

JOB DESCRIPTION | CLAREMONT SCHOOL



Job Title:	Head of Science
Reporting to:	Head of Faculty
Key Purpose of the Job	To ensure a high quality learning experience for all students that is ambitious, inspirational and engaging.
Written by:	Ed Dickie
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Key Accountabilities (Statements of 'deliverables' required.)
<ol style="list-style-type: none">1. Safeguarding: to actively support a strong safeguarding culture within the school; to lead the department in this regard, highlighting roles and responsibilities in and outside the classroom, along with policies and procedures for child safeguarding (health & safety, countering bullying, substance misuse, e-safety, the promotion of PSHE, medical provision, welfare concerns and the School's behaviour policy); to complete Educare CPD safeguarding training as requested by the DSL.2. Regulatory compliance: to be aware of the implications of the Common Inspection Framework and ISP's School Educational Review and support the school's preparations for all inspections.3. Subject Teacher: to teach your subject at Key Stage 3, GCSE and A Level standard; to promote and stimulate an interest in the study of your subject throughout the School; to work with the Head of Faculty; act as a form tutor in line with school policy; attend all staff meetings, briefings and relevant school events. (<i>see Subject Teacher JD for further guidance</i>).4. Management of Student Progress: to oversee the monitoring of student progress in the department; to use data and the school's MIS system in a proactive way to direct departmental staff in the monitoring of student progress; to oversee departmental detentions when appropriate; to coordinate academic interventions within the department; to support the use of the ATL system as a tool for raising student achievement; to work closely with the SENCO and EAL staff; to devise and implement with subject teachers plans of work for students less confident with language learning and with specific learning difficulties.5. Managing the Department: to produce the Departmental Handbook with appropriate schemes of work, SEN, Health & Safety, Gifted & Talented and Assessment policies; to manage and coordinate the department's staff so that they carry out their duties safely, cheerfully and efficiently, using effective lines of communication and record keeping; to hold a regular meeting of department staff; to ensure that staff are following the policies and schemes laid out in the Departmental Handbook; to observe departmental staff on a regular basis as part of the 'Looking for Learning' agenda; to consult with the Head of Faculty and attend faculty meetings as required.6. Exam Management: to identify specifications for examination that give students the best chance of success; to co-ordinate the exam process for all internal examinations; to ensure that all external exam entries are appropriately handled across the department; to develop and mark scholarship papers for school entry as required; to recommend and authorise exam remarks as appropriate.

7. **Infrastructure & budgets:** to promote and develop the (physical, human and financial) resources of the department to maximise their use and effectiveness in achieving 1-6 above; to manage the departmental budget; to advise the Head of Faculty on any resources required within the department.

8. **Strategic Leadership:** to support the 'Looking for Learning agenda' at the school; to build an effective strategy for increasing student numbers at GCSE & A level; to produce an annual development plan and results analysis as requested by the Assistant Head (Teaching & Learning); to liaise with counterpart at CPS to ensure seamless transition; to advise the Head of Senior School, Head of Faculty and AHTL on staff issues and recruitment; planning and delivering regular trips; seek opportunities for marketing your subject at the school through the website and elsewhere.

Measures

(Key performance indicator(s) used to measure the effectiveness of delivery against each accountability)

1. **Safeguarding:** Safeguarding training, tutorial evidence, attendance at INSET
2. **Regulatory compliance:** School Education Review, Ofsted
3. **Subject teacher:** Exam results, VA data, student & staff feedback, student numbers at GCSE/A level; student feedback, reports, CPD record, departmental data; LfL data
4. **Management of Student Progress:** Departmental handbook, meeting minutes, MIS, value added data, exam results; intervention strategies; feedback from AHSP and HoF
5. **Managing the Department:** Exam results; Departmental handbook; uptake of subject; meeting minutes with staff; feedback from staff, student feedback; observation notes. LfL data
6. **Exam Management:** Successful exam process, student access to exams for all students; feedback from Exams Officer
7. **Infra-structure/budgets:** Balanced budget, departmental resources, feedback from HoF; audit of resources.
8. **Strategy:** Development Plan, student numbers at GCSE/A level; website; successful trips; outreach events with prep feeder schools, results analysis.

Key Individuals Impacted by the Job: (managers and supervisors; other roles only if applicable)

(Include number of people managed and job titles)

1. Subject Staff
2. Students
3. Head of Faculty
4. Assistant Head (Teaching & Learning)

Key Skills and Experience: (Knowledge, Experience, Skills & Abilities)

(List all relevant qualifications & length of post-qualification experience, or in-the-job experience, that is necessary)

1. A 'can do/will do' attitude.
2. A proven record of managing young people in a variety of settings.
3. A record as an effective classroom practitioner.
4. Ability to communicate in the appropriate style with colleagues, students and parents.
5. Ability to deal with the 'unexpected'.
6. Effective record keeping and competency in IT and data management.
7. Record of personal professional development.

Key Relationships:

(Internal and External organisations or people (including job title) with whom you have regular contact)

1. Head of Senior School
2. Assistant Head (Teaching & Learning)
3. Head of Faculty
4. Assistant Head (Student Progress)
5. Heads of House
6. Head of Subject, CPS
7. Director of Sixth Form
8. SENCO
9. Head of EAL
10. Head of Admissions
11. Office staff

Operating Environment and Context of the Role:

(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)

In 2011, Claremont Senior School was founded in the historic village of Bodiam. Starting with 40 students in 2011, the Senior School is now a well-established centre of learning with over 310 pupils today, a vibrant Sixth Form and two newly refurbished boarding houses. Having been a proprietorial school for years, in February 2018, Claremont School became a member of the International Schools Partnership (ISP) and the flagship British school in a portfolio of more than 45 schools around the world. Our partnership with ISP has brought with it renewed investment and the opportunity to realise our ambitions to further develop our extensive grounds and already impressive facilities at both school sites. At Claremont, we facilitate creativity, academic excellence and independence within a supportive and nurturing environment. We are a caring and considerate school, where all of our students value the opportunities they have been given, forever mindful of those less fortunate than themselves.

Teaching at Claremont is focused relentlessly on providing a positive and active learning environment for students. The emphasis is on facilitating learning rather than providing a proscriptive teaching environment. This is encouraged through the school's 'Looking for Learning' agenda. Teachers are encouraged to take risks and promote positive decision making amongst the student body. Subject Leads are critical in the maintenance and promotion of this culture. An effective Lead will see his/her department enjoy high levels of participation in their subject. They will be evangelical about their subject and be seeking the highest possible academic outcomes. The Head of Science would receive a 20% reduction in a full TT allocation. In most cases Subject Leads receive a RA entitlement. This is dependent on size of the department, number of staff and students and is negotiated with the Head of Senior School.

Safeguarding:

(Details of responsibilities in relation to Safeguarding regulations and any other legal entity or any other governance and compliance. Our minimum statement is stated below and should appear in all job profiles along with any further specific requirements for the role)

Claremont School complies fully with the DCSF Guidance '*Safeguarding Children and Safer recruitment in Education*' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

In addition the job holder will be expected to pursue professional development opportunities relating to safeguarding and keep up to date with national developments in the area.

Job Holder:	Name:		Date:	
Approved by SLT:	Name: Job Title:		Date:	