



Post: **Second in Charge – Science**

Responsible to: **Head of Faculty - Science**

Responsible for: **Coordination of KS4 Science - TLR2b (£6393)
Delivery of specialist subject/s to assigned classes**

The Science Faculty is a large and successful team that is constantly developing ways to enhance the learning experience of the students, whether through theoretical or practical means. The Science staff are very supportive of each other and regularly share good practice and resources.

We are passionate about Teaching & Learning - our teachers employ evidence-informed practice alongside the newest ideas such as AI for planning and adapting the curriculum.

Science is popular at this school, where students take advantage of specialist teaching at sixth form and many students lower down the school participate in extracurricular activities.

Facilities and Resources

The school provides outstanding facilities for teaching the Sciences. There are nine science laboratory rooms for teaching practical science lessons, two of which have been newly refurbished with state-of-the-art equipment with a view to updating the rest. The faculty has a central office with space for the team to work collaboratively.

All members of staff have laptops that can connect to the school intranet and the internet from any classroom. Every room also has an interactive Prowise Board. The faculty has comprehensive schemes of learning in place that develop the skills of students on their 7-year journey through the school.

Line of responsibility

The Second in Charge of Science is directly responsible to the Head of Faculty of Science on curriculum matters and the Heads of Years for pastoral matters.

Job purpose

The Second in Charge of Science makes education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers should stimulate interest in, encourage curiosity about and provide enjoyment from the study of this subject and encourage responsibility for students' own learning.

The basic duties of a teacher are outlined in the current Teaching Standards. The postholder shall maintain a good understanding of the whole school curriculum, teaching and learning, assessment and pastoral policies.





Job Description

Strategic Direction and Development

1. With the Head of Faculty, plan the strategic direction for the Key Stage 4 Science Curriculum, and support the Head of Faculty with all other Faculty priorities.
2. To lead, develop and enhance the teaching practice of all teachers of Key Stage 4 Science, evaluating the quality of teaching, securing and sustaining the effective delivery of the subject.
3. Analysis of school data to effectively identify areas of strength and areas for development that will inform interventions, targets and teaching methods across the faculty at Key Stage 4.
4. Contribute to the school's robust programme for self-evaluation at a faculty and whole school level.
5. Monitor and evaluate progress towards targets from the Faculty Improvement Plan within the context of the School Improvement Plan. Contribute to the SIP.
6. Work with the Head of Faculty on the school's Faculty Self Evaluation process and keeping an up to date Self Evaluation document.
7. Attend all subject leader meetings.
8. Responsible for the co-ordination of the Key Stage 4 Science curriculum, including developing schemes of work.

Teaching and Learning

1. Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all pupils including those of high ability and SEN.
2. Ensure effective development of pupils' numeracy and ICT skills through the curriculum.
3. Ensure that faculty teachers carry out assessment, recording and reporting consistently and in line with school policies.
4. Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the School. Engage with school-wide learning initiatives and assist in the leading of these in the Faculty.





5. Following each Key Stage 4 reporting cycle, review assessment data for Science, coordinating any necessary action across the faculty, ensuring assessment for learning practices are fully embedded in the work of the faculty. Identify appropriate intervention for students.
6. Establish the highest expectations of achievement and behaviour of pupils by teachers. Ensure that behaviour for learning is enforced through effective use of internal on call, teacher and faculty detentions and regular communication with parents and pastoral leaders.
7. Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate.
8. Organise curriculum enhancement events that raise the profile of Science across the school.

Leading and managing staff

1. Establish constructive working relationships among faculty staff, devolving responsibilities and delegating tasks as appropriate.
2. Participate fully in the schools' Performance Management System.
3. Lead professional development of faculty staff through example and support.
4. Lead a team of teachers and technicians (where relevant) through:
 - induction, support, advice and guidance
 - Effective communication and well-structured meetings.
5. Ensure that faculty staff meet reporting and other deadlines
6. Mentor and support colleagues including NQT's, ITT's and GTP's encouraging their professional development
7. Ensure all staff within the Faculty engage with LSAs and other relevant colleagues to support student progress.





Effective and Efficient deployment of staff and resources

1. Supporting the Head of Faculty with the use of accommodation to create an effective and stimulating teaching environment.
2. Maintain existing resources and explore opportunities to develop or incorporate new resources.
3. Supporting the Head of Faculty in establishing staff and resource needs and preparation of teaching groups to ensure the best use of staff expertise.
4. Ensure that there is a safe teaching and working environment in which risks are properly assessed.

Teaching Duties

1. To have a secure and up to date knowledge and understanding of concepts and skills necessary to teach specialist subject/s
2. To plan teaching to achieve progression in pupils' learning in line with agreed expectations/targets.
3. To establish and maintain a purposeful working atmosphere which supports learning.
4. To set homework and mark in line with school policies.
5. To assess, record and report on pupils' progress.
6. Attend and contribute to faculty and staff meetings and to assist with the implementation of area improvement plans
7. To communicate and consult with parents of students as necessary, (including telephone calls, meetings, parental meetings etc.)
8. To exploit opportunities to improve basic literacy, numeracy and ICT skills.
9. To participate in staff development opportunities and accept responsibility for own professional development.
10. To prepare students for examinations and participate in examination arrangements.
11. To cover classes whose teacher is not available as and when required.
12. To carry out the role of form tutor as required.





13. To implement school policies.

The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.

PERSON SPECIFICATION

Second in Charge – Science Faculty

JOB REQUIREMENTS	Essential	Desirable	Method I/A/R*
Qualifications			
Qualified teacher status	☐		A
Degree or equivalent	☐		A
Evidence of recent and relevant professional development		☐	A/I
Experience			
Proven experience of teaching Science at KS3 and KS4 with excellent classroom management skills	☐		A/R
Proven experience of teaching Biology/Chemistry/Physics at KS5		☐	A/I
Effective classroom teacher	☐		A/R/I
Skills, Knowledge and Understanding			
Ability to analyse data and identify trends	☐		A/R/I
Ability to communicate effectively at all levels	☐		A/R/I
Effective interpersonal skills	☐		A/R/I
Efficient organiser	☐		A/R/I
Ability to use initiative and prioritise work	☐		A/R/I
Ability to work to deadlines	☐		A/R/I
Confident user of ICT	☐		A/R/I
Ability to manage staff effectively	☐		A/I





Detailed understanding of planning the KS4 Science curriculum to meet exam board requirements.	☐		A/I
Detailed understanding of planning the KS3 and KS5 Science curriculum to meet exam board requirements.		☐	A/I
Good influencing and negotiating skills	☐		A/R/I
Understanding of Quality Assurance measures and indicators	☐		A/R/I
Experience of mentoring and supporting NQTs / Trainees.	☐		A/I
Experience of monitoring progress of students and intervening where necessary	☐		A/I
Evidence of raising student achievement	☐		A/I
Ability to gather, analyse and interpret data for effective target setting	☐		A/I
Other Requirements			
Ability to work well as part of a team	☐		A/I
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	☐		R/I
Flexible approach to work	☐		A/I
Committed to school ethos and direction	☐		A/I
Understanding of Safeguarding Procedures	☐		A/I
High standard of punctuality	☐		A
Appointment to the post is subject to a satisfactory enhanced DBS check	☐		

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

*I - Interview A - Application Form R – Reference

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”. (Ref: Safeguarding Children and Safer Recruitment in Education 2007).

