

ELIZABETH GARRETT ANDERSON SCHOOL

Teaching and Learning Responsibility Post

Head of Science Faculty

TLR 1b

Elizabeth Garrett Anderson is a vibrant multi-ethnic 11-16 girls' school which celebrates learning and achievement within an inclusive environment where every girl is inspired to meet her potential without limits.

It is expected that the post holder will carry out his/her responsibilities within this philosophy.

The Science Faculty is very well established. More than a quarter of our students study separate sciences at GCSE and Psychology is one of our most popular options subjects. We are an outward facing school and the Science Faculty have well established connections with the Odgen Trust, The Institute of Physics and Springer Nature as well as with Post 16 and Higher Education Institutions.

All TLR job descriptions define the responsibilities of the post holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Condition Document. (STPCD)
- To fulfil expectations of teachers with TLRs as outlined in The Education (STPCD) Order
- To comply with Health and Safety at Work Legislation
- To work within Equalities and Safeguarding requirements
- To comply with GDPR requirements

Job descriptions are subject to review and amendment.

Purpose of the
Job:

To lead the Science curriculum team in order to ensure all students achieve highly and make excellent progress. To develop outstanding teaching and learning across the team, taking full consideration of current initiatives, knowledge and policies to ensure the highest of outcomes for all students.

Responsible to:

Senior Leader

TLR Code:

TLR 1b (mainscale plus £10,205.00)

Responsible for
Line Managing:

Teaching Staff and other personnel within the faculty,
including Science technical staff

All post holders will be responsible to the Headteacher and Senior Leadership Team of the school for ensuring general good order and discipline in the school, and in the implementation of all policies. It is essential that the academic and pastoral frameworks of the school are seen as inter-related

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Leadership and Management

- To foster an atmosphere of mutual support and challenge in the Faculty team.
- To actively promote the school's ethos of learning within a supportive environment.
- To actively engage in the leadership of the school as a senior middle leader.
- To lead the Science Faculty and to monitor and actively support the work of teachers and support staff in order to create a learning atmosphere in which each individual student is confident and able to progress academically.
- To develop and implement the strategic direction of the Faculty.
- To ensure effective self-review.
- To ensure development plans are prepared and effectively implemented.
- To line manage the post holders in the Faculty

Curriculum, Teaching and Learning

- To be a model of outstanding classroom practice.
- To lead the design, sequencing and implementation of an outstanding entitlement curriculum.
- To ensure schemes of work are reviewed and developed taking full consideration of any changes at national level.
- To develop teaching and learning methodologies for all cohorts of students (including high performing students, SEN, EAL, students eligible for Pupil Premium and those who are in local authority care)
- To ensure high quality practical work is delivered across the faculty.
- To support the curriculum team in developing and implementing strategies to meet the requirement of initiatives (national, local, school).
- To ensure that best practice is shared within the curriculum team.
- To actively participate in the sharing of best practice between Faculties.
- To ensure the team has a vibrant super curriculum offer that is an entitlement for the students.
- To ensure the effective teaching of literacy and numeracy within Science.

Assessment

- To actively use assessment to inform adaptations to the curriculum.
- To ensure exam board and other external requirements are met in the curriculum area.
- To ensure internally assessed components of exam work are completed to maximise student achievement.
- To keep up to date with any changes in assessment regulations and ensure staff are fully informed.
- To ensure the curriculum area effectively assesses work in line with school policy, on a short, medium and long term basis.

- To ensure baseline data is accurate and is effectively used to inform planning.
- To be responsible for the tracking of pupil progress across the faculty ensuring effective interventions take place where needed, with staff and students, in the curriculum area.
- To analyse and respond to performance and examination data.
- To actively participate in the sharing of assessment/tracking information with other staff in school.

Pupil Engagement

- To foster an environment in which students are enthused in their learning and routinely demonstrate excellent learning habits.
- To create an environment in which students are engaged in learning.
- To work proactively within the framework of the school's rewards and behaviour systems to ensure there is an emphasis on rewards as a means of motivating students.
- To liaise with parents if engagement issues arise.
- To keep up to date with current initiatives.
- To support teachers in the team in order to ensure that consistently high standards are maintained.
- To oversee the physical environment in the curriculum area.

Staff Development

- To actively engage in your own professional development.
- To be responsible for the induction programmes and development of all trainees in the curriculum area (Including ECTs and BTs).
- To be responsible for performance management / appraisal cycle according to school policy guidelines.
- To be responsible for identifying and addressing the development needs of all members of the team in a systematic and evidenced informed manner.
- To lead members of the team in developing their pedagogy and teaching methodologies.
- To develop individual members of the team as required, in all aspects of teaching in this curriculum area through appropriate methods e.g. coaching
- To keep the team well informed.
- To use incremental/instructional coaching to support staff development.

Monitoring

- To ensure that there is effective monitoring of student engagement, student progress, assessment, teaching and learning in the curriculum area.
- To lead the team in effective self-review, feeding into the school's self-review processes.
- To ensure student voice is sought, listened to and acted upon.
- To monitor the quality of student work.
- To ensure there are regular, informative learning walks/observations.

Other responsibilities

- To be an effective member of a pastoral team.
- To contribute to the development and implementation of whole school policies.
- To communicate and liaise with other curriculum areas/teams within the school.
- To line manage the Postholders in the curriculum area.
- To communicate with parents/carers and appropriate agencies.
- To represent the school at meetings and conferences.

- To convene regular development time.
- To contribute to school events including assemblies.
- To contribute to and be aware of the extended services support for students.
- To contribute to the implementation and development of whole school policies and practice.
- To manage the curriculum budget.
- All other duties as required by the Headteacher, within the framework outlined in national guidelines.

Responsibilities specific to the post

- To be a Radioactivity PO.
- To be responsible for health and safety in the Faculty.
- To oversee and ensure there are a range of enrichment opportunities.

SELECTION CRITERIA

- 1: Qualified Teacher Status with experience in teaching in an urban school.
- 2: Evidence of successful teaching of Science at key stages 3+4, including examination results that show you have added value to students learning.
- 3: Experience of innovative curriculum development.
- 4: Evidence of the ability to motivate, enthuse and lead other staff and develop self improving teams.
- 5: Evidence of the ability to use assessment data as a tool for improving standards.
- 6: A commitment to developing awareness of Science as a key to being a successful citizen within the faculty and across the school.
- 7: Evidence of leading others in the delivery of the curriculum.
- 8: Evidence of positive classroom management and success in supporting others with classroom management.
- 8: An ability to monitor and evaluate the work of others.
- 9: An ability to support and enhance the teaching of others.
10. An ability to lead whole school initiatives.
- 11: An awareness of and commitment to whole school, local and national policies.
- 12: A commitment to equal opportunities and to raising attainment for all girls within an inclusive environment.
- 13: A commitment to working within a safeguarding framework which protects students from harm.

DESIRABLE:

- 14: Ability to teach Physics to GCSE Higher Level
- 15: Ability to teach GCSE Psychology