Job Description
Teacher of Science ECT

All aspects of a teacher's professional responsibility in St Joseph's R C High School take place within the context of the School Mission Statement, and are subject to the current conditions of employment contained in the School Teacher's Pay and Conditions Document, the 1995 School Standards and Framework Act, the required standards for Qualified Teacher Status and other legislation

School Mission Statement

Jesus Christ is our family role model
Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination
Everybody is valued and respected
Young and old will journey together to build God's Kingdom.
Striving for academic excellence and celebrating success in all we do

Please note: this job description must be read in conjunction with the current School Teachers' Pay and Conditions Document, particularly

Role	**Teacher of Science**
Purpose	**To provide learning experiences through which pupils have the opportunity to achieve their individual potential** **To carry out the duties of a School Teacher as set out in the current Schoolteachers' Pay and Conditions Document** **Any additional duties that the Headteacher might reasonably request**
Reporting To	• Head of Department
Responsible For	• Planning, implementing and reviewing high quality lessons that meet the needs of the students in line with an agreed programme of study at KS3 and 4 to maximise pupil outcomes.
Salary/Grade	• T1-3 MPS
Disclosure	• Enhanced
MAIN DUTIES	
Catholic Ethos	• To actively support, enhance and develop the Catholic ethos of our school
Strategic Planning/Operational	• To contribute towards departmental improvement plans and implement relevant strands within it. • To participate in Ofsted preparations as appropriate • To attend relevant INSET and training
Learning & Teaching	• To follow closely agreed syllabuses and schemes of work and to participate in their development and annual review • To plan, implement, deliver and review high quality lessons that meet the needs of the students and are in line with an agreed programme of study at KS 3 and 4 • To ensure that pupils make effective progress towards their target grades through high quality teaching and learning experiences • To mark pupils' work on a regular basis and record this in a mark book to show the pupils' progress throughout the year in line with departmental and school policy • To keep a record of assessment and attendance of students in class. To contribute to departmental and school tracking systems and the analysis of data to inform future target setting and planning • To develop a classroom environment that allows all students to succeed • To implement the school behaviour management policy • To contribute towards the provision of assessment methods and their evaluation as outlined in the assessment policy • To ensure continuity, progression and cohesiveness in all teaching through careful planning and preparation of lessons and courses, reviewing methods of teaching and programmes of work from time to time • To teach a timetable not exceeding 42 out of 50 periods in a week (pro-rata), across all abilities and both Key Stage 3 and 4 (10% of these periods will be designated as PPA time) and if ECT the 90% ceiling will be applied. • To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils • To work in collaboration with colleagues to improve the quality of teaching and learning • To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement • To set and mark work to be carried out at home (in accordance with the School

	Homework Policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning • To work with support staff, including Teaching Assistants and Technicians, in order to benefit from their specialist knowledge and to help maximise their effectiveness within lessons • To use positive management of behaviour in an environment of mutual respect, which allows pupils to feel safe and secure and promotes their progress, well-being and self-esteem

Professional Standards	• To ensure that performance against the Teacher Standards are to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner)
	• To be a role model to pupils through personal presentation and professional conduct
	• To arrive in class, on or before the start of the lesson, and to begin and end lessons on time
	• Maintaining good order and discipline among pupils and safeguarding their health and safety both on the school premises and when engaged in authorised school activities elsewhere
	• To co-operate fully with the employer in all matters concerning Health and Safety
	• To seek to enhance the teaching and learning environment, and promote the display of pupils' work
	• To be familiar with the School and Department handbooks and support all school policies
	• To establish effective working relationships with professional colleagues and associate staff, participating in the professional development of others (e.g. NQT or students on ITT) where appropriate
	• To strive for personal and professional development through active involvement in the school's performance management procedures, including the setting or realistic, challenging targets and participating in further training and CPD
	• To be involved in extra curricular activities, such as making a contribution to after-school clubs and visits
	• To be aware of the needs of all pupils within lessons (and to implement specialist advice) especially those who:
	  ○ have SENd
	  ○ are gifted and talented
	  ○ are not yet fluent in English
	  ○ are Looked After Children.
	• To be aware of Child Protection legislation and procedures of the school
	• To participate in and contribute to the work of the department and the whole school community via meetings and discussions with colleagues both within and outside the department which relate to the curriculum, administration, organisation or pastoral arrangements of the school
	• To attend assemblies, registering attendance of pupils and supervising pupils, whether those duties are to be performed before, during or after school sessions.

