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| Post Title: | Teacher of Science / Second in Department |
| Job Purpose: | In addition to the requirements of a class teacher: <ul style="list-style-type: none"> To assist the Head of Department in managing, developing and leading the Science Department to ensure the highest possible standards of academic excellence for all students |
| Reporting to: | Head of Science |
| Responsible for: | Designated teaching staff and other relevant personnel within the Department |
| Working Time: | 195 days per year. Full time |
| Salary/Grade: | TLR2b |
| MAIN (CORE) DUTIES: | <i>The job description below will be developed to suit the skills of the successful candidate</i> |

Other Specific Duties:

1. To co-lead and manage with the Head of Department the provision of an appropriately broad, balanced, relevant and differentiated curriculum for targeted pupils in accordance with the aims of policies of the school.
2. To co-lead and manage with the Head of Department the development and enrichment of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Department.
3. To lead and manage the raising of standards of student attainment and achievement and to monitor, track and support student progress in relation to individual targets and ensure appropriate action is taken where necessary.
4. To lead and manage colleagues to implement appropriate and effective intervention strategies to ensure that the vast majority of all pupils within optimise their performance.
5. To lead and manage colleagues to formulate aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of students.
6. To lead and manage the maintenance of accurate and up-to-date departmental data on the management information system and to produce reports and analysis on a range of activities as required by the Head of Department.
7. To co-lead and manage colleagues through the implementation of all aspects of target setting, tracking and assessment.
8. To co-lead and manage with the Head of Department the effective communication/consultation as appropriate with the parents of students, other staff and relevant external bodies for intervention.
9. To support the management of the Department on a day-to-day basis and act as a positive role model, to promote teamwork and ensure effective working relationships.
10. To co-lead and management with the Head of Department, the Department's quality control systems including setting targets, standardising and establishing common standards of practice in line with the departments' plans and policies.
11. To keep up to date with national developments, teaching practice and methodology and to lead and manage the Department in responding to initiatives and developments.
12. To actively seek to improve standards of teaching and learning for progress within the Department.
13. To actively seek to implement the graduated response model for supporting pupils in this subject area.
14. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
15. To undertake any other duty as specified by STPCB not mentioned in the above
16. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
17. To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the Schools' Health and Safety Manager

18. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

19. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Longfield Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory enhanced DBS check.

This job description describes in general terms the normal duties which the post-holder will be expected to undertake and has been compiled with reference to the Teachers' Standards. The duties should not be considered as exhaustive and may vary or be added to from time to time without changing wither the level of responsibility or the financial remuneration associated with this post.

We are passionate about safeguarding the welfare of pupils and maximising their life chances. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service criminal records check for work with children.

Please note that a copy of the School's Pay Policy is available on the school website.

**PERSON SPECIFICATION
TEACHER OF SCIENCE / SECOND IN DEPARTMENT**

By the time of appointment to this post, essential criteria listed below will have been fulfilled:

| ESSENTIAL | | | | DESIRABLE | | |
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| | Criteria No. | ATTRIBUTE | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| QUALIFICATIONS, EDUCATION AND TRAINING | E1 | Graduate in relevant subject with Qualified Teacher Status | AF/C | D1 | Working towards further Professional Qualifications | AF/S |
| | E2 | Well-structured supporting letter indicating beliefs, understanding of important educational issues and styles of management | A | D2 | Honours Degree | A/C |
| | E3 | Commitment to and track record of CPD relevant to subject area | A/S | D3 | Evidence of active interest in staff development through appraisal and school improvement planning | A/S |
| EXPERIENCE & KNOWLEDGE | E4 | Good classroom practitioner at KS3 & 4 | AF/S/R | D4 | Experience of a management role | AF/S/R |
| | E5 | Up to date, excellent knowledge in subject, national and local policy, pedagogy, and classroom practice | AF/S/R | D5 | Experience of the successful management of change | AF/S/R |
| | E6 | Track record of embracing innovation | AF/S/R | D6 | Experience of monitoring and evaluating staff and pupil performance | AF/S/R |
| | E7 | Understanding of assessment techniques and the ability to plan these into SOW's | AF/S/R | D7 | Experience of planning the development of KS3 and KS4 SOW and accreditation opportunities | AF/S/R |
| | E8 | Understanding of competency-based curriculums in-line with assessment techniques and the ability to develop them | AF/S/R | | | |

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| | E9 | Experience in planning assessment strategies in line with desired outcomes | AF/S/R | | | |
| | E10 | A knowledge of current health and safety issues | AF/S | | | |
| ESSENTIAL | | | | DESIRABLE | | |
| | Criteria No. | ATTRIBUTE | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| SKILLS | E11 | Ability to communicate effectively in a variety of situations with a range of audiences | AF/S/R | D8 | Ability to coach/mentor, support and challenge staff and pupils | AF/S/R |
| | E12 | Ability to work effectively in a wide range of partnerships to achieve school improvement | AF/S/R | D9 | Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community | AF/S/R |
| | E13 | Ability to use ICT effectively in the classroom and to support learning | AF/S/R | D10 | Commitment to take account of current health and safety issues in long-term planning or courses, identifying areas of risk | AF/S/R |
| | E14 | Ability or commitment to develop the use of new technology to a high level | AF/S/R | | | |
| | E15 | Commitment to raising standards and achieving the highest standards of achievement for young people | AF/S/R | D11 | Ability to lead and manage staff with a range of dispositions | AF/S/R |
| PERSONAL ATTRIBUTES | E16 | Ability to work independently and make a positive contribution as part of a team | AF/S/R | | | |
| | E17 | Commitment to own professional development and willingness to undertake training | AF/S/R | | | |

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| | E18 | Ability to demonstrate enthusiasm and sensitivity while working with others. | S/R | | | |
| | E19 | A high level of effectiveness including organisational and communication skills | S/R | | | |
| | E20 | Ability to act as a positive role model and demonstrate high personal standards | S/R | | | |
| | E21 | Commitment to safeguarding pupils and suitability to work with young people | S/R/D | | | |
| | E22 | Self-motivated and enthusiastic | S/R | | | |
| | E23 | Willingness to engage in the Appraisal process | S/R | | | |
| | E24 | Flexible and positive approach to tasks | AF/S/R | | | |
| | E25 | Ability to work in ways that promote equality of opportunity, participation, diversity and responsibility | S | | | |
| | E26 | A commitment to enhancing life chances of all pupils | S | | | |
| | E27 | Ability to form and maintain appropriate relationships and personal boundaries with children | S | | | |
| | E28 | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. | S | | | |

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| Key – Stage identified | |
| AF | Application Form |
| C | Certificates |
| S | Selection process including Interview and Teaching exercise |
| E | Employment references |
| D | DBS Disclosure |

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.