Head of Science - person specification

Evidence of these criteria will be gathered via Application, Interview and reference

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| Criteria | Essential/Desirable |
| Experience of setting a clear vision for a science department, aligned to the values of the school, to ensure the best science learning experience for all pupils in all years.   | D |
| Experience of middle leadership at least at the level of second in department, or equivalent. | E |
| Demonstrable rack record of excellent outcomes for all pupils taught.  | E |
| Demonstrable track record of middle leadership of excellent outcomes for all pupils.  | D |
| Experience of excellent outcomes at Key Stage 5.   | D |
| Experience of line management of other staff, or evidence of CPD that shows an ability to take on this role with rigour with immediate effect.   | E |
| Experience of science curriculum development and an effective commitment to continuous professional development.   | E |
| Coordination of cross curricular approaches and developments in science with proven impact.  | E |
| Experience of the responsibility for an ongoing review of the science curriculum through liaison with SLT.  | D |
| Timetabling experience, at least at department level.   | D |
| Maintenance of up to date set of schemes of learning, in-line with the school’s approaches and ensure appropriate syllabuses for all areas within the Faculty.  | E |
| Evidence of ensuring the classroom and departmental environment supports teaching and learning and is a vibrant place to learn for all, and how this impacts learning.  | E |
| Experience of working within a Sixth Form setting and recruitment of post 16 learners, as well as an increased participation of Triple science at GCSE.   | D |
| Contribution to Headteachers’ reports to governors for key areas of responsibility.  | D |
| Exam board liaison.  | E |
| Teaching lessons of consistently high quality, fostering an open door policy to share outstanding practice.   | E |
| Quality assurance of teaching and learning, including work scrutiny, learning walks and pupil and parental voice.   | E |
| Sourcing and organisation of extra-curricular activities to support the STEM agenda.   | D |
| Experience of actively seeking bids to improve the physical learning experience students receive.   | D |