General Duties	• To participate in the school's self evaluation cycle • To undertake the duties and responsibilities of a form teacher in our Catholic School • To liaise with other departments, parents and agencies to meet the individual needs of pupils • To attend departmental, form tutor or any other meetings as required. • To carry out a share of the supervisory duties in accordance with published rotas • Contribute to the future development of the department, its resources and its teaching materials

	• To attend parents' evening and other specific events • To make a positive contribution to the wider aspects of the school. • To assist in the promotion of the good name of the school within the community • To undertake any other duty as specified by STPCB not mentioned in the above • To comply with the requirements of Health and Safety Legislation and School Policy taking appropriate action where necessary.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

This job description details duties and responsibilities but does not indicate the amount of time to be spent carrying them out. No part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school's policy as published in the Staff Handbook and having regard to the School Teachers' Pay and Conditions Document.

This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

January 2022

Person Specification
Teacher of Science ECT

The person appointed will be expected to be familiar with and able to demonstrate the skills, qualities and attributes listed below.

Essential	Desirable	Method of Assessment
Catholic Ethos		
• A willingness to work to explicitly enhance and develop the Catholic ethos of our school	• Practising Catholic • Active participation in parish community	• Application Form • Application Letter • References • Interview Process
Qualifications and Training		
• Qualified teacher status • Good Honours Degree in Science or equivalent • Evidence of Further Professional Development	• Catholic Teachers' Certificate	• Qualification Certificates • Application form and interview
Knowledge and Experience		
• The ability to effectively teach Science to GCSE • To have the experience of using a range of tools and evidence, including data, to evaluate the effectiveness of learning and teaching and challenging underperformance	• Experience of teaching Science at GCSE level	• Application form and Interview • Application form • Application form

• To be a good or outstanding classroom practitioner • To understand the issues that may affect students achieving their full potential • Evidence of seeing new initiatives through to completion and evaluation of their impact • To have experience in identifying underachievement and planning appropriate intervention • To have contributed to the identification, planning and implementation of curriculum enrichment activities • An understanding of current educational initiatives and their impact on the school • To have an understanding of self evaluation and its role within school improvement • The ability to promote the spiritual, moral and cultural development of pupils • Excellent communication skills • Effective use of Assessment for Learning to engage students as partners in their learning		• Application form and interview • Application Form • Application form and interview • Application form and Interview • Application form and Interview • Application form and Interview • Application form and Interview • Application form and Interview • Application form and Interview • Application form and Interview

Skills, knowledge and aptitude

• Use of strategies to promote good student relationships and high attainment in an inclusive environment • Ability to use and promote a wide range of teaching methodologies • Excellent communication and presentation skills • Competent use of ICT • Competent co-ordinator and motivator • Ability to plan and resource effective interventions to meet curricular objectives • Ability to assess the performance of others and respond appropriately • Ability to form and promote positive relationships with staff, students, parents, local community and outside agencies.		• Application form, Interview and Lesson Observation • Application form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview

Personal Attributes

• Belief that all students can achieve • Ability to work under pressure and to deadlines • Excellent organisational skills • Ability to sustain own motivation and that of other staff • Energy, ambition and enthusiasm • Ability to prioritise and manage own time effectively • Sense of humour • Ability to establish and maintain good relationships with others		• Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form and Interview • Application Form, Interview and Lesson Observation • Application Form and Interview • Application Form, Interview and Lesson Observation

Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring & Service.
The school is committed to Safeguarding and promoting the welfare of children and young people.
We expect all staff and volunteers to share this commitment. Appointment to this post is therefore subject to an enhanced DBS clearance.