



#### Job Description

JOB TITLE	Assistant Director of Science
PHASE	Secondary
REPORTING TO	Directory of Science
RESPONSIBLE FOR	Teaching and Learning on site

#### Job Purpose

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document (STPCD);

- Meet the expectations set out in the Teachers' Standards;
- Take specific responsibility and accountability for the day-to-day management and organisation of their site and lead strategically working with Director of Science;
- Lead on Teaching and Learning on their site, in liaison with the Director of Science;
- Monitor and evaluate the progress of staff and pupils towards improving outcomes in the Science Department;
- Assist in the smooth running of the academy at all times;
- Support the Director of Science to provide strategic leadership across the department.

#### Duties and Responsibilities

##### Teaching

- Plan and teach well-structured lessons to assigned classes, following the academy's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Adapt teaching to respond to the strengths and needs of pupils.
- Set high expectations that inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Participate in arrangements for preparing pupils for external tests.
- Implement effective policies and procedures to improve Teaching and Learning in the department.
- Actively monitor and respond to curriculum development and initiatives at national, regional, and local levels.
- To liaise within the trust ensuring that the Science Department are demonstrating best practice.



### **Teaching and Learning Responsibility**

- Use professional skills and judgements to provide strategic and practical leadership in their TLR area.
- Lead, manage and develop Teaching and Learning and provide guidance for other teachers, including training, support and advice to improve academy practices.
- Review curriculum as required, highlighting areas where teaching can be broadened and attainment improved, providing data to the Director of Science or others as required.
- Support the Director of Science and strategically plan for future improvements.

### **Whole-School Organisation, Strategy and Development**

- Contribute to the development, implementation and evaluation of the academy's policies, practices, and procedures, to support the academy's values and vision.
- Make a positive contribution to the wider life and ethos of the academy.
- Work with others on curriculum and pupil development to secure co-ordinated outcomes.
- Help provide cover work, in the unforeseen circumstance that another teacher is unable to teach.
- Support the development of appropriate syllabi, resources, SOW, assessment policies that improve the quality of T&L in the Science Department.
- Work with the Director of Science in producing reports on examination performance, including the use of value-added data.

### **Professional Development**

- Take part in the academy's appraisal procedures.
- Take part in further training and development to improve own teaching.
- Where appropriate, take part in the appraisal and professional development of others.
- Develop and enhance the teaching practice of all colleagues within the area, including delivering and/or arranging CPD as required.
- Lead other teachers in maintaining subject knowledge and latest pedagogical developments.

### **Health, Safety and Discipline**

- Promote the safety and wellbeing of pupils.
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Stay up to date with the latest CLEAPSS guidance and filter this to the rest of the department as needed.
- Stay up to date with the changes in the handling of chemicals when running practical's within Science.



*Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.*

#### Generic Duties relevant to all members of Staff

##### Working with colleagues and other relevant professionals

- Communicate effectively with other staff members, customer and service users.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust.
- Develop effective professional relationships with colleagues.

##### Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust.
- Take part in the Trusts appraisal and professional growth management procedures.

##### Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside the academy.
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the Trust community.
- Respect individual differences and cultural diversity.

##### The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be asked to work across site within the Trust and you should expect to travel between sites as required.

##### Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.



#### Customer Service

- At TSAT customer service is paramount to our way of work; All staff will be required to mirror our philosophy and take pride in offering a fantastic customer experience to all stakeholders modelled on our four Customer First Values - Trusted, Solution Focused, Approachable & Timely

#### ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

#### Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

#### Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

#### Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Director of Science:

Name:

Signed:

Date:

<u>Person Specification</u>	
<u>Qualifications</u>	Qualified Teacher Status
<u>Skills</u>	<ul style="list-style-type: none"><li>• A strong commitment to raising educational attainment for children and young people, including working with students directly and supporting other staff to do so</li><li>• Ability to develop specialist knowledge and keep up to date with local and national policy and developments</li><li>• Interpersonal skills - for building relationships with parents, teachers, and external professionals</li><li>• Written communication skills - for writing learning and support plans, reports on student progress, and training and guidance for staff</li><li>• Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload</li><li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of students and parents/carers</li><li>• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li></ul>
<u>Knowledge and Experience</u>	<ul style="list-style-type: none"><li>• Evidence of relevant continuing and recent professional development</li><li>• Recent successful experience as a teacher and manager</li><li>• The ability to provide a model of best practices, through teaching in own or other classrooms</li><li>• Proven outstanding teaching across more than one key stage</li><li>• A proven track record of raising attainment in any key stage</li><li>• An excellent understanding of current theory and best practice in teaching and learning</li></ul>



- An excellent understanding of effective leadership in relation to raising students' attainment
- Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions
- Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all students
- Knowledge of equality of opportunity issues and how they can be addressed in schools
- Leadership qualities, including energy, resilience and the ability to enthuse and motivate others
- Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level, in accordance with the school's policy
- The ability to develop and maintain effective relationships with all members of the school community and outside agencies
- Understand the role of parents/carers and the community in school improvement and how this can be promoted and developed
- Experience of developing and leading staff development programmes for teachers and other staff
- Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines
- Knowledge and understanding of statutory requirements, relevant legislation and government strategies
- Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures
- Approachability, accessibility and flexibility, good personal presence
- Experience of initiating and implementing strategies to improve parental involvement in their children's learning