



Garstang Community Academy

Teacher of Science

Job Description

1. Purpose

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a teacher/ Form Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

2. Organisation Structure

Reporting to:	Subject Leader (Head of Science)
Liaising with:	Second in Science, Principal/Vice Principals, Progress leaders, and relevant staff with cross-school responsibilities, relevant non-teaching support staff, and parents.

3. Key Accountabilities

Teaching and Learning:

- To undertake and appropriate programme of teaching in accordance with the duties of a main scale teacher as set in the School Teachers' Pay and Conditions document, other current educational and employment legislation and the school's Articles of Government.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To assist the Subject Lead to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description
- To contribute to PSHE as required.
- Play a full part in the life of the school community, support its distinctive mission, vision and ethos, and encourage and ensure students follow this example.
- Act as a role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Have a key role in promoting an atmosphere conducive to effective teaching and learning ensuring that pupils are exposed to the highest quality teaching.
- To support the Subject Lead in the preparation and delivery of schemes of work for all year groups in order to promote continuity, breadth, balance and progression in pupils' learning, ensuring that each pupil has the opportunity to maximize her/his potential.
- Take responsibility for pupil behaviour and ensure that relationships between staff and pupils are harmonious leading to highly productive and well-motivated classes.
- Ensure that differentiated teaching materials are available and, in the case of pupils who are identified as gifted and talented (G&T) and with special educational needs (SEN), that individual education plans (IEP) for pupils with SEN are in use.

Curriculum
<ul style="list-style-type: none"> • Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. • Mark and monitor students' class and homework providing constructive oral and written feedback, and setting targets for students' progress and putting in interventions as necessary. • Contribute to the development of schemes of learning and Subject/Faculty/PSHE policies. • Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. • To assist the Subject Leader, and the School Leadership team, to ensure that the subject area provides a range of teaching which complements the school's strategic objectives.
Students
<ul style="list-style-type: none"> • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline. • Undertake student supervisory duties and cover for absent colleagues in line with school procedures. • Operate school and subject rewards policy. • Assess and record each student's progress, including through observation, questioning, testing and marking. • Make every reasonable effort to ensure delivery of the school's Home School Agreement.
Monitoring
<ul style="list-style-type: none"> • Understand and make effective use of national, local and school data to set clear targets for students' achievement and to monitor progress. • Meet tracking and reporting deadlines. • Contribute to Subject monitoring of the assessment of students. • Keep Subject Leads and Form Tutors informed about student progress and behaviour and action taken.
Communication
<ul style="list-style-type: none"> • Contribute to meetings and discussions about teaching methods, schemes of learning, student progress and Subject policies • Keep parents and line managers informed about student progress/concerns and action taken • Attend relevant parents' evenings • Maintain familiarity with statutory assessment and reporting requirements and know how to prepare and present informative reports to parents • Where appropriate, to communicate and co-operate with persons or bodies outside the school.

Performance Management
<ul style="list-style-type: none"> • Review own professional development and identify training needs • Take part in rigorous and effective performance management arrangements
Budgets/ resources
<ul style="list-style-type: none"> • Monitor appropriate expenditure • Identify resource needs • Operate stock control system • Keep subject and form rooms tidy and have effective displays • Follow agreed safety procedures for the Subject
Other
<ul style="list-style-type: none"> • To make a substantial and sustained contribution to the school. • To continue to meet standards and to grow professionally by developing subject expertise. • To provide a role model for professional practice and to make a distinctive contribution • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

4. Key Challenges & Targets

- A large majority of students in the teacher's Science set achieving, or forecast to achieve, their GCA Science targets.
- Teaching is consistently at least a 'good' standard, and that at least 'good' challenge, in-lesson progress, marking and feedback are consistently evident.

5. Knowledge and Experience

Qualifications	
Good academic qualifications relevant to the post	E

Professional Competence and Leadership	
Have a high regard for young people and the learning process	E
Have the ability to articulate and maintain vision for high quality education	E
Be efficient, highly organised and able to deal effectively with a heavy workload	E

An ability to get the best out of students and to work well with colleagues.	E
Knowledge and personal attributes which contribute towards being a good teacher of Science	E
Ability and willingness to teach a subject other than Science e.g. Maths, IT	D
Have awareness of key Safeguarding issues	E

Experience	
An excellent record of enthusiastic and successful teaching of Science	E
Positive experience of Professional Experience opportunities.	E

Interpersonal Skills	
Have the ability to communicate effectively verbally and using a variety of media	E
Have the ability to establish good working relationships with staff, parents and the wider community	E

Personal Qualities and Commitment	
Have personal impact and presence	E
Show on-going commitment to own personal development and training, and ambition to develop through the post	E
Have energy, dynamism and a sense of humour	E
A record of participation in the extra-curricular life of a school, as teacher or student-teacher.	E

6. Terms and Conditions

Working Time:	195 days per year. Full time
Disclosure level	The school is committed to safeguarding and promoting the welfare of children and young people and the post is subject to a satisfactory Criminal Records Bureau (CRB) Enhanced Disclosure
TLR Level	NA
Professional Development	In line with the needs of the individual and school policies.