



**ASTON UNIVERSITY ENGINEERING ACADEMY (AUEA)
Job Description**

Job Title: AST Science

Accountable to: Curriculum Area Leader (CAL) – Science

Core Purpose:

The Advanced Skills Teacher in Science will support the Curriculum Area Leader for Science in developing outstanding teaching and learning practice in Science at AUEA. The role will focus on ensuring learning maximises progress and is exciting and engaging and delivered in partnership with Aston University and our significant industry partners so that our young people are motivated to strive for excellence.

Key Responsibilities:

Responsibility for raising the standards of all the students you teach in the subject of Science:

- To be responsible for the teaching of relevant teaching material within Science.
- To contribute to the ongoing development of appropriate syllabuses, materials and schemes of work.
- To be responsible for managing the resources in the teaching rooms to which you are deployed.
- To be a tutor, when assigned, and to be responsible for carrying out the duties as set down in the generic tutor job description.
- To be responsible for carrying out a fair share of supervisory duties and cover for absent colleagues.
- To be responsible for following Science Curriculum Area and AUEA policy on matters such as lesson preparation, schemes of work, marking, record keeping and homework, and quality assurance.
- To be responsible for organising a disciplined working environment in which students can achieve their maximum potential.
- To participate in appropriate meetings as necessary within the Academy.

Responsibility for educational progress for all your students in the subject of Science:

- To be responsible for monitoring students' progress in your Science groups through academic tracking and data analysis.
- To be responsible for reporting to and liaising with the Curriculum Area Leader for Science, Asst. Curriculum Area Leader for science, teaching/support staff, Aston University staff and students, industrial partners, and parents/carers.
- To ensure a culture and ethos of challenge and support in your teaching where all students can achieve success and become engaged in their own learning.
- To demonstrate and articulate high expectations and set stretching targets in Science.

Additional AST responsibilities within the Science Curriculum Area:

- Leading the application of Science to engineering.
Additional responsibility for enhancing teaching and learning through embedding industry contextualized learning into the Science and other science schemes of learning for AUEA and then supporting outreach work in other schools as part of our hub role.
- Maintain expert knowledge of teaching and learning and disseminate this to other teachers
- Maintain knowledge and understanding of the school aims, priorities, targets and action plans
- Understand and promote the benefits and effective use of ICT
- Understand and promote links between the subject and the wider curriculum

Support staff teaching in science to consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs by:

- Disseminating examples of effective planning practice
- Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
- Establishing strategic planning, including short, medium and long term plans for the development and resourcing of the subject

Support staff teaching in science to consistently and effectively use a range of appropriate strategies for teaching and classroom management by:

- Taking steps to ensure teachers are clear about the teaching of outcomes in lessons, understand the sequence of teaching and learning in the subject area and communicate this to students
- Observing colleagues teaching (through subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Identifying and promoting innovative and effective strategies within science to meet the needs of all students
- Working with staff in science to develop a range of innovative teaching and learning resources

Support staff teaching in Science to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant national, local and school data, research and inspection evidence to inform policies, expectation and teaching methods.
- Monitoring and evaluating assessment data across the school to identify trends in student performance and issues for development
- Defining intervention strategies to address issues for development that are identified
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues
- Use assessment data to make comparative evaluation of students' performance in Science

Support staff teaching in engineering such that, as a result of their teaching, their students achieve well in relation to prior attainment, making progress as good as or better than similar students nationally by:

- Supporting teachers in planning appropriate strategies to achieve student progress target levels and objectives
- Taking steps to ensure that agreed student progress target levels within engineering are achieved or exceeded
- Encouraging students' motivation and enthusiasm in engineering, developing positive responses to challenge and high expectations
- Monitor the objectives and targets for students with SEN and promote the importance of raising their achievement

Take responsibility for your own professional development and use the outcomes to improve your teaching and students learning by:

- Maintaining 'leading edge' knowledge through reading, CPD and research to inform own practice, demonstrating impact in teaching and on students' learning
- Assimilating and implementing new curriculum guidance to lead the process of change within engineering
- Prioritising and managing own time effectively, balancing the demands made by teaching, subject management and involvement in AUEA development
- Achieving own challenging professional objectives

Contribute to the policies and aspirations of AUEA co-ordinating strategies to achieve relevant Academy improvement priorities that have been identified in AUEA by:

- Co-ordinating strategies to achieve relevant school improvement priorities that have been identified in AUEA
- Evaluating and reporting the effectiveness of practice in the school annually, suggesting areas and issues for further improvement
- Leading professional development
- Building effective links with the local business and industry, in conjunction with the Assistant Principal - Partnerships in order to develop contextualised learning in engineering

To be an effective professional who challenges and supports all students to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- Mentoring and coaching staff to develop confidence and maintain positive attitudes
- Communicating effectively with professional integrity within and beyond the school community
- Taking action to build

Additional responsibilities:

- To attend appropriate INSET to enhance subject knowledge, awareness of curriculum developments, classroom management skills etc, and whenever appropriate, share new knowledge and experiences with colleagues.
- To contribute to the enrichment curriculum.