



Job Description: Head of Department – Head of Science

The Head of Science at QEHS is responsible for shaping the strategic direction of Science across the school. You will lead a team of dedicated professionals, including a Head of Biology, Head of Physics, Head of Chemistry, and the Team Leader Technician, to foster innovation and excellence in science education. Responsibilities will encompass overseeing short, medium, and long-term planning to ensure the continuous development and success of Science. Furthermore, you will be entrusted with the responsibility of co-ordinating and enhancing the Combined Science curriculum at Key Stage 4, ensuring that our students receive a well-rounded and comprehensive scientific education that prepares them for the challenges of the future.

Main Purpose

The Head of Science will take lead responsibility for providing leadership and management to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Duties and Responsibilities

Strategic Direction and Development of Science

- