**Head of Science**

**Responsible to:** The Senior Deputy Headteacher

**Job purpose:** To ensure the subject of Science delivers the best possible outcomes for all students

**Line Manager for:** Science subject specialists at KS4 and supporting curriculum delivery of all staff teaching Science across all provisions.

**Start Date:** 1st January 2022

**Salary:** TLR 2a (£2,873) + 1 SEN

**Job Description**

*Note: The responsibilities outlined in this job description are in addition to the duties required of all teachers under Pay & Conditions of Service legislation and in addition to the generic job description for a teacher at the St Thomas’s Centre. This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment after consultation with the postholder.*

**Person specification for a subject leader:**

*Subject leaders are expected:*

* To fulfil the role of a leading professional at all times.
* To be a reflective practitioner as a teacher and a leader.
* To demonstrate a positive and constructive attitude to change.
* To contribute to whole school improvement.
* To act as role models for less experienced staff.
* To lead and support the implementation of whole school initiatives.

**Specific responsibilities of the post of subject leader**

Leadership of learning:

* To raise standards of learning and the achievement of pupils in the subject area in line with school targets.
* To work towards personalising learning.
* To improve the quality of learning in the subject through an annual programme of structured monitoring and quality assurance processes.
* To ensure that schemes of work which meet national and school requirements are in place and that these are reviewed in the light of emerging pedagogy and the differing requirements of Primary, KS3 and KS4.
* To ensure that internal assessment is rigorous, meets school requirements and is focused on informing teaching.
* To ensure that subject staff are able to interpret and use data pertaining to their classes.
* To interrogate departmental data and monitor the effectiveness of intervention strategies employed by class teachers of underachieving pupils.
* To employ intervention strategies as and when necessary to tackle underachievement and ensure learners achieve their potential.
* To provide exam analyses as required, using the results to feed forward into planning.

Leadership of teaching

* To be a role model for teaching and act as lead teacher.
* To improve the quality of teaching in the subject through an annual programme of structured monitoring and quality assurance processes including lesson observation, learning walks, pupil voice and work scrutiny.
* To develop the role of pupils as partners in learning within the subject area through a programme of regular pupil voice.
* To ensure that procedures for rewards and sanctions are in line with school policy and that they are implemented consistently.
* To contribute significantly to developing subject specific skills and knowledge of staff.
* To draw on research and good practice to ensure that teaching in the subject area is at the cutting edge of professional practice.
* To model and lead initiatives within the subject.

Leadership of staff

* To set, monitor and review standards and expectations of work and behaviour in accordance with school policy.
* To agree, implement, monitor and review appropriate and consistent routines within the subject area.
* To delegate responsibilities to other teachers in the department appropriate to their career stage and in line with relevant professional standards.
* To maximise the performance of the department, ensuring that schedules and workloads for the year are planned and structured so that deadlines can be met and staff are enabled to manage their workload effectively.
* To manage the performance of staff in line with the school’s Performance Management Policy.
* To ensure that members of the Department follow all school procedures and meet deadlines.
* To ensure that feedback and follow-up support are given to individual teachers in the subject area through monitoring processes.
* To lead departmental meetings which focus on teaching and learning.
* To provide guidance as to the appropriate professional development activities of staff, ensuring that activities are focused on raising standards.
* To be responsible for the coaching and mentoring of newly appointed teachers, NQTs and ITT students, in liaison with relevant School staff.
* To deploy staff within the department fairly and coach and guide less experienced teachers.

**Management of resources**

* To ensure that the learning environment within the subject area is stimulating, safe, well ordered and enhances learning.
* To ensure that all maintenance and safety issues are promptly reported.
* To draw up a capitation budget, monitor expenditure and adjust spending to keep within allocated capitation, ensuring best value for money at all times.
* To manage the work of support staff effectively.

**Person Specification – Head of Science**

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| --- | --- |
| **[A] Training and Qualifications** | **Essential/Desirable** |
| Qualified Teacher Status | E |
| Degree at 2:2 or above in Science or related subject | E |
| NPQML or similar recognised qualification | D |
| Professional Development:   * Relevant and recent in-service training | E |

|  |  |
| --- | --- |
| **[B] Experience of Teaching and Educational Management** | **Essential/ Desirable** |
| **Specific experience in leadership and management**  Experience of leading and managing others  Experience of leading improvement initiatives  Leadership experience in an Science Department  Evidence of improving outcomes  Experience of holding staff to account  Experience of developing others | D  E  D  E  D  D |
| **Teaching Experience**  Evidence of successful teaching in the secondary sector  Experience of teaching KS3-KS4  Experience of teaching KS5  Experience of teaching in more than one school  Involvement in extra curricular activities | E  E  D  D  E |

*Applicants should be able to demonstrate good knowledge and understanding of the following areas relevant to the phase:*

|  |  |
| --- | --- |
| **[C] Professional Knowledge and Understanding** | **Essential/ Desirable** |
| The Science curriculum 5 – 18 | E |
| Issues relating to literacy and numeracy across the curriculum | E |
| The principles of effective teaching and assessment | E |
| Strategic planning for school improvement | D |
| Current educational issues | E |
| Knowledge and use of ICT in schools | E |
| Improving outcomes with different pupil groups in our setting | E |

*Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post. These qualities may be demonstrated in a letter of application; however, it is more likely that they will be more fully assessable during the interview process and from the references. Applicants should be able to:*

|  |  |
| --- | --- |
| **[D] Personal Skills and Attributes** | **Essential/ Desirable** |
| Build and maintain effective relationships including holding others to account | E |
| Inspire, challenge, motivate and empower others to carry the vision forward | E |
| Lead by example, showing integrity, resilience and courage | E |
| Demonstrate personal enthusiasm and commitment to the leadership process | E |
| Manage conflict | E |
| Prioritise, plan and organise themselves and others | E |
| Think creatively to anticipate and solve problems | E |
| Listen to and reflect on feedback | E |
| Develop effective teamwork | E |