T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**THREE RIVERS ACADEMY**

**JOB PROFILE – HEAD OF SUBJECT**

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| **Job Title:** | Head of Physics | | | |
| **Reporting to:** | Head of Faculty | | | |
| **Salary:** | MPS/UPS + TLR 2a | | | |
| **Start date:** | Sep 2022 (or earlier) | | | |
| **Job Purpose:** | * To ensure that all staff within the department provide high-quality teaching and learning that supports students to make as much progress as possible * To lead and develop a team and participate in activities that support the improvement priorities of the school * To consistently maintain the Teacher Standards | | | |
| **Key accountabilities** |  | | | |
| **Strategic Leadership** | **Teaching and Managing Student Learning** | **Assessment and Evaluation** | **Professional Development** | **Communication** |
| * To develop, promote and monitor whole school policies and procedures with specific responsibility for improving the quality of teaching and learning within the department * To audit and plan the curriculum provision and enrichment within the department * To identify areas for improvement within the department and contribute to whole-school self-evaluation and improvement planning * To set expectations and targets for staff and students in relation to student achievement and monitor progress towards these targets * To contribute to the appointment of staff to the department * To deploy teaching and support staff within the department * To carry out Performance Management in line with whole school procedures * To manage a budget and oversee effective allocation of material resources within the department | * To ensure that teaching and learning within the department is of a consistently high standard and provides challenge and engagement * To create, review and update effective schemes of work for all key stages which support the highest quality teaching and enable progression for all students * To observe and analyse classroom practice, offering targeted support when necessary in line with whole school Quality Assurance procedures * To develop students’ communication, literacy and numeracy skills * To keep abreast of new curriculum thinking (including KS2) and examination specifications * To promote the use of the VLE and extra-curricular opportunities to extend learning beyond the classroom * To manage student behaviour, sanctions and rewards within the faculty in line with school policy | * To establish and implement clear practices for assessing, recording and reporting on student progress in line with school policy * To lead the implementation of intervention strategies to ensure outstanding progress for all students | * To role model outstanding classroom practice * To inspire and motivate staff within the faculty and develop a cohesive team * To promote collaborative working within the faculty, with other subject areas and other THPT schools | * To attend regular line management meetings with the faculty line manager * To organise department meetings ensuring the focus is on the improvement of Teaching and Learning * To establish effective communication with parents / carers * To develop lines of communication between feeder schools and department staff to ensure continuity and progression. * To attend parent / information evenings in line with role |

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| **Subject Specific Information** |
| The Science Faculty at Three Rivers Academy are a team of 9 dedicated and committed teachers who deliver the curriculum at all three key stages, using schemes of work that have been developed both as a department and across other Secondary Schools within the Partnership. The science area currently comprises of 9 specialist science labs (with access to a further 3), equipped with display screens and each full-time Science teacher is currently allocated to a specific lab. The area also has access to break out computer areas close by. There are 3 full-time technicians that effectively service all the practical needs for the department. We are seeking an inspiring, engaging and enthusiastic practitioner of science to be part of our dedicated and hard-working team.  Key Stage 3 and 4  All students are taught in a two-year KS3 programme with detailed schemes of work, including PowerPoints, interactive resources and clear lesson routes. These are reviewed and revised as a team regularly to reflect the changing world we are in and encourage independence and creativity. Progress in Science is embedded within schemes of work utilising the new KS3 National Curriculum to prepare and develop the skills for our students to enter the three-year AQA GCSE programme prepared to achieve. The GCSE areas of Biology, Chemistry and Physics are delivered as much as possible by subject specialists and we offer Separate Sciences for those with aptitude and ability. We provide a range of STEM activities including science clubs, competitions and trips, throughout the year, to further support the learning and understanding of science in real-world contexts.  Key Stage 5  We offer A levels in Biology, Chemistry and Physics. The AQA specification is followed for both the Biology and Physics courses and OCR A for Chemistry. We will be offering Level 3 Applied Science in the near future, to provide a vocational qualification designed to give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. Our KS5 teams are experienced practitioners and share ideas around pedagogy regularly to ensure we always strive for excellence. We are well resourced both within the department and across the partnership to support our students in their progress. We encourage students to take responsibility and ownership for their learning path and prepare them for the world of work, apprenticeships or University beyond. |

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| **Additional Information** |
| * For details of how the school day is structured, please see school specific websites. * ECTs will have a reduced timetable * The majority of staff will be form tutors * For more information about The Howard Partnership Trust ([www.thehowardpartnership.org](http://www.thehowardpartnership.org)) |

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**PERSON SPECIFICATION – HEAD OF SUBJECT**

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| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject | ✓ |  | Application |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ✓ |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  | ✓ | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| Demonstrable experience of improving student outcomes | ✓ |  | Application / Interview |
| Experience of carrying out monitoring and evaluation of colleagues |  | ✓ | Application / Interview |
| Experience of leading CPD opportunities for colleagues |  | ✓ | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating learning environment | ✓ |  | Application / Interview |
| To lead a team, inspiring others and to promote faculty / department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| **Values** | | | |
| We are a values-based organisation and seek to recruit individuals who can demonstrate our values.  Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.  **Our values are:**  **Integrity** - displaying honesty and having strong moral principles  **Partnership** - working together and taking collective ownership to achieve the same goals  **Advocacy** - working hard on behalf of others to maximise their success  **Resilience** - finding success again after something difficult or negative has happened  **Compassion** - displaying empathy towards and a desire to help others  **Aspiration** - aiming high to achieve success | | | |
| **Safeguarding and Further Information** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. | | | |