**Role Profile: HEAD OF SCIENCE**

**Purpose**

The post holder will lead, develop and manage the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment. In addition to fulfilling your professional duties as a teacher, in accordance with the Teacher Standards, the post holder will ensure high quality curriculum provision and effective teaching and learning within the curriculum area of Mathematics.

**Key Accountabilities**

TEACHING AND LEARNING

* Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.
* Implement the school’s approach to marking and feedback to inform planning, develop learning and evaluate pupils’ progress.
* Lead curriculum development and assessment ensuring that courses provide a broad, balanced, relevant and differentiated curriculum.
* Ensure that the science curriculum is fully mapped with detailed schemes of work, lesson resources and differentiated materials available for all colleagues
* Ensure that the curriculum is constantly reviewed to reflect changes in national policy and exam board specifications.
* Monitor and evaluate the teaching of subjects within the department and use this analysis to identify effective practice and areas for development and take action to further improve the quality of teaching and learning.

ASSESSMENT

* Use attainment data provided by the school to monitor the progress of students taught, ensuring that effective use is made of the data to set targets for achievement.
* Monitor the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students at KS3 and within GCSE Science
* Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review
* Organise interventions to ensure that the targets of individuals and groups of learners are met.
* Evaluate the impact of intervention strategies to ensure staff are best deployed to further raise attainment and achievement.
* Ensure that colleagues have the support, challenge, information and development necessary to sustain motivation and secure further improvements in teaching.
* To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff and standardised /moderated thoroughly

STRATEGIC LEADERSHIP

* Line manage all staff who teach science as appropriate and provide effective support, challenge, information and professional development for all staff within the subject area and encourage the process of team building.
* Ensure compliance with all policies and procedures relevant to the position.
* Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
* Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
* Contribute to the School procedures for lesson observation, seek/implement modification and improvement where required.
* Ensure the maintenance of accurate and up-to-date information concerning the department.
* Produce reports on examination performance, including the use of value-added data.
* Ensure that reports to parents are informative, appropriate and accurate.
* Ensure effective communication with parents to involve them in their child’s learning as well as providing information about curriculum, attainment, progress and targets.
* Support the Senior Leadership Team in meeting whole school priorities and in realising the school’s vision.
* Liaise with the examinations officer to ensure that all entries for internal and external assessments are on time and appropriate for pupils.

BEHAVIOUR MANAGEMENT

* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School’s behaviour policy
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

STAFFING

* To establish a climate of ambition and application in the team, supporting, guiding and motivating all staff in the Department to work to a common vision and purpose.
* To contribute to a programme of meetings which are focused on developing teaching and learning and achieve appropriate outcomes.
* To hold others to account for their professional responsibilities.
* To establish ways of working which are efficient, reliable and understood by the team.
* To ensure that all Department members participate in a rigorous process of appraisal and professional learning linked to the school and Department priorities.
* To participate in recruitment and selection of new staff and their induction

DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

* Be accountable for pupils’ attainment, progress and outcomes across the department
* Analyse departmental / individual pupils’ data and exam performance to inform planning and intervention
* Plan teaching to build on pupils' capabilities and prior knowledge
* Guide pupils to reflect on the progress they have made and their emerging needs
* Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.

COMMUNICATION

* To communicate and consult effectively with the parents of all pupils.
* Liaise effectively with parents and offer opportunities for them to engage in their child’s learning at home
* Develop and maintain positive professional relationships with colleagues, parents, the local community and the Director of Education
* Lead, attend and contribute to appropriate phase / departmental meetings
* Develop an effective partnership with parents and help them to understand how they can support their child’s learning and personal development. Host events that will encourage collaboration.
* Promote the good name and reputation of the School
* OTHER PROFESSIONAL REQUIREMENTS
* Establish effective working relationships and set a good example through presentation and personal and professional conduct.
* Contribute to the life of the school through effective participation in Parents’ Evenings, Open Mornings, departmental meetings as necessary.
* Take responsibility for own professional development.
* Carry out duties in relation to school policies and practices
* Support and promote the school’s aims and ethos.
* Engage actively in the Appraisal process.
* Undertake any other duties and responsibilities as reasonably required by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified.

