



THE EDUCATION VILLAGE ACADEMY TRUST

JOB PROFILE

<u>POST TITLE :</u>	Science Lead and SEN Teacher based within Beaumont Hill Academy
<u>GRADE :</u>	Main pay scale / Upper pay scale plus SEN 1 Allowance TLR 2c- £2,796 per annum
<u>REPORTING RELATIONSHIP</u>	Reporting to Teaching and Learning Lead, Beaumont Hill Academy
<u>JOB PURPOSE :</u>	To be accountable for supporting the leadership and management of Science across BHA secondary department
<u>POST NO.</u>	

MAIN PURPOSE OF THE POST

The post holder will be expected to actively contribute to the development of policies and strategies of The Education Village Academy Trust, reporting to the Governing Body as appropriate. This is a senior role, and the post holder will be expected to undertake a range of duties across the Trust, commensurate with the grade.

TEACHING RESPONSIBILITIES

- Design, prepare and demonstrate use of specialist equipment/ resources/ materials, as required.
- Work within a specialised team on the planning and delivery of a creative, appropriate curriculum.
- Undertake a comprehensive range of training some of which will be 'Team Teach'.
- Create and maintain an appropriate working environment for SEN pupils.
- Plan and deliver high quality learning activities.
- Lead a team of classroom support staff
- Assess and record learning outcomes
- Report regularly on pupil progress
- To devise and implement strategies related to good practice with SEN children

- To have sensitivity to, and professionalism in discussing and reporting pupils learning and emotional and behavioural difficulties.

LEADERSHIP RESPONSIBILITIES

In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder's key accountability will be to use his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below and other associated duties as are reasonably assigned by the head teacher:-

PROFESSIONAL RESPONSIBILITIES

The Education Village requires the post holder to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:-

A. Strategic direction and development of Science

1. Develop and implement policies and practices for Science, which reflect the school's commitment to high achievement, effective teaching and learning and distributed leadership;
2. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
3. Establish a clear, shared understanding of the importance and role of the Science in contributing to pupils' practical and cognitive development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
4. Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
5. Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
6. Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - a. contribute to whole-school aims, policies and practices;
 - b. are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - c. identify realistic and challenging targets for improvement in the subject;
 - d. are understood by all those involved in putting the plans into practice;
 - e. are clear about action to be taken, timescales and criteria for success;
7. Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

B. Teaching and Learning

1. Ensure curriculum coverage, continuity and progression in Science for all secondary students;

2. Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
4. Ensure effective development of pupils' literacy, numeracy and computing skills through the subject;
5. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
6. Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
7. Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils;
8. Evaluate the teaching of the subjects in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
9. Co-ordinate CPD requirements for the Science teachers to ensure up to date professional knowledge across the subjects
10. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
11. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

C. Leading and managing staff

1. Help staff to achieve constructive working relationships with pupils;
2. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
3. Sustain own motivation and, where possible, that of other staff involved in the subject;
4. Performance manage staff as required by the school policy and use the process to develop the personal and professional effectiveness of the reviewee(s);
5. Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, subject associations;
6. Enable teachers to achieve expertise in their subject teaching;
7. Ensure that the Principal and Teaching and Learning lead are regularly informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

D. Efficient and effective deployment of staff and resources

1. Establish staff and resource needs for the subject and advise the Teaching and Learning lead of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
2. Advise the Teaching and Learning lead on the deployment of staff involved in the subject to ensure the best use of the subject, technical and other expertise;
3. Ensure the effective and efficient management and organisation of learning resources, including ICT;
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
5. Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

E. General

1. To perform any other reasonable task that may be asked from time to time.
2. To contribute towards and implement Education Village Academy Trust strategies and policies.

F. Support for the School

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
2. Contribute effectively to the overall ethos/work/aims of the school and the Education Village Academy Trust
3. Attend and participate in regular meetings.
4. Participate in training and other learning activities and performance development as required.
5. Assist with the provision of out of school learning activities e.g. clubs, extra-curricular activities within guidelines established by the school.
6. To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

Budget Accountability

The post holder will not hold budget management responsibility.

This is not a complete statement of all duties and responsibilities of this post. It contains only the facts necessary to rate this standard job at the resultant responsibility.

THIS POST IS SUBJECT TO AN ENHANCED DBS DISCLOSURE AND DISQUALIFICATION DISCLAIMER (IF APPLICABLE). THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS MADE AND RECHECKING AS APPROPRIATE

Date: November 2019



The Education Village
Person Specification – Science Lead Teacher

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	Recognised Teaching qualification	AF/C	D1	Experience as a line manager and/or team leader	AF/I/R
	E2	Experience & knowledge of secondary Science curriculum and teaching in a successful secondary department.	AF/I/R			
Experience & Knowledge	E3	Demonstrable success in raising and achieving high standards as well as meeting challenging targets.	AF/I/R	D2	Experience of managing, developing, inspiring and motivating staff.	AF/I/R
	E4	Demonstrable experience of working successfully with students of all abilities in an inclusive setting.	AF/I/R	D3	Experience of teaching GCSE and other science accreditations in a special school setting.	AF/I/R

	E5	Thorough understanding and knowledge of the demands of delivering a secondary science curriculum.	AF/I/R			
	E6	Experience of developing a highly exciting, innovative and inclusive curriculum which is personalised to the needs of the whole child.	AF/I/R			
	E7	Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond.	AF/I/R			
	E8	Experience of dealing with pupil discipline effectively using a restorative approach as opposed to a punitive approach. Develop and promote home to school links.				

Skills	E9	Excellent oral and written communication skills with an ability to negotiate at all levels.	I/P			
	E10	Be E-confident and able to understand and sell the benefits of ICT and future technology in an educational context.	I/P			
	E11	Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets.	I/P			
	E12	Ability to interpret and implement new legislation, policies and directives.	I/P			
	E13	Ability to analyse information from a wide variety of sources and solve complex problems.	I			
	E14	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines.	I/P			
Personal Attributes	E15	High personal standards of integrity and probity.	I			
	E16	Enthusiasm, vision, drive, adaptability and resilience.	I/P			

	E17	Be confident, positive and approachable.	I/P			
	E18	Advocate a sound educational philosophy, with the ability to translate into practice.	I/P			
	E19	Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents.	I			
	E20	Commitment to personal development.	I			
Special Requirements	E21	Be willing to work outside normal hours.	I			
	E22	To be flexible in order to meet the demanding nature of this role.	I			

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References