**Assistant Faculty Leader Science (Chemistry) Job Description**

**Post:** Assistant Faculty leader - Science

**Salary Grade:** TLR 2B

**Responsible to:** Faculty Leader

**Core Purpose**

To assist the Faculty Leader (FL) & Deputy Faculty Leader (DFL) in ensuring pupils develop appropriate skills and knowledge in the subject/key stage you are responsible for. Enabling pupils to make strong progress and attain appropriate qualifications.

**Responsibilities**

1. **Specific responsibilities**

**The responsibilities detailed below are in addition to the general responsibilities detailed in sections 2, 3 and 4. They should be discussed on an annual basis with the post holder.**

**1.1 Ensure that the curriculum intent is successfully delivered through** leading on collaborative planning across the faculty, ensuring that all staff contribute effectively to collaborative planning and that the outcomes of collaborative planning are quality assured, supporting staff through staff CPDL.

**1.2 Ensure the SOL supports strong progress for pupils by** ensuring that all curriculum content is covered at an appropriate time. The curriculum is up to date and continuously reflects the agreed whole school template. Staff are trained to and use the SoL effectively. The SoL outlines how staff should effectively support and stretch the pupils at Whickham School.

**1.3 Lead to ensure teaching staff embed school approaches to the teaching of pupils with SEND through;** modelling best practices, leading Faculty CPD and evaluating the effectiveness of science teaching for pupils with SEND.

**1.4 Lead to ensure staff extend pupils’ cultural capital and scientific careers education through** effective curriculum planning, liaison with the in school careers advisor to provide pupils with careers experiences and modelling good practice.

**2. Leadership**

**Assist the FL & DFL in ensuring staff in the faculty are motivated, challenged and supported in delivering the course/courses you are responsible for**

**2.1 Effectively improve the quality of provision** through carrying out regular review of pupil work; observation of learning in lessons; analysis of assessment data; seeking staff and pupil feedback; developing, leading and reviewing aspects of the Faculty Improvement Plan; providing honest and accurate feedback to staff; following up concerns in a timely manner.

**2.2 Establish a high performing team within your subject** through modelling effective practice personally; setting appropriate objectives; ensuring communication within the teaching team is effective; motivating colleagues to produce their very best; creating a culture of high expectations.

**2.3 Meeting the responsibilities of a school leader through** ensuring whole school policies are met in the faculty; making a positive contribution as a member of the Faculty Leadership Group; supporting and at times leading elements of the Faculty Improvement Plan; being proactive in supporting and challenging staff within the faculty; leading faculty CPDL; liaising effectively with pastoral and achievement team leaders.

**2.4 Demonstrating the qualities expected of a leader at Whickham School** through effective communication and decision making in line with the school’s vision and values; upholding the school values and ethos at all times; developing others to be the best they can be through modelling and support; meeting deadlines; attending school events.

**3. Teaching, learning and assessment**

**Assist the FL & DFL in ensuring that teaching, learning and assessment in your area of responsibility is of a high quality which results in pupils making strong progress by ensuring.**

**3.1 Staff effectively use the Whickham Learning Model** by using resources developed collaboratively in short, mediumand long term planning; ensuring pupils interact with the four stages of the model; modelling effective practice; through use of staff meeting and training time to develop staff skills and practice; ensuring staff use high quality resources developed.

**3.2 Staff regularly and accurately assess pupil progress** through ensuring staff meet the expectations of the assessment policy; quality assurance of termly assessments for the courses or year groups you are responsible for; standardisation and moderation of completed assessment; analysis of assessment data.

**3.3 Staff provide effective feedback that secures strong pupil progress** through regular marking of classwork, homework and assessments that provide pupils with specific feedback leading to improvements; effective use of Personal Learning Tasks (PLT); acting upon assessment data to close learning gaps; effective use of questioning; verbal feedback.

**3.4 Staff extend pupil learning through homework** through meeting the expectations of the homework policy; setting regular and high quality homework that consolidates learning and challenges pupils; reviewing homework; challenging missing or unsatisfactory homework.

**3.5 Staff have good subject knowledge, an extensive understanding of examination board specifications and plan for progress** through ensuring all staff in the faculty teach the whole specification to classes; use of training to develop and extend subject knowledge; use of training to ensure all staff understand and teach appropriate examination skills and techniques; staff share good practice; teachers effectively plan to ensure knowledge and skills are retained over time.

**3.6 Staff adapt teaching to meet the needs of all pupils** through using appropriate techniques and resources to differentiate learning; understand the individual needs of pupils they teach and take these needs into account when planning; ensure that feedback is personalised to individual pupils.

**4. Learning environment**

**Assist the FL & DFL in ensuring the learning environment enables pupils to learn in a happy and safe environment.**

**4.1** **Pupil behaviour is consistently good** through ensuring classroom routines are followed by all staff; staff effectively manage pupil behaviour; staff motivate and reward pupils who demonstrate good learning habits; staff have high expectations of pupil behaviour and act when these are not met; staff developing good relationships, exercising appropriate authority and acting decisively where appropriate.

**4.2** **Operational faculty performance is maximised** through efficient systems and processes for communication; effective management of physical resources; efficient and effective deployment of staff; application of the school Safeguarding and Health and Safety Policies.

The postholder is also expected to undertake any other duty as specified by the School Teachers’ Pay & Conditions Document not mentioned above. You will be expected to meet the professional standards of a teacher, as defined in the STPCD. This is to be seen as additional to the role defined by the Subject Teacher Job Description.

The postholder is also expected to carry out any reasonable request made by the Headteacher or line manager. No Job Description can be fully comprehensive, and this is, therefore, subject to review and modification, as necessary.