PASTORAL

* To be a form tutor to an assigned group of pupils.
* To promote the general progress and well-being of individual pupils and of the form tutor group as a whole. To accurately register pupils, accompany them to assemblies, encourage their full attendance
at all lessons and their participation in other aspects of school life.
* To communicate as appropriate, with parents regarding the pastoral and academic well-being of pupils.
* Alert appropriate staff to problems experienced by students and make recommendations
as to how these may be resolved;
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* To ensure the implementation of the school’s Pastoral System.

OTHER PROFESSIONAL REQUIREMENTS

* Operate at all times within the stated policies and practices of the School.
* To actively contribute to the School’s extra-curricular programme according to the needs of the school and own personal interests and expertise
* To ensure that a comprehensive and rich programme of enrichment and extension activities and trips and visits are offered to and taken up by students
* Undertake an appropriate share of the collective staff responsibility and to cover for absent colleagues when required
* To establish effective working relationships and set a good example through presentation and personal and professional conduct.
* To carry out duties in relation to school policies and practices
* To support and promote the school’s aims and ethos.
* To participate in arrangements made for classroom observations and staff appraisal
* To share best practice throughout the school
* To participate and contribute to regular department/ curriculum meetings in accordance with the published rota
* To attend staff meetings, pastoral meetings, Open Days, Sports Days, INSET and Parents’ Evenings, departmental meeting, leadership meetings (and other functions of a similar nature) as deemed necessary by the Headteacher
* To keep abreast of current thinking by attending courses and continuing your own professional development.
* Build relationships and visit other Cognita Schools
* Build a collaborative learning culture within the department, wider school and actively engage with other Cognita schools to build effective learning communities.
* Lead and participate in ISA/Cognita wide competitions and initiatives and offer science related activities beyond the curriculum.
* Be a highly visible presence around school and model expectations of staff and pupils;
* Work with the Headteacher to build a professional learning community which enables others to achieve.
* Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
* To fully support the marketing, admissions commercial strategies and activities of the School.

 **Safeguarding Responsibilities**

* To comply with safeguarding policies, procedures and code of conduct
* To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
* To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
* To engage in safeguarding training when required

**Person Specification**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** | * Qualified Teacher Status
* Graduate with a good honours degree in a scientific discipline
 | * Further professional study
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| **Skills** | * Strong interpersonal skills.
* Excellent communication skills (including written, oral and presentation skills).
* Enthusiasm for the work of a department.
* Well organised, creative and innovative.
* Ability to work independently and also in a team.
* The flexibility and proactivity of approach needed to contribute effectively to the running of a small school.
* High expectations of self and others.
* Capacity to work hard, under pressure, to meet deadlines.
* The ability to relate to and build relationships with students, parents and other members of the school community
 | * Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
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| **Experience** | * Outstanding teaching and subject knowledge.
* Proven track record of delivering the specification at GCSE with excellent outcomes.
* Up to date knowledge current curriculum developments across KS3 and 4.
* Up to date knowledge of best practice in teaching and learning in science.
 | * Ability to effectively line manage others.
* Professional development/ mentoring of colleagues.
* Examination board assessor/marker.
* Experience of leading development within a team or a ‘whole school’ initiative.
* Experience as a Form Tutor
* Experience of working in independent sector
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| **Other** | * A willingness to contribute to the extracurricular life of the school.
* Understanding of health & safety regulation’s affecting the curriculum area.
* An outstanding role model
* Evidence of a commitment to own professional development
* Reflective practitioner
* Evidence of keeping up to date with educational thinking and knowledge
* Demonstrate a personal commitment to quality and excellence in learning and teaching.
* A positive, “can do” approach
* Reliability, integrity and credibility
* Enthusiasm and energy
* Be warm in personality and approachable
* Possess a sense of humour and be positive in outlook and attitude
* Build trust and respect confidentiality
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**Key Stakeholders:**

**Internal –** Headteacher /Head of Senior School/Director of Education / Assistant Head /Teacher of Maths

**External –** parents and other external agencies

**Signed: …………………………………………. Name (print): …………………………………..**

**Date: ……………………………………………..**