**Job Description**

**Post Title: Head of Biology**

**Location: Arnold Hill Spencer Academy**

**Salary/Pay Range: Main Scale plus TLR 2B**

**Hours of work: *Full Time, Permanent***

**Reporting to: Head of Faculty**

**Purpose of Role**

To provide leadership in the development and management of Biology, to teach pupils within the academy and to carry out such other associated duties as are reasonably assigned by the Principal. The ideal candidate will be able to operate within a dynamic and forward-thinking team who are focused on developing exciting and engaging learning experiences for students across the 11-18 age range.

**Nature and Scope**

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

Specific responsibilities include:

**Main Duties and Responsibilities**

The particular responsibilities attaching to the post of Head of Biology are as follows:

* to advise the Head of the Science Faculty and colleagues on the teaching of Biology;
* to co-ordinate and take day-to-day responsibility for the organisation and management of staff and resources involved in the teaching of Science/Biology;
* to co-ordinate and take day-to-day responsibility for extra-curricular Biology work; and
* to teach pupils within the academy and to carry out such other associated duties as are reasonably assigned by the Principal.

The following are the principal duties of the post. They are meant to provide a working framework within which the post holder should exercise initiative, flexibility and accountability.

**Planning, teaching and class management**

* provide clear structures for lessons maintaining pace, motivation and challenge;
* make effective use of assessment and ensure coverage of programmes of study;
* ensure effective teaching and best use of available time;
* monitor and intervene to ensure sound learning and discipline
* use a variety of teaching methods to:
* match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
* use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
* select appropriate learning resources and develop study skills through library, ICT and other sources;
* ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
* evaluate their own teaching critically to improve effectiveness;
* take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
* encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
* use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
* manage parents and other adults in the classroom.

**Monitoring, assessment, recording, reporting**

* assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
* mark and monitor pupils' work and set targets for progress;
* assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
* prepare and present informative reports to parents.

**Other professional requirements**

* have a working knowledge of teachers' professional duties and legal liabilities;
* operate at all times within the stated policies and practices of the academy;
* establish effective working relationships and set a good example through their presentation and personal and professional conduct;
* endeavour to give every child the opportunity to reach their potential and meet high expectations;
* contribute to the corporate life of the academy through appropriate participation in meetings and management systems necessary to coordinate the management of the academy;
* take responsibility for their own professional development and duties in relation to academy policies and practices;
* liaise effectively with parents and governors.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
* Participate in the Trust Professional Performance Review process and undertake professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

Signature

Date

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and experience** | | |
| Qualified Teacher Status |  |  |
| Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase  Successful experience in middle leadership in the secondary sector with a clear record of improving learning and raising student achievement |  |  |
| High academic achievement |  |  |
| Evidence of ongoing professional development |  |  |
| Willingness and desire to undertake further professional development and training |  |  |
| **Knowledge and skills** | | |
| Experience of planning and teaching Secondary Curriculum |  |  |
| Knowledge of recent initiatives and issues in education |  |  |
| Using ICT as a curriculum tool to improve standards |  |  |
| Experience of teaching to a high standard |  |  |
| The ability to promote good progress and outcomes by pupils |  |  |
| The ability to manage behaviour effectively to ensure a good and safe learning environment |  |  |
| The ability to demonstrate good subject and curriculum knowledge |  |  |
| ICT competent |  |  |
| An ability to make accurate and productive use of assessment |  |  |
| Having an extensive knowledge and well-informed understanding of a range of learning, teaching and behaviour management strategies |  |  |
| A creative and constructively criticalapproach towards innovation; being prepared to adapt their practice where benefits and improvements are identified |  |  |
| Experience of teaching with excellent classroom practice and outcomes |  |  |
| Positive values and attitudes and adopt high standards of behaviour in a professional role |  |  |
| Genuine commitment to high quality teaching |  |  |
| A commitment to equal opportunities and inclusion |  |  |
| **Personal qualities** | | |
| Excellent interpersonal skills with the ability to maintain strict confidentiality  Initiative and ability to prioritise own work and that of others to meet deadlines  Efficient and meticulous in organisation  Able to follow direction and work in collaboration with the leadership team  Able to work flexibly, adopt a hands-on approach and respond to unplanned situations  Ability to evaluate own development needs and those of others and to address them  Commitment to the highest standards of child protection and safeguarding  Recognition of the importance of personal responsibility for health and safety  Commitment to the Trust’s ethos, aims and whole community. |                    |  |