| 5 GCSE and A Levels (A*-C) or equivalents | √ | | Application |
| Qualified Teacher Status | √ | | Application |
| Honours degree or equivalent | √ | | Application |
| A range of in-service training during the last three years which include accreditation | | √ | Application |
| Experience | | | |
| Successful outcomes for students at KS3 and KS4 | √ | | Application/Interview |
| The ability to deliver consistently good or better lessons | √ | | Application/Interview |
| Range of behaviour management strategies to manage the classroom | √ | | Application/Interview |
| Understanding the importance of quality written feedback to students | √ | | Application/Interview |
| The use of assessment data to identify underachievement and plan teaching and learning | √ | | Application/Interview |
| Knowledge and Skills | | | |
| An excellent understanding and knowledge of the National Curriculum for Science and the current GCSE specification | √ | | Application/Interview |
| Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents | √ | | Application/Interview |
| An understanding of strategies for raising student achievement and | √ | | Application/Interview |

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| attainment through effective teaching and learning | | | |
| Excellent literacy, numeracy and IT skills including using MIS, Microsoft packages and Google drive software within a school | √ | | Application/Interview |
| Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines | √ | | Application/Interview |
| A learner, willing to undergo training and learn new skills as necessary | √ | | Application/Interview |
| Strong interpersonal skills | √ | | Interview |
| General/Personal Qualities and Characteristics | | | |
| A commitment to the school's vision and values | √ | | Application/Interview |
| High expectations for all pupils and the ability to inspire, challenge, motivate and empower others | √ | | Application/Interview |
| A 'can do attitude' and an ability to solve issues as and when they arise | √ | | Application/Interview |
| Adaptable to working within a team | √ | | Application/Interview |
| A calm demeanour and the ability to work well under pressure | √ | | Application/Interview |
| A commitment to the protection and safeguarding of children and young people | √ | | Application/Interview |
| A commitment to equality of opportunity and inclusion | √ | | Application/Interview |