

We will endeavour to be a learning community with a culture that promotes excellence, equality and high expectations for pupils, staff, parents and governors.’

**Job Title**: Director of Science (TLR1C)

**Responsible to**: SLT Line Manager

**Overall purpose**: To lead the development of Science policies, plans, targets and practices within the context of the school’s aims and policies, in order to ensure high levels of learning and optimal results for all students.

**Responsible for:** Strategic and operational leadership of the Science department

**Main duties**

* To be accountable for Science provision across the school;
* To be the Raising Standards Lead (RSL) for Y11 Science and have strategic oversight of Years 7-10;
* To liaise with the Deputy Headteacher (Curriculum and Standards);
* To lead the development of the science curriculum;
* To monitor the quality of teaching and written feedback across the department;
* To analyse data and use findings to inform “next steps” and strengthen practice;
* To present data at Raising Attainment Plan (RAP) meetings;
* To track pupil progress across KS3 and KS4;
* To monitor assessment, recording and reporting procedures to ensure best practice;
* To lead on the implementation of effective intervention strategies in order to close learning gaps;
* To monitor provision for key groups, eg, disadvantaged; SEND and most able;
* To act as line management for the Assistant Director of Science and the KS3 Co-ordination
* To lead the provision of departmental CPD and the sharing of best practice;
* To produce the departmental Improvement Plan;
* To contribute to the annual appraisal cycle;
* To contribute to the department’s primary liaison work;
* To contribute to collaborative working beyond Sharples.

**Key Accountabilities**

***Support and development of the subject***

* To lead on the implementation of policies and practices for the subject which reflect the school’s commitment to high achievement, effective teaching and learning;
* To use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of actions to support those pupils;
* To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to inform improvement plans;
* To lead the implementation of identified initiatives and their monitoring and evaluation;
* To work with relevant staff to support short, medium and long term plans for the development and resourcing of the subject;

***Teaching and Learning***

* To secure and sustain effective teaching of the subject for self and others, evaluate the quality of teaching and standards of pupils’ achievements and set targets for improvement;
* To monitor curriculum coverage, continuity and progression in the subject for all pupils, including those who are disadvantaged or who have special educational needs;
* To oversee the implementation of developments and changes required to fulfil curriculum requirements across Key Stage 3 and 4;
* To work with staff to ensure effective development of core skills through the subject;
* To ensure that effective practices for assessing, recording and reporting pupil achievement are maintained and that this information is used to set robust targets and secure further improvements;
* To use data relating to pupils’ achievement to secure at least good progress from Y7 to Y11;
* To ensure effective development of pupils’ individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
* To work with parents to involve them in their child’s learning within the subject, as well as providing information about curriculum, attainment, progress and targets.

***Leading and supporting staff***

* To provide to all those with involvement in the delivery of the subject with the information and guidance necessary to sustain motivation and secure improvement in provision;
* To help staff to achieve constructive working relationships with pupils;
* To establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability
* Too ensure that appropriate schemes of work and resources are in place across KS3/KS4 and that they are used consistently by all teachers;
* To manage Science examinations and liaise with the school’s Examinations Manager to ensure highly efficient procedures and protocols are embedded;
* To liaise with colleagues, both within and beyond school, in order to share best practice;
* To engage proactively with support networks and excellence clusters, eg, Bolton Learning Partnership (BLP).

***Efficient and effective deployment of staff and resources***

* To manage accommodation, staff, money and equipment effectively within the constraints of the curriculum area budget allocation;
* To work with the Deputy Headteacher (Curriculum and Standards) to ensure the curriculum area’s teaching commitments are effectively and efficiently timetabled and roomed.

**Other Duties**

* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher;
* To be a Form Tutor;
* To play a full part in the life of the school community, to support its distinctive mission and ethos, taking into account the richness of diversity of the school’s communities and to encourage staff and students to follow this example;
* To support the school in its legal requirements for worship;
* To actively promote the school’s corporate policies
* To comply with the school’s Health and Safety Policy and to undertake risk assessments, as appropriate, eg school visits;
* To undertake any other duty as specified by the STPCD not mentioned in the above;
* To be available for work for 195 days in any year, of which190 shall be to teach and 5 days for training;
* To be available to perform the above duties for 1,265 hours in any year
* To work, in addition, such hours as may be needed to discharge the professional duties of a teacher including, in particular, marking of work, the writing of student reports, the preparation of lessons and teaching materials.

**PERSON SPECIFICATION**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **HOW ASSESSED** |
| 1. **Knowledge** | |
| Current curriculum, teaching, learning and assessment issues | Application Form  Interview  References |
| Strategies for raising achievement and achieving excellence |
| Principles of effective teaching and assessment for learning |
| Self-evaluation strategies |
| The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance |
| 1. **Qualifications and Training** | |
| Relevant teaching qualification | Application Form |
| Degree |
| Proven success as “classroom” practitioner. To be a committed, enthusiastic, active person |
| Knowledge of current national strategies, priorities and accountability measures |
| Recent participation in a range of CPD |
| 1. **Experience of Successful Teaching, Leadership and Management** | |
| Success as a member of a team | Application Form  Interview  References |
| Experience of successful teaching in more than one key stage |
| To be ICT literate |
| Experience of leading staff initiatives/projects to improve pupil outcomes |
| Minimum 2 years’ teaching experience |
| Proven track record of excellent pupil progress and achievement at examination level |
| 1. **Personal Attributes** | |
| Collect and use a rich set of data to understand the strengths and weaknesses of the faculty | Application Form  Interview  References |
| Inspire, challenge, motivate and empower others to carry the vision forward |
| Model the values and vision of the school |
| Demonstrate the personal enthusiasm for, and commitment to, the learning process |
| Be an outstanding practitioner |
| Acknowledge excellence and challenge poor performance |
| Foster an open, fair, equitable culture and manage conflict |
| Develop, empower and sustain individuals and teams |
| Inspire, challenge, influence and motivate others to attain high goals |
| A positive attitude to broad aspects of school life and contributions to new initiatives and developments |
| High standards and expectations for all students, developing self-esteem and positive attitude in pupils |
| Give and receive effective feedback and act to improve personal performance |
| Accept support from others, including colleagues, governors and other agencies |
| Ambitious, dedicated and keen to undertake relevant continued professional development |
| Be aware of current developments and willing to initiate innovative practice in the subject area |
| Sense of humour |
| **DESIRABLE REQUIREMENTS** |  |
| 1. **Knowledge** | |
| Strategic planning progress | Application Form  Interview  References |
| Strategies for ensuring inclusion, diversity and access |
| Work of other agencies and opportunities for collaboration |
| Strategies which encourage parents and carers to support their children’ |
| 1. **Qualifications and Training** | |
| Knowledge of national literacy and numeracy strategies | Application Form |

**REVIEW ARRANGEMENTS**

***The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.***

**Prepared/revised by: Ms A Webster, Headteacher, April 2021**

***Agreed by Postholder****:* ***Signature:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date***: \_\_\_\_\_\_\_\_