



Job Description

| Role | Head of Science | School/Department | Maiden Erlegh Chiltern Edge |
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| Job Purpose | <p>In addition to the requirements of a main scale/UPR teacher (as appropriate):</p> <ul style="list-style-type: none"> To contribute to the collective ethos of the school and Trust by requiring the highest professional standards from colleagues and behaviour from students. To provide high quality leadership and management of an allocated subject/group of subjects, adopting and modelling a positive and solution focused approach to work, which puts maximising students' life chances first. To ensure effective and robust implementation of school and Trust policies. To support all students to make exceptional progress, in the spirit of a no excuses culture, and to reduce any differences in performance linked to contextual issues. To ensure literacy, numeracy and Personal, Spiritual, Moral, Social and Cultural (PSMSC) is taught and promoted appropriately through the subjects. To maintain strong retention numbers into and through post 16. To liaise with colleagues across the school and Trust as required. To carry out such other associated duties as are reasonably assigned by the Headteacher | | |
| Applicable Contract Terms and Duties | <p>The duties outlined in this job description are to be performed in accordance with the provisions of the latest School Teachers' Pay and Conditions Document as adopted by Maiden Erlegh Trust. It may be modified by the Headteacher, with the post holder agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.</p> | | |
| Relationships | <p>The post holder may be allocated classes across the Trust from time to time. The post holder is responsible to the Headteacher and their immediate line manager(s) in all matters.</p> | | |

The postholder will be responsible for:

Leadership and management

- The engagement of students and staff with the Trust values and ethos.
- The implementation of school and Trust policy and regulations regarding behaviour, classroom routines, presentation of self and work, attitudes to learning and punctuality
- Sharing strategic leadership of school with other middle and senior leaders and attending and participating positively in relevant meetings and discussions.
- Adopting a collaborative approach with other middle leaders to ensure that teaching, learning and assessment as well as behaviour management are consistently led across the school.
- Implementing school policies relevant to the subject including those relating to behaviour, homework and assessment.
- Contributing to departmental recruitment and induction in a timely way, ensuring that all statutory requirements are met.
- Managing team meetings so that the focus is on classroom practice and staff development in line with the Department Development Plan and School Improvement Plan,
- Leading whole school CPD as appropriate.
- Ensuring that monitoring and evaluation is effective in terms of staff performance, academic standards and the personal development and wellbeing of the students.



- Producing Subject Development Plans to address the identified priorities and to feed into the School Improvement Plan.
- Managing allocated resources efficiently and working within budget.
- The setting of appropriate appraisal objectives and the support of tutors in their work towards those objectives.
- The organisation and evaluation of departmental events eg: walk through mocks, theme days.
- The proactive and positive communication with staff, students and parents using a variety of different media.
- The provision of information required by the Headteacher or member of the School Leadership Group.
- Undertaking agreed duties before and after school and during unsupervised time.
- Any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the post holder

Student outcomes

- Ensuring that all students make the best possible progress from their starting points and that any differences in performance are identified early and actions are taken to reduce them rapidly
- Reviewing performance critically and constructively at each data point and after examinations so that effective development strategies are implemented rapidly.
- Working closely with the Senior Leader responsible for the line and standards management of the subject to ensure that students are supported, intervened with and challenged in an effective and timely way.
- Students are enthused by the subject and show pride in their participation, presentation and work generally.

Quality of teaching, learning and assessment

- Ensuring the quality of teaching and delivery of lessons across the department is consistently highly effective.
- Identifying best practice and ensuring that this is shared across the team.
- Identifying underperformance and intervening early with colleagues who need support.
- Creating and developing appropriate schemes of work and assessment, along with appropriate lesson plans, taking into account the need for stretch and challenge and differentiation, teaching of SMSC and the delivery of literacy and numeracy as appropriate.
- Ensuring homework is set in line with our Trust procedures and that it is meaningful, stimulating and challenging.
- Managing necessary adjustments to teaching and learning with respect to any curriculum or specification changes.
- Ensuring that assessments in all year groups are standardised (internally and externally) and that current attainment and predictions are accurate.
- Ensuring that students receive appropriate feedback in a variety of forms such they understand and act on advice regarding how to improve in the subject.
- The supervision of internal examinations and supporting the examinations administrator in the organising of external and internal examinations.
- The shared responsibility, with the other middle leaders, for the care of the internal and external environment of the school, health and safety of students.
- Keeping up to date with latest pedagogical research and developments and benchmarking the team's practice against best practice in school and in other establishments.



- Providing appropriate enrichment and extra-curricular learning opportunities for students.

Behaviour, attendance, and safety

- Ensuring the culture and ethos in the department is in line with that of the Trust – calm, purposeful, positive and aspirational.
- Supporting departmental staff to take full responsibility for the conduct, behaviour for learning and attendance/punctuality in their groups.
- Ensuring student effort, commitment and progress is recognised through the use of commendations, certificates, letters of praise, and meetings with senior staff
- Monitoring and acting on the detailed record of incidents which occur within the department and ensuring that all staff follow the Behaviour, Anti-Bullying and Equalities policies consistently.
- Ensuring compliance with Health and Safety, Safeguarding, Data Protection and Equality requirements within the subject area.
- Ensuring that curriculum areas are appropriately supervised during unsupervised time.

The Head of Department will be accountable for:

- The standards reached by all students including the disadvantaged, those with special needs and the more able in the subject throughout each key stage.
- The reduction and/or removal of any differences in performance of groups of students.
- The standard of teaching, learning and assessment in the subject.
- The development of a positive and aspirational team which contributes positively to the culture and ethos of the whole school/Trust.
- The consistent implementation of school policy in the subject.
- The effective use of resources.

The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

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| Signed: Post holder | |
| Date: | |