

Job Title: Head of Biology	Salary: TLR 1.1
Responsible to: Director of Science	Contract: Permanent, Full time

Key purposes:

- To carry out the professional duties of a teacher as described in the most recent School Teachers' Pay and Conditions Document
- To provide the leadership and management of Biology
- To lead the development of Biology

Key responsibilities:

Leadership and Management:

- Actively uphold and promote and vision and values of the school in all aspects of leadership
- Be an outstanding role model for the Biology in terms of the planning, teaching and assessment of lessons
- Develop a culture of reflection and self-evaluation so that your team is proactive in their professional learning and practice
- Actively seek the leadership talent within the Biology team and actively develop the leadership capacity of these individuals
- Appraise the performance of the Biology team
- Lead your team to ensure they:
 - Use directed time effectively to improve the quality of teaching, learning and assessment so that student outcomes improve
 - Pro-actively provide guidance and support for non-specialists teaching KS3 and KS4 Biology
 - proactively liaising with Teaching Assistants regarding planning and resourcing lessons they are covering
 - actively promoting positive learning behaviours in their classroom

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- Evaluate the departmental policies and update them as necessary to improve the impact upon student outcomes
- In conjunction with others, mentor PGCE students, WSTP students and NQTs.
- Lead up the line management structure and be proactive in regard to whole school priorities and developments

Curriculum Development:

- Ensure schemes of learning adhere to the principles of the Teaching and Learning Policy, including taking opportunities to develop whole school foci such as SMSC, British Values and CEIAG
- Ensure a collaborative approach to developing schemes of learning
- Establish lead planners, who have oversight, for each scheme of learning
- Ensure the schemes of learning are prepared in full for
 - AS/A2 level Biology
 - KS4 GCSE Biology
 - GCSE Biology Foundation programme
- Ensure that revision materials/past papers/mark schemes are available in a timely fashion for staff/students teaching/studying exam courses
- Ensure the team actively promotes future studies in Biology in lessons, at Open and Options and Parents evenings
- Ensure that curriculum information is updated in a timely manner and shared with all stakeholders through the website and school brochures for Open, Options and Parents Evenings

Assessment for and of learning:

- Ensure that AoL and AfL are integrated into schemes of learning and the timing of which enables accurate summative data to be reported upon both internally and externally
- Ensure that all assessments for externally examined course (GCE/GCSE etc) are moderated
- Ensure that all KS3 students are assessed against the relevant attainment targets by providing end of unit tests, mark schemes and levelling guidance
- Ensure there is an departmental internal tracking system to record end of unit assessments and staff have their own records of formative assessment

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- Ensure staff are promote AfL ensuring that students are receiving concise guidance on how to improve their learning
- Ensure staff use their AoL and AfL to inform their teaching to meet the needs of all students in each group

Monitoring:

- Use internal and external data cycles to establish a monitoring and evaluation cycles, including Walk Throughs, Work Scrutiny and Student Learning Views
- Utilise student performance data to inform the focus of the monitoring and evaluation
- Monitor the performance of students studying GCSE Biology intervening as necessary to support student attainment

Quality Assurance:

- Review and evaluate the quality of Biology planning, including the use of assessment to inform planning and deliver of learning so that it meets the needs of all students in each class
- Review and evaluate the quality of feedback following assessment and impact of this upon progress
- Review and evaluate the quality of the curriculum and evaluate the contribution the curriculum makes to the achievement of students
- Undertake 'paired' aspects of the monitoring and evaluation cycle with the SLT link, Director of Science and with members of the team
- Assess the consistency of the monitoring and evaluation process within the department and make necessary recommendations to improve this

Evaluation:

- On a regular basis, review the success or otherwise of Biology specific programmes of study, teaching, learning and assessment and make the necessary adjustments to courses running the next academic year in light conclusions reached

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Requirements

Essential

Qualifications:

- Good honours degree and teaching qualification
- Excellent teaching record
- An understanding of the role of Subject Leadership in improving student outcomes
- An excellent understanding of evaluating data to ensure student progress
- An excellent knowledge of management strategies and experience of their successful implementation

Skills, knowledge and aptitudes

- Excellent leadership skills.
- Potential to develop the leadership skills of others
- Highly effective communication skills; listening, speaking and writing
- Highly effective time and task management skills
- Data analysis skills and ability to communicate themes effectively
- Experience of the full range of ability students including able students
- Sound ICT skills used for tracking student progress, monitoring systems and ensuring good use of resources
- Experience of improving the quality of teaching, learning and assessment of colleagues

Vision and Ambition

- Vision for developing Biology in the future
- Commitment and vision for Biology being a central part of all the schools working practices
- Commitment to create a sense of community belonging and inclusion in all respects for students
- Commitment to enabling all students to achieve their potential
- Ability to support, motivate and inspire
- Commitment to comprehensive education

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Desirable

- Recent relevant professional development
- Experience of a promoted post
- Experience of dealing with student issues and working with pastoral teams
- Staff Leadership skills
- Use of these skills to coordinate a team of staff
- Proven track record in using data to target intervention work
- Post 16 experience
- Familiarity with SISRA/ Excel / 4 Matrix
- Ability to demonstrate the development of a whole school approach that has engaged and inspired staff
- Demonstrated track record in enabling students to become more independent and resilient
- At least 2 years' qualified teaching experience

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