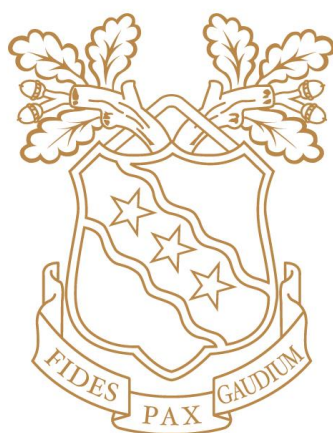


JOB DESCRIPTION

Science Faculty – Head of Chemistry



SCARISBRICK
HALL
SCHOOL

A Head of Department holds Senior Teacher status at Scarisbrick Hall School and is accountable for the quality of teaching and learning across the school.

From the Headmaster

Dear Applicant,

Thank you for applying for the position of Head of Chemistry at Scarisbrick Hall School.

Scarisbrick Hall School is a heavily oversubscribed through school from birth to eighteen with Chemistry offered at examination level up to Sixth Form.

We are an incredibly ambitious school and already have highly qualified staff and new laboratories in which to deliver the curriculum.

Should you feel that this role resounds with you, I look forward to reading your application form.

Warmest regards

A handwritten signature in dark ink, appearing to read 'J Shaw', with a long horizontal flourish extending to the right.

Mr J Shaw
Headmaster
Scarisbrick Hall School

Science Faculty – Head of Chemistry

Full Time Permanent

Start date – September

Closing Date 22/02/19

Salary - Senior Teacher (negotiable depending on experience)

Job Title: Head of Chemistry

Responsible to: Headmaster / Head of Faculty

OVERALL RESPONSIBILITY

- To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Department team to improve the quality of teaching and learning.
7. Set high expectations for all pupils, to deepen their knowledge and understanding and to

maximise their achievement.

8. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and

reporting for the pupils in their charge.

2. Contribute towards the implementation of IEPs as detailed in the current Code of Practice

particularly the planning and recording of appropriate actions and outcomes related to set targets.

3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.

4. Be familiar with statutory assessment and reporting procedures and prepare and present

informative, helpful and accurate reports to parents.

5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of

absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum

programmes of study, level descriptors and specifications for examination courses.

2. Keep up-to-date with research and developments in pedagogy and the subject area.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.

2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.

3. Cover for absent colleagues as is reasonable, fair and equitable.

4. Be familiar with the School and Department handbooks and support all the School's policies,

e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.

5. Establish effective working relationships with professional colleagues and associate staff.

6. Be involved in extra-curricular activities such as making a contribution to after-school clubs

and visits.

7. Maintain a working knowledge and understanding of teachers' professional duties as set out

in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.

8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.

9. Be aware of the role of the Board of Directors of the School and support it in performing its duties.

10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice,

DDA and Access to Work.

11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:

- have SEN;
- are gifted and talented;
- are not yet fluent in English.

Health and Safety

1. Undergo Basic First Aid training and update courses.

2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

4. With in Science support Lab Tech with storage and disposal of chemicals

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development,

keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School Development Plan

taking full advantage of any relevant training and development available.

3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

4. Contribute to the professional development of colleagues, especially NQTs and ITTs.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

Scheme of Work

- Review all Chemistry schemes of work to ensure they are a similar standard as the other science subjects. Check SOW include plenty of practical work collaborative and independent learning tasks, peer and self-assessment, MAP, SEN provision and for Middle School also have learning check-lists and flight paths that are accessible to students and match SOW
- Ensure homework is suitable within SOW
- Review any assessments, end of topic tests, mock examinations and end of year exams and check suitability
- Monitor the CPAC for A level and develop where needed
- Develop the IGCSE practical skills throughout Y9-11
- Develop revision materials for the IGCSE and A level and questions packs to support student's achievement
- Direct staff to improve their SOW where needed
- Run training for any areas staff have concerns about teaching any chemistry as it may be outside of their specialism or experiments they have not done
- Work with Lab Tech to ensure we have all the chemistry equipment and chemicals for the Chemistry SOW- support Lab Tech in completing Chemistry budget

SEN and MAP

- Ensure there is provision for both in SOW.
- Makes sure staff are aware of pupil profiles for SEN and review the MAP student list annually

Marking and assessment

- Book scrutiny for Chemistry- check in line with school policy, include evidence of reflection time, students interacting with marking
- For middle school all books should have learning check-lists at the start of a topic and a flight plans at the end and these are completed by the student
- Ensure inside front cover sheet has target grade and termly assessment grades completed.
Review intervention strategies for middle school from termly assessment report- are they effective, are they being done
- Analyse IGCSE and A level results and support HOF in completing SEF and DIP

Enrichment- Clubs, competitions and trips

- Oversee the clubs that run in science- both middle and college, supporting staff where needed
- Look for competitions for all science students Year 5-13, either run competition yourself or direct appropriate member of staff
- Look for trips, seminar, outside agencies to run workshops etc, , either run the activity yourself or direct appropriate member of staff
- Oversee and plan for Science week with team

Performance manage the Chemistry team.

- This includes setting targets for the year, book scrutiny's, lesson observations and learning walks, mid-year reviews etc.

Newsletter

- Oversee, collate and contribute to the Science Faculty newsletter for years 5-13

Any other role that supports HOF in Science.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Compiled by: Revision Number

Approved by: Revision Date ____/____/____