



KHALSA SECONDARY ACADEMY

HEAD OF SCIENCE - JOB DESCRIPTION

SALARY

MPS/UPS + TLR1a (£7,546)

LINE OF RESPONSIBILITY

The Head of Science is responsible to the Assistant Principal.

RESPONSIBLE FOR:

The Head of Science will be responsible for teaching staff and Science technicians within Department.

OVERALL JOB PURPOSE

Actively supporting the vision and values of Khalsa Secondary Academy, the post holder will work to provide professional leadership and management of Science, ensuring the department delivers high quality teaching across the Academy effectively using the resources available and aiming to raise standards of learning and achievement for all students.

KEY RESPONSIBILITIES

Strategic Direction and Development of Science

- Develop and implement policies and practices for Science which reflect the Academy's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff.
- Work with the SLT and the department to establish a clear, shared understanding of the importance of high quality teaching of Science that engages students and enables them to achieve stretching goals.
- Analyse data, ensuring effective progressive plans are in place for individual and groups of students.
- Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
- Ensure data analysis results in an effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

Teaching and Learning

- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively.
- Ensure teaching and learning in Science is of a consistently high standard and that best practice is shared across the department.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups.
- Ensure effective development of students' literacy, numeracy and information technology skills.



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- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets.
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs.
- Evaluate the teaching of Science in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.
- Ensure teachers of Science are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Ensure teachers of Science adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Leading and Managing Staff

- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture.
- Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities.
- Lead the professional development of staff through example and support.
- Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
- Work directly with the SENDCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs.
- Ensure that the Principal, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.



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- Work collaboratively with others, valuing diversity, utilising strengths and aspiring to achieve stretching objectives as a team, recognising the input of others.
- Establish staff and resource needs for the subject and advise the SLT and other senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes.
- Support the SLT in the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Utilise accommodation to create an effective and stimulating environment for the teaching and learning of Science.
- Ensure there is a safe working and learning environment in which risks are properly assessed.

Form Tutor Responsibilities

- Complete the register accurately.
- Monitor attendance and punctuality, including follow-up.
- Monitoring standards of dress and personal appearance and address any issues as they arise.
- Escort groups to assembly and (normally) attend assembly.
- Responsible for the co-ordination of reports and other records.
- Respond to disciplinary problems as required, referring serious misconduct to the Head of Year as appropriate.
- Share information from Head of Year to the tutor group in a prompt manner
- Encourage inter-form competitions and the participation of the tutor group in other school activities.
- Be available to meet parents as appropriate.

CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The post holder may be required to perform any other reasonable tasks after consultation.



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- 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 constructed.
- This 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 at any time after consultation with the post holder.
- All members of staff are required to participate in the appraisal scheme.



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PERSON SPECIFICATION

There is recent evidence, within the past 2 years, of the following:

CRITERIA	ESSENTIAL	DESIRABLE
Experience, knowledge and skills		
High level degree plus QTS	Y	
Active involvement in the formation of policies and practices designed to raise attainment, together with effective monitoring of the impact of, and adherence to, them at middle leadership level		Y
Understands data and can interrogate this data to secure accountability and improvements in planning	Y	
Monitoring, evaluation and review of standards and action planning as a result	Y	
Engagement with parents and external agencies	Y	
A consistently good or outstanding teacher with an ability to evaluate own strengths and weaknesses	Y	
Ability to quickly and accurately assess the quality of teaching and learning	Y	
At least 3 years' experience and expertise of the area in which the SL is leading	Y	
Experience of curriculum planning	Y	
Personal qualities		
Ability to build strong relationships with others	Y	
Has a passion and energy for their work and that of the school	Y	
Keenness to develop their own practice	Y	
Leads positively by example and models the vision	Y	
Actively contributes to the life of the school above and beyond their job description within and outside school hours	Y	



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CRITERIA	ESSENTIAL	DESIRABLE
Demonstrates a sense of responsibility and ownership of the success of their work	Y	
Carries out performance management and line management responsibilities in a supportive yet challenging way to secure improvements in work practices	Y	
Demonstrates drive and commitment in achieving the vision of the academy	Y	
Can inspire and motivate others	Y	
Has the highest of expectations of their own work and of that of others	Y	
Demonstrates drive and commitment in all that they do	Y	
Can inspire and motivate others	Y	
Commitment to the safeguarding of staff and students	Y	
Is a team player but can be self-motivating if needed	Y	