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| **Reed’s School Job Description**  **TEACHER OF BIOLOGY**  **Reed’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | |
| **The Department and Role:** | The Biology Department has 6 full time teachers and the support of a technician all of whom report into the Head of Biology (the Head of Biology then reports into The Head of Science). There are four well-resourced labs in the department.  Biology and all Sciences are taught as separate subjects. The maximum class size at iGCSE is 23 and Sixth Form sets usually number 8-14 candidates. The department teaches IGCSE Biology (Edexcel) and A Level (AQA). There are usually around 90 pupils a year taking IGCSE Biology and 40 taking A Level.  Science results have been the best in the school, averaging around 90% A\* and A at IGCSE with the majority of grades at A level at A or B. Numbers going on to study Biology and related subjects at university are good. Numbers reading medicine, in particular, have increased in recent years.  All members of the teaching staff are involved in the School’s tutorial and pastoral systems and are expected to be involved in the Activities Curriculum provided to the pupils.  The role-holder will be expected to teach Biology and Junior Science (Biology, Chemistry and Physics to Years 7 and 8) across the age range. |
| **Main Duties and Responsibilities:** | * Able to teach Biology from Year 7 to Year 13 and Science to Years 7 and 8 as part of the Junior Science course. * Provide support to the Head of Biology/Science and work cooperatively within the Department Team. * Be familiar with the aims and objectives of the Department as outlined in the departmental handbook. * Assist the Head of Biology/Science with the development of schemes of work and assessment materials. * Keep records of marks achieved in preps and tests by the pupils you are teaching. * Attend suitable INSET as required under the guidance of the Head of Biology/Science. * Participate in Science Activities outside the classroom as required by the Head of Biology/Science. * Promote Biology/Science as subjects. * Undertake such other comparable duties as the Headmaster requires from time to time. * Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact. |

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| **Reed’s School Person Specification**  **TEACHER OF BIOLOGY**  **Reed’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | | |
|  | **Essential** | **Desirable** |
| **Qualifications:** | * Educated to Degree level in a relevant subject | * QTS |
| **Experience:** | * Experience of working co-operatively as part of a team | * Experience of teaching successfully at all levels and to differing ability needs * Ability to demonstrate success across the ability range * Ability to demonstrate creative and innovative approaches to enthusing and challenging pupils * Experience of Biology Challenge and Biology Olympiad |
| **Skills** | * Good planning and organising skills | * Ability to use a range of ICT to gain participation and encourage learning * Ability to set effective , realistic and challenging lesson objectives and appropriate prep * Initiative to improve personal and departmental standards and results * Experience of gathering. evaluating and using assessment data to inform learning |
| **Knowledge** | * Excellent subject knowledge and enthusiasm for the subject | * Insight into student learning needs |
| **Personal competencies and qualities** | * Motivation and enthusiasm to work with children and young people * Ability to act as a role model for pupils and staff through demonstrating high standards of personal and professional conduct | * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Positive attitude to use of authority and maintaining discipline * Ability to maintain consistency and fairness |