**THE ST LEONARDS ACADEMY**

**HEAD OF SCIENCE**

Salary: Teachers Main Pay Range / Upper Pay Range

Depending on skills and experience

Possibility of a TLR1C for the right candidate.

Permanent Contract

Start date: January 2019 or May 2019

The St Leonards Academy opened on 1st September 2011 and we are an innovative school with dedicated and determined staff, united by our values. We have approximately 1450 students and have the highest expectations that each and every child will achieve personal and academic success. We also support every student to contribute actively and positively to the Academy and the community that we serve.

Students at our Academy experience a creative and dynamic approach to learning in all their lessons. In 2017 we secured our best ever GCSE results and were awarded recognition of 'exceptional results' by the SSAT. In February 2017, we were judged 'Good' by [Ofsted](http://www.thestleonardsacademy.org.uk/about/ofsted). We are the only school in the town judged good in all four categories and the inspection team recognised that we are on the journey to becoming outstanding.

We believe employees should have the opportunity to grow both personally and professionally. We recognise the importance of training and development and ensure that our employees are continually strengthening their skill sets and developing as individuals.

We offer a wide range of exciting and useful employee benefits to all our employees, including: flexible working to maintain a healthy work-life balance, competitive annual leave entitlement, maternity and paternity leave, and discounts and offers with popular retailers.

We believe in the power of motivated and happy teachers and staff, which is why we seek to enrich and reward our employees wherever we can.

If you are seeking a challenging and highly rewarding position, then we are keen to hear from you.

For an informal conversation about this role please contact a member of the HR Team on 01424 711925. Please send applications and equal opportunities forms to: [recruitment@brightonacademiestrust.org.uk](mailto:recruitment@brightonacademiestrust.org.uk)

Visits to the academy are warmly encouraged. Thank you for your interest in University of Brighton Academies Trust.

**Closing date for applications:** Friday 30th November 2018

**JOB DESCRIPTION**

|  |  |  |
| --- | --- | --- |
| **JOB TITLE** | | Head of Science |
| **EMPLOYER** | | University of Brighton Academies Trust |
| **LOCATION (Academy)** | | The St Leonards Academy |
| **RESPONSIBLE TO** | | Vice Principal / Principal |
| **CORE REQUIREMENTS** | | |
|  | **The Role**   * To take a lead role in the creation of a transformational school community by developing and leading an exciting curriculum which enables the highest level of student progress and attainment. * To take full advantage of the fact that significant changes in the National Curriculum and GCSE Examinations by aligning ourselves with these new curriculum requirements and developing a curriculum that is an example of best practice for others. * To grow your department, recruiting, inducting and developing your team to ensure consistently high standards of teaching. * To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.   **Key Responsibilities**   * Lead and manage a professional community of subject teachers to ensure the highest student attainment and progress. * To put in place the systems and structures at a department level that lead to good and outstanding teaching within Science (with a focus on outstanding). * Monitoring and accountability for the progress and attainment of students in Science. * To establish procedures for inducting and mentoring NQTs, Teach Firsts, GTPs etc into the department. * Deliver high quality training on teaching and learning to other staff, focusing on your areas of particular expertise. * To act as a coach or mentor for other teachers as required. * Modelling for all staff exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations within your department.   **Outcomes and activities**  **Leadership of Science**   * Design an engaging and challenging curriculum that enables all students to enjoy and achieve at the highest level supported by detailed schemes of learning to ensure consistency and coherence across all Science teaching. * Establish a clear departmental plan and monitor and evaluate its delivery and effectiveness. * Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve student attainment. * Monitor the effectiveness of teaching and learning and planning processes within your department. * Support the professional development of teachers and their training where appropriate. * Establish a structure for mentoring, coaching and monitoring staff (including supervision of NQT’s and beginner teachers). * Manage the development of Science department resources effectively and efficiently.   **Curriculum and assessment**   * Review and develop the curriculum on an ongoing basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short and medium term plans to deliver highly effective lessons. * Set regular, measurable and significant assessments for students. * Ensure the moderation of assessment outcomes for reliability and consistency. * Ensure all student data is understood and interpreted by staff and students and used to modify lesson planning. * Monitor the progress of all students and sub-groups of students with staff and plan appropriate support/interventions to remedy slow progress. * Produce, in line with the academy self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your team engage with them. * Liaise with all appropriate personnel regarding support for student progress.   **Other related issues**   * Contribute to the development of the academy’s specialisms * Ensure extension activities and creative ways of supporting G&T students are available as part of enrichment e.g. setting up an experiment club, Science clinic. * Support the detailed learning needs of students not reaching national standards within the enrichment programme if not met through curriculum time.   **Academy Culture**   * Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships. * Help develop an academy culture and ethos that is utterly committed to achievement. | |
|  | To carry out all activities in such a manner that data protection requirements are met and are in line with the Academy’s policies for Health and Safety, and Equal Opportunities | |
|  | To participate in professional development activities and performance management activities as required | |
|  | To undertake other reasonable duties as directed by your line manager | |
| This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate. | | |
| There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder. | | |
| **Date: September 2017** | | |
| **Additional Information** | | |
| * This post is subject to an Enhanced Disclosure and Barring Check (DBS) | | |
| * This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. | | |
| **University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.** | | |

**PERSON SPECIFICATION**

**Qualification criteria**

* Qualified Teacher Status
* Permitted to work in the UK
* Evidence of relevant and substantial CPD

**General - experience of:**

* Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
* Having led a team in the development and implementation of a curriculum initiative had a sustained and demonstrable impact on student progress.
* Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of learning writing, and other elements of outstanding subject leadership.
* Effective engagement with external partners (e.g. subject associations, exam boards).
* Using QA systems to evaluate the standards within your department and to modify plans accordingly.
* Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
* Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.

**Teacher development (all senior teachers are expected to be able to model great teaching and to develop others) - experience of:**

* Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
* Conducting lesson observations as a tool for improvement.
* Designing and delivering outstanding staff training.

**Leadership and management – the ability to demonstrate:**

* An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
* Versatility and flexibility in terms of one’s own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
* Strong interpersonal, written and oral communication skills.
* Strong organisational skills:
  + the ability to delegate
  + the use of effective time management
  + the ability to prioritise
* Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
* Genuine passion and belief in the potential of every student.
* Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
* An educational vision aligned with the academy’s high aspirations and high expectations of themselves and others.
* A clear understanding of the strategies required to establish consistently high standards of results and behaviour within the context of the academy’s position within the educational provision in Hastings.
* An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
* Skillful management and maintenance of working relationships with parents and other stakeholders.
* Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.