



## Lead Practitioner - Science

Salary / grade range	L6 – L10 £51,802 - £55,525
Location	Co-op Academy Leeds
Reports to	Subject Leader for Science

### Purpose of role:

To raise standards and develop teaching and learning in Science across the Academy. To ensure that the aims of the Academy are effectively translated into high quality classroom practice both within the subject and in general across the Academy. To assist in improving, developing, implementing, monitoring and evaluating:

1. Teaching and learning
  2. Pupils' outcomes
  3. Curriculum planning
  4. Continuing professional development
  5. Team building
- To promote and ensure positive pupils approaches to learning through
    1. High expectations
    2. Consistently strong classroom practice, providing a role model for the department and beyond.
    3. A stimulating learning environment
    4. An emphasis on learning
    5. Development of co-curricular opportunities
  - To be a key leader in establishing systems and procedures to develop teaching and learning within Science. This will have a focus on establishing and embedding a mastery curriculum across the Science department.
  - To be a member of the Teaching and Learning team who will deliver whole school and subject specific CPD, coach staff and be part of the strategic direction of the quality of education across the school.
  - To be a key member of the team who will quality assure teaching and learning across the school
  - To consistently deliver high quality lessons, promote proven strategies and support colleagues, both on a 1-2-1 basis and in groups, to develop pedagogy and practice in order to improve the quality of teaching and learning with the specific aim of securing outstanding teaching and student outcomes.
  - To work with the Curriculum Leader on all aspects above and to respond to academy priorities with Science as directed by the Headteacher.
  - To work with the Curriculum Leader of Science to devise action plans in order to close



achievement gaps and ensure that these are being implemented appropriately.

- To take a lead in supporting the effective development of curriculum within Science.
- As a leader and a manager in the classroom, contribute to the overall leadership of teaching and learning in Science by being proactive in supporting an ethos that recognises and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the Academy through the implementation of Academy policies and code of conduct.
- To be a visible presence around the Academy.
- Other duties as directed by the Headteacher.

## Key accountabilities (and specific duties / responsibilities):

### Staff

- Work alongside the Curriculum Leader to oversee the professional development of staff in Science and provide advice on appropriate CPD.
- Ensure that staff are kept well-informed of recent developments in your subject area.
- Observe the teaching of individuals in your area, give constructive feedback and monitor this to ensure that it leads to improved standards in the classroom.
- Allocate responsibilities and duties so as to ensure continuing professional development.
- Lead the team to implement and execute appropriate action plans to close the gap; then monitor the effectiveness of this.
- Design implement and evaluate an in-house, blended approach to teachers learning through strategies such as coaching, in-class training and 1-2-1 mentoring sessions.

### Curriculum / Teaching and Learning

- Teach and plan high quality lessons in which students make at least good progress.
- Enable all staff to use well-judged and imaginative teaching strategies to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point.
- Secure the promotion of high levels of enthusiasm for, participation in and commitment to learning amongst all students by working with other teachers to develop their practice.
- To support the Curriculum Leader in developing and reviewing the department curriculum at KS3 and KS4.
- Coordinate preparation, delivery and evaluation of schemes of work for Science in accordance with the National Curriculum requirements; with a particular focus on teaching and learning at KS3 and KS4.
- Monitor and evaluate to ensure that there is a consistency in terms of learning experiences for students within Science.
- Provide guidance on exam specifications and delivery time frames and additional subject related qualifications that could be included in the curriculum offered at the academy.
- Lead and encourage critical professional dialogue within the department.



## **Assessment**

- To issue guidance in order to develop rigour and accuracy in grading at KS3, and KS4 across the Science department. To ensure that there are appropriately regular opportunities for students' work to be accurately graded throughout each data drop.
- Analyse all academy data drops for years 7-11 in collaboration with the Head of Department. Discuss and agree appropriate intervention to raise standards within the academy.
- Identify and implement strategies for raising standards at all key stages in line with the latest accountability measures.
- To develop Assessment for Learning with the department and across the academy in line with academy policy.
- To ensure that there are appropriate and accessible graded examples of students' work from across the academy to be used for the purposes of moderation, training and as evidence of standards in your subject area.

## **Leadership and Management**

- Demonstrate an uncompromising and highly effective drive to improve achievement,
- Sustain the highest level of achievement, for all students, over a period of time.
- Lead by example and demonstrate passion and ambition for the Academy, the students and the subject.
- Develop and promote effective partnerships with parents, carers, other staff and students so they are highly positive about the subject area in terms of achievement, teaching and learning, behaviour and safety.
- Take a lead role in establishing a positive learning environment within their own classroom and that of those they line management and work with so that students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.

## **Resources and The Learning Environment**

- To ensure that the learning environment is well-ordered, safe and stimulating, leading by example to encourage a high standard of display work in classrooms and communal areas with a clear emphasis on celebrating success, sharing achievements and the importance of both literacy and numeracy.
- To advise on the purchase of appropriate and stimulating resources and ensure that these are used.

## **Safeguarding Students and Duty of Care**

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.



All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

## Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Curriculum Leader. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

We seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do. The person specification is related to the requirements of the post as determined by the job description. You should refer to these requirements when completing the application.

The postholder should have the ability to form and maintain appropriate relationships and personal boundaries with children and young people, in safeguarding and promoting their welfare.

## Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"><li>• Good relevant degree or equivalent</li><li>• Recognised teaching qualification (with QTS)</li><li>• Evidence of continued professional development</li><li>• Evidence of Leadership training</li></ul>	D	A / I A / I A / I A / I
<b>Experience</b> <ul style="list-style-type: none"><li>• Proven track record of successful strategies for raising achievement and sharing good practice.</li><li>• Evidence of enabling students to work to the highest standards. Good relevant degree or equivalent</li></ul>	D	I



<ul style="list-style-type: none"> <li>• Recognised teaching qualification</li> <li>• Evidence of continued professional development</li> <li>• Evidence of Leadership training</li> </ul>		A / I A / I
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• Detailed knowledge of the national curriculum in the relevant area.</li> <li>• Proven record of good or better teaching</li> <li>• Successful leadership and management of a team</li> <li>• Successful experience of middle management leadership</li> <li>• Initiating and supporting change</li> <li>• Involvement in the wider aspects of school life</li> <li>• Has made a positive difference in current post and can demonstrate how it was achieved</li> <li>• An understanding of current educational issues and their implications</li> <li>• Good oral and written skills</li> <li>• Ability to make high quality reasoned decisions based on available information</li> <li>• Clear expectations of student behaviour and discipline</li> <li>• Resilience and the ability to deal with a large volume of work and heavy demands upon time</li> <li>• High order administrative and organisational skills with good attention to detail</li> <li>• Creativity, imagination and flair</li> </ul>		I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Excellent classroom practitioner.</li> <li>• Evidence of commitment to extra-curricular and enrichment provision.</li> <li>• Good administrative skills.</li> <li>• Successful experience of team working.</li> <li>• Evidence of leadership skills and experience.</li> <li>• Good record of health and punctuality.</li> <li>• Commitment to Equal Opportunities</li> <li>• Commitment to the promotion of quality and high standards</li> <li>• Ability to work co-operatively with a wide range of people and as part of a team</li> </ul>		I I I



<ul style="list-style-type: none"><li>• Ability to work positively with students and demonstrate commitment to their progress and well-being</li><li>• Ability to work in partnership with Trust Directors and middle and senior leaders</li><li>• Commitment to further advancement in the profession and the development of self and others</li><li>• The ability to get things done with imagination, vision and drive</li><li>• The ability to motivate others in the pursuit of continuous improvement in the context of a purposeful climate</li><li>• Command respect through example and to display firmness and sensitivity when dealing with others</li></ul>		
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This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.