

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Second in Science Department
LOCATION	Felixstowe School
GRADE / SCALE POINT – SALARY	MPR/UPR + TLR
REPORTING TO	Assistant Headteacher via Subject Leader

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To be accountable, with the Subject Leader, for ensuring each individual pupil achieves their optimum level across all subjects and to monitor and support individual pupil progress according to identified Science needs, with a particular focus on in class intervention strategies for key stage 3 pupils

To lead, develop and enhance the teaching practice of teachers, evaluating the quality of teaching and securing and sustaining its effectiveness, as it relates to pupils with Science needs, with the Subject Leader and in areas you are responsible for, following the trust instructional coaching programme to support less experienced teachers.

To be accountable for the leadership and management of a specified area of Science, the development and implementation of policies, plans, targets and practices within the context of the school's aims and policies, such as homework and revision resources

To effectively line manage teaching and support staff, in Science where directed to do so by the Subject Leader.

KEY TASKS & RESPONSIBILITIES

Core Purpose:

- To be second in charge of the Science department;
- To support numeracy across the curriculum;
- To teach Science across the ability range at Key Stages 3, 4 and 5;
- To mark and assess work regularly and to take part in the departments' quality assurance procedures;
- To monitor student progress and set targets to ensure expected progress is achieved;
- To work as part of a team, attend regular meetings and provide a major input into department development;
- To develop the contribution of Science to the School Improvement Plan
- To help integrate new technologies into the Science curriculum as required;
- To support the development of students' problem solving and functional skills;
- To follow school policy regarding behaviour.

Pupil Achievement:

- Work under the guidance and strategic direction of the Subject Leader;
- To be responsible for quality control in the specified area of the department by collecting and analysing all data available on pupils' progress in the subject, linking these to the School assessment and reporting calendar and systems;
- Ensure that pupils show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment in your specified area;
- Ensure pupils understand the key ideas in the subject in your specified area at a level appropriate to their age and stage of development;
- Ensure the effective development of individual and collaborative study skills which are necessary for them to become increasingly independent learners in and out of the School and which allow the transfer of skills between subjects;
- Set high standards for the behaviour of pupils in all disciplinary matters in line with the School's Behaviour and Discipline Policy;
- To inform the Subject Leader regularly of the progress of pupils and the work of the specified area and ensure that reporting to parents is undertaken on time and in line with School policies and procedures;
- Ensuring adherence to the School's Homework Policy by teaching staff.

Teaching and Learning:

- Ensure continuity and progression between the specified area and other areas of the subject by choosing the appropriate sequence of teaching and learning methods and setting clear learning objectives through agreed schemes of work, developed in line with the Improvement Plan, supporting colleagues where relevant;
- To be responsible for providing interesting, stimulating, challenging lessons which relate to the scheme of work as expressed in detail in your Subject Handbook;
- Keep abreast of changes and developments in the specified area of the subject and ensure these have an impact on teaching and learning where appropriate. Review regularly and develop the specifications, schemes of work and teaching methodologies of the department in line with subject developments in consultation with the Subject Leader;
- Ensure the five key outcomes of Every Child Matters are taken into account with all Teaching and Learning development in the specified area;
- Establish clear targets for achievement in the specified area and evaluate progress through the use of appropriate assessments and records and regular analysis of this data;
- Evaluate the teaching in the specified area by the monitoring of planning and through analysis of pupils' work, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;

- Ensure the delivery of the specified area conforms to the School Health and Safety Policy;
- Use your own class as an example of high-quality teaching and learning in the subject
- Ensure the sharing of good practice throughout the subject;
- To encourage the use of display in all subject rooms and adjoining areas by using pupil work and achievement, and maintaining a sense of order and tidiness;
- To be responsible for leading and the development of any staff who work in the specified area.

Leadership & Management:

- Ensure that teachers are aware of the implications of the Teaching and Learning Policy – particularly the impact that the ‘aims and objectives’, ‘culture and values’ and ‘teaching and learning’ sections as well as the Equal Opportunities Policy should have on developing teaching and learning;
- Be aware of and implement all relevant School policies relevant to your specified area;
- Develop and implement policies and practices which reflect the School’s commitment to high achievement through effective teaching and learning;
- Have an enthusiasm for the specified area which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils’ lives;
- Use relevant School, county and national data to inform targets for development and further improvement for individuals and groups of pupils;
- Develop plans for the subject with the Subject Leader which identify clear targets, timescales and success criteria for its development and / or maintenance in line with the Improvement Plan;
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- Playing a leading role in the Professional Development of staff in the specified area and be accountable for the dissemination of training to members of the department;
- In the absence of, or with, the Subject leader, run effective subject meetings and encourage the involvement of the team of subject staff in discussions concerning subject delivery and organisation, and provide the Headteachers and other senior leaders with copies of the minutes of these meetings;
- To attend meetings with the Subject Leader as appropriate;
- To take lead, when appropriate, in the development of extra-curricular activities within and beyond the department;
- To produce with the Subject Leader, a Subject Handbook which complies with the requirements of OFSTED and which is reviewed regularly (at least once a year).

Line Management:

- To act as line manager where directed to do so either by the Subject Leader or by the Headteacher for staff in the specified area;
- Utilise the School’s yearly observation programme to monitor the teaching and learning of staff in the specified area (within the scope of plans for the whole department) and follow up observations with a discussion on progress and areas for improvement.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust’s and the school’s safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL REQUIREMENTS
<p>Knowledge and Understanding</p>	<p>Knowledge of the National Curriculum for Science at KS3 and of the requirements of the GCSE syllabus at KS4;</p> <p>Understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student achievement;</p> <p>Understanding of what constitutes effective teaching for learning;</p> <p>Knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques;</p> <p>Knowledge of a wide range of software for use with interactive technologies and the application of these to engage and interest students;</p> <p>Knowledge and understanding of how literacy skills are developed in students and the teaching and learning approaches that best support the development of these skills.</p>
<p>Experience</p>	<p>At least three years' experience as a classroom teacher in a mainstream secondary school;</p> <p>Proven record of achievement at all levels;</p> <p>Experience of preparing and leading training sessions.</p>
<p>Skills and Attributes</p>	<p>Proven communication, organisation and interpersonal skills;</p> <p>A willingness to develop leadership skills;</p> <p>Proven use of ICT and rich activities to make learning engaging and dynamic.</p>