



Executive Principal: Dr Dayo Olukoshi, OBE

Principal: Mr Jamie Brooks

Job Description– STEM Coordinator

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Pre-Employment Checks

- Completion of a satisfactory Disclosure and Barring Service (DBS) check;
- A qualifications check;
- At least two satisfactory references. One must be from your current, or most recent employer (for school based candidates, one **must** be from the head teacher);
- Online searches for shortlisted candidates (as advised by Keeping Children Safe in Education 2023);
- A medical questionnaire.

Job Purpose

Provide leadership and management of STEM across the secondary phase in order to secure high quality teaching. The effective use of resources and improved standards of learning and achievement of all students.

Strategic Direction

- Develop and implement policies and practices for STEM subjects which reflect the school's commitment to high achievement;
- Implement relevant teaching programmes for examination courses;
- Establish short, medium and long-term plans for the development and resourcing of the subject through thorough and honest self-evaluation;
- Monitor the progress made in achieving subject plans and targets, and evaluate the effects on learning and teaching, reviewing procedures regularly.

Teaching and Learning

- Lead improvements in the quality of learning and teaching of STEM across the school;
- Implement systems for recording individual student's progress in line with school policy;
- Ensure schemes of work are developed and are appropriate to ensure that all students are able to make outstanding progress, relative to their starting points;
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement and monitoring progress towards these targets;
- Plan and teach lessons within the context of the school's curriculum and schemes of work;
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students;
- Participate in arrangements for preparing students for external examinations.

Leading and Managing Staff

- Assist in the recruitment and selection of teaching staff;
- Use performance management to help develop a successful, well qualified and inspirational department;
- Plan, delegate and evaluate work carried out by members of your department as required;
- Create, maintain and enhance effective relationships.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, ethos and vision;
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.

Health, safety and discipline

- Promote the safety and well-being of students;
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers;
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff;
- Deploy resources delegated to them effectively.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff;
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with students, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Person specification for working at Langdon Academy

Langdon Academy seeks to appoint staff who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- Evidence of highly effective teaching and learning, leading to high levels of progress for all students;
- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Capacity for industry and initiative in both independent work and as part of a team of colleagues;
- Profound and continuing interest in supporting the needs of all students;
- Empathy with students across the age and ability range;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of students at Langdon Academy;
- General knowledge of child protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure;
- Capacity to deal sensitively with problems raised by students, in line with Langdon's pastoral policies and sanctions system, working in partnership with Langdon's designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with students, earning their respect and trust, but maintaining proper professional boundaries;
- Willingness and ability to liaise effectively and professionally between students, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with students, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retain a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.