Job Description

JOB TITLE	Associated Leader (Science)
PHASE	Secondary
SALARY GRADE	Leadership Scale L9-L13
REPORTING TO	The Principal /Vice Principal
RESPONSIBLE FOR	Science Team

Job Purpose

The Associate Leader, under the direction of the Principal, will:

- Be the lead professional for the quality of provision in science.
- Determine the strategic development of science provision in the school.
- Work with the SLT and staff to ensure the best possible outcomes for students.
- Share responsibility for senior leadership and management for the Academy ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students.
- Develop an ethos of high expectations for staff and students through the leadership of science to further improve student outcomes.
- Develop STEM Learning whole school.
- Fulfil the responsibilities of a teacher, as set out in the STPCD

This position will also be part of the Academy's Extended Leadership Team (ELT)

Duties and Responsibilities

The Associate Leader will:

- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all students and staff reflecting the identity of the Academy.
- Have strong leadership skills, demonstrated through the development of high performing teams.
- Establish, with the Principal and Senior Leadership Team, a culture that promotes excellence, quality and high expectations of all students and staff whilst actively addressing underperformance.
- Have a sound knowledge and understanding of both cognitive theory as well as practical strategies to develop and sustain thinking skills and tools.
- Provide professional leadership and management of science policy and practices across the Academy.
- Work with others in evaluating the Academy's performance including identifying the priorities for continuous improvement and the raising of standards; ensuring equality of opportunity for all.
- Report to the Principal to demonstrate that science performance is impacting on whole school improvement.

- Demonstrate the Academy's vision and values in everyday work and practice.

Teaching and Learning

- Provide leadership and management for the quality of education in science, ensuring all science teachers deliver high standards of teaching and learning.
- Monitor the standards in science and use this data to inform both school level training needs and individual professional development needs.
- Monitor and evaluate the standards of students' achievement in science, using data from school and national benchmarks.
- Ensure every student is nurtured to become effective, enthusiastic, independent learners, committed to life-long learning.
- Support a culture and ethos of high aspirations, challenge and support where all students can achieve success and be engaged in their learning.
- Challenge underperformance at all levels and ensure effective corrective action and follow up.

Securing Accountability

- Ensure that the Academy is constantly "Ofsted ready" in terms of the provision in science that would ensure positive inspection outcomes.
- Use a range of evidence, including national data and Academy performance data, to support, monitor, evaluate and improve student outcomes in science including challenging poor performance.

Managing the day to day Organisation

- In conjunction with the Senior Leadership Team, establish and embed successful, effective collaborations.
- Provide effective organisation and management of science and seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self-evaluation.

Working with Others and Self Development

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a professional and collaborative learning culture within the Academy and actively engage with others to build effective learning communities.
- Ensure the Academy's Teaching and Learning policies and practices are implemented effectively in science lessons.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets with the Principal, and take responsibility for own personal development by participating positively in arrangements made for professional growth.
- Manage own workload and support others to manage an appropriate work life balance.

Strengthening Community

- Engage with the Thinking Schools Academy Trust community to secure quality and entitlement of provision for all students, including good practice from the teams across the Trust.
- Promote the internal and external high expectations, perceptions and standards of the Academy to the wider community.
- Work collaboratively at both strategic and operational levels across the Trust.

Conditions

- The Associate Leader for Science will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Principal, Leadership and Trustees.
- As the role is paid on the Leadership range, the Associate Leader will be required to carry out duties outside of 1265 hours, as appropriate

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 school.
- 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 an Associate Leader:

Name: Signed: Date:

Person Specification	
Qualifications	Qualified Teacher Status
Skills	• A strong commitment to raising educational attainment for children and young people, including working with students directly and supporting other staff to do so • Ability to develop specialist knowledge and keep up to date with local and national policy and developments

	• Interpersonal skills - for building relationships with parents, teachers, and external professionals • Written communication skills - for writing learning and support plans, reports on student progress, and training and guidance for staff • Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of students and parents/carers • Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.
Knowledge and Experience	• Evidence of relevant continuing and recent professional development • Recent successful experience as a teacher and manager • The ability to provide a model of best practices, through teaching in own or other classrooms • Proven outstanding teaching across more than one key stage • A proven track record of raising attainment in any key stage • An excellent understanding of current theory and best practice in teaching and learning • 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