



**Post:** **Head of Faculty – Science**

**Responsible to:** **Deputy Headteacher**

**Responsible for:** **Management & organisation of Faculty - TLR1a (£15,943)  
Delivery of specialist subject/s to assigned classes**

The Science Faculty is a large and successful team that is constantly developing ways to enhance the learning experience of the students, whether through theoretical or practical means. The Science staff are very supportive of each other and regularly share good practice and resources.

We are passionate about Teaching & Learning - our teachers employ evidence-informed practice alongside the newest ideas such as AI for planning and adapting the curriculum.

Science is popular at this school, where students take advantage of specialist teaching at sixth form and many students lower down the school participate in extracurricular activities.

### Facilities and Resources

The school provides outstanding facilities for teaching the Sciences. There are nine science laboratory rooms for teaching practical science lessons, two of which have been newly refurbished with state-of-the-art equipment with a view to updating the rest. The faculty has a central office with space for the team to work collaboratively.

All members of staff have laptops that can connect to the school intranet and the internet from any classroom. Every room also has an interactive Prowise Board. The faculty has comprehensive schemes of learning in place that develop the skills of students on their 7-year journey through the school.

### Line of responsibility

The Head of Science is directly responsible to the Deputy Headteacher on curriculum matters and the Heads of Years for pastoral matters.

### Line Management Responsibility

The Head of Science line manages the Key Stage 3, 4, and 5 Leads, all Teachers of Science, and the Lead Technician.

### Job purpose

The Head of Science makes education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers should stimulate interest in, encourage curiosity about and provide enjoyment from the study of this subject and encourage responsibility for students' own learning.

The basic duties of a teacher are outlined in the current Teaching Standards. The postholder shall maintain a good understanding of the whole school curriculum, teaching and learning, assessment and pastoral policies.





## Job Description

### Strategic Direction and Development

1. To plan the strategic direction for the Faculty
2. To be accountable for the highest standards of teaching, learning and student achievement in the subjects within the faculty.
3. To lead, develop and enhance the teaching practice of all teachers within the faculty, evaluating the quality of teaching, securing and sustaining the effective delivery of the subjects.
4. Analysis of school and national data to effectively identify areas of strength and areas for development that will inform interventions, targets and teaching methods across the faculty.
5. Contribute to the school's robust programme for self-evaluation at a faculty and whole school level.
6. Monitor and evaluate progress towards targets from the Faculty (Subjects) Improvement Plan within the context of the School Improvement Plan. Contribute to the SIP.
7. Complete the school's Faculty (Subject) Self Evaluation process and keeping an up to date Self Evaluation folder.
8. Attend all subject leader meetings
9. Responsible for the coordination of the faculty curriculum provision, including developing schemes of work.





## Teaching and Learning

1. Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all pupils including those of high ability and SEN.
2. Ensure effective development of pupils' numeracy and ICT skills through the curriculum.
3. Ensure that faculty teachers carry out assessment, recording and reporting consistently and in line with school policies.
4. Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the School. Engage with school-wide learning initiatives and lead these in the Department.
5. Following each reporting cycle, review assessment data for the faculty and coordinate any necessary action across the department ensuring assessment for learning practices are fully embedded in the work of the department. Identify appropriate intervention for students. Support subjects with data tracking.
6. Establish the highest expectations of achievement and behaviour of pupils by teachers. Ensure that behaviour for learning is enforced through effective use of internal on-call, teacher and departmental detentions and regular communication with parents and pastoral leaders.
7. Monitor targets for all students in the faculty
8. Liaise effectively with the examinations officer when necessary, ensuring all entries are made in line with deadlines.
9. Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate
10. Organise co-curriculum events that raise the profile of the faculty across the school.





## Leading and managing staff

1. Establish constructive working relationships among faculty staff, devolving responsibilities and delegating tasks as appropriate.
2. Participate fully in the schools' Performance Management System.
3. Lead professional development of faculty staff through example and support.
4. Lead a team of teachers and technicians (where relevant) through:
  - induction, support, advice and guidance
  - Effective communication and well-structured meetings.
5. Ensure that faculty staff meet reporting and other deadlines
6. Mentor and support colleagues including ECT's, ITT's and GTP's encouraging their professional development
7. Ensure all faculty staff engage with LSAs and other relevant colleagues to support student progress.

## Effective and Efficient deployment of staff and resources

1. The use of accommodation to create an effective and stimulating teaching environment.
2. Maintain existing resources and explore opportunities to develop or incorporate new resources.
3. Maintain up-to-date and accurate financial records.
4. Establishing staff and resource needs and preparation of teaching groups to ensure the best use of staff expertise.
5. Ensure that there is a safe teaching and working environment in which risks are properly assessed.





## Teaching Duties

1. To have a secure and up-to-date knowledge and understanding of concepts and skills necessary to teach specialist subject/s
2. To plan teaching to achieve progression in pupils' learning in line with agreed expectations/targets.
3. To establish and maintain a purposeful working atmosphere which supports learning.
4. To set homework and mark in line with school policies.
5. To assess, record and report on pupils' progress.
6. Attend and contribute to faculty, RST and staff meetings and to assist with the implementation of area improvement plans
7. To communicate and consult with parents of students as necessary, (including telephone calls, meetings, parental meetings etc.)
8. To exploit opportunities to improve basic literacy, numeracy and ICT skills and to implement whole-school literacy and numeracy strategies within all lessons.
9. To participate in staff development opportunities and accept responsibility for own professional development.
10. To prepare students for examinations and participate in examination arrangements.
11. To cover classes whose teacher is not available as and when required.
12. To carry out the role of form tutor as required.
13. To implement school policies.

The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.





## PERSON SPECIFICATION

### Head of Science Faculty

<b>JOB REQUIREMENTS</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method I/A/R*</b>
<b>Qualifications</b>			
Qualified teacher status	✓		A
Degree or equivalent	✓		A
Evidence of recent and relevant professional development		✓	A/I
<b>Experience</b>			
Proven experience of teaching a Science subject at KS3, KS4 and KS5 with excellent classroom management skills	✓		A/R
Effective classroom teacher	✓		A/R/I
<b>Skills, Knowledge and Understanding</b>			
Ability to analyse data and identify trends	✓		A/R/I
Ability to communicate effectively at all levels	✓		A/R/I
Effective interpersonal skills	✓		A/R/I
Efficient organiser	✓		A/R/I
Ability to use initiative and prioritise work	✓		A/R/I
Ability to work to deadlines	✓		A/R/I
Confident user of ICT	✓		A/R/I
Ability to manage staff effectively	✓		A/I
Detailed understanding of planning a KS3, 4 and 5 curriculum to meet exam board requirements.	✓		A/I
Good influencing and negotiating skills	✓		A/R/I
Understanding of Quality Assurance measures and indicators	✓		A/R/I
Experience of mentoring and supporting NQTs / Trainees.	✓		A/I
Experience of monitoring progress of students and intervening where necessary	✓		A/I



Evidence of line-managing staff and holding them to account	✓		A/I
Evidence of raising student achievement	✓		A/I
Ability to gather, analyse and interpret data for effective target setting	✓		A/I
<b>Other Requirements</b>			
Ability to work well as part of a team	✓		A/I
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓		R/I
Flexible approach to work	✓		A/I
Committed to school ethos and direction	✓		A/I
Understanding of Safeguarding Procedures	✓		A/I
High standard of punctuality	✓		A
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

\*I - Interview A - Application Form R – Reference

***“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”. (Ref: Safeguarding Children and Safer Recruitment in Education 2007).***

