



JOB DESCRIPTION – Assistant Director of Science

Job Description: Assistant Director of Science

Reporting To: Director of Science

Line Reports: Director of Science / Head of School

Job Purpose: Actively supporting the vision and values of The Education Alliance, the post holder will provide professional leadership and management, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all Pupils.

Key Responsibilities:

General:

1. Lead in the formulation of the School's aims, objectives and development plan, playing a major role in driving the school, its staff and pupils towards these goals thereby raising pupil achievement.
2. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils you serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents, governors and the wider community.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
5. Provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and role models those behaviours; delegates work appropriately and fairly; motivates and empowers others, encouraging innovation, agreeing challenging goals; provides staff with development opportunities and coaching; recruits staff of a high calibre and ensures they perform to a high standard, inspiring young people to thrive.
6. Develop and implement policies and practices for the department which reflect the schools commitment to high achievement, whereby pupils are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for pupils and staff.
7. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
8. Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
9. Work with the Director of Science and the department to establish a clear, shared understanding of the importance of high quality teaching that engages pupils and enables them to achieve stretching goals.
10. Analyse data, ensuring progressive plans are in place for individual and groups of pupils.
11. Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
12. Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.
13. Establish and implement clear policies and practises assessing, recording and reporting on pupil achievement at an individual and group level, utilising this information to recognise achievement and to assist pupils in setting stretching targets.
14. Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture.
15. Establish staff and resource needs for the subject and advise the Director of Science and other senior management of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes.
16. Encourage staff to foster a nurturing culture and to take an active part in the safeguarding of pupils in particular by ensuring it is given the highest priority and is firmly embedded within the School's practices.
17. Make management and organisational decisions commensurate with the role, referring as appropriate to Director/SLT link.
18. Support the Director in the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources including information and communications technology.
19. Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the School in realising its aims and objectives.
20. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
21. Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.

22. Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
23. Ensure the Headteacher, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject related professional development plans via the SLT link.
24. Undertake any other reasonable tasks or duties assigned by the Headteacher.

Specific:

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.
- The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.
Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

Ethical Leadership Qualities Competencies and Behaviours

Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.