



Walker Riverside Academy

Head of Physics

Post Title:	Head of Physics
Pay scale:	Main/Upper Pay scale with TLR 1A
Responsible to:	Curriculum Leader of Science
Responsible for:	The development of Learning and Teaching in Biology/ Chemistry/Physics across all key stages. The progress and outcomes for students in Biology /Chemistry/Physics across all key stages.
Job Purpose:	To be accountable for educational progress and outcomes of learners within Years 7-11 Biology/ Chemistry/Physics. To develop learning and teaching in Biology/Chemistry/ Physics, including the organisation and delivery of bespoke faculty CPD, and therefore raise standards and progress across KS3 and KS4. To secure and sustain a high quality science learning experience for students, including the development of curriculum enrichment opportunities to enhance students' awareness and understanding of STEM skills and careers at both KS3 and KS4. Line managing/liaising with a significant number of people.

Main responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Specific Responsibilities

Working with and line managed by the Curriculum Leader. The Head of Physics is responsible for the progress and outcomes of students in Years 7-11 in Physics and the development of learning and teaching across the faculty.

- With the Head of Faculty, line manage science teachers including the development and mentoring of science teachers, where necessary, to raise standards of learning and teaching.
- Organising and leading a programme of faculty CPD Physics to raise standards of learning and teaching across the faculty.
- Providing data analysis for the faculty in your science specialism in clear and consistent format and using this to inform the need for and plan the approach to intervention at KS3 and KS4.
- Directly managing intervention in your area of specialism across all key stages.
- Developing and embedding strategies to improve working scientifically skills, scientific writing, scientific literacy and numeracy.
- Securing and sustaining a high quality science learning experience for students, including the development of curriculum enrichment opportunities to enhance students' awareness and understanding of STEM skills and careers relevant to your science specialism.
- Co-ordination across the faculty of interventions to ensure the best curriculum match to groups of students in your science specialism to maximise outcomes.
- Developing interactive and vibrant multimedia resources within your science specialism that are readily accessible to the faculty/students.
- Innovating and managing the use of ICT resources within the department.
- Providing training for the faculty on new courses/specifications/resources specific to your science specialism.
- Ensuring attainment in Physics and the Science Value Added measures are both above national expected outcomes.
- Development of Post 16 offer of Physics.
- Undertaking lesson observations and learning walks as required within the College.
- Contribute to the day-to-day administration within the department.
- Contribute to cover as directed by the Head of Faculty.

General

To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

Lead Teaching and Learning Responsibilities

1. Lead learning and teaching within your science specialism by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified

standards of learner achievement in your science specialism are met.

2. Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
3. Lead, manage and develop student development across the curriculum to provide programmes/activities that match learner aspirations and potential and achieve excellence and enjoyment for learners.
4. Line manage a team of staff comprising a significant number of people including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
5. Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

Generic Responsibilities

1. Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
2. Contribute to the monitoring and development of a curriculum area to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short, medium and long term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
4. Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
5. Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas of development.

6. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
7. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day to day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
8. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
9. Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well being of children and young people. Take appropriate action where required.
10. To work effectively with/be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM and NCYPP aims for children, young people and their families.
11. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition, Upper Pay Spine teachers are expected to:

1. Make significant contributions to implementing workplace policies and practice and to promote their implementation.
2. Give advice on the development and well being of children and young people, if required,
3. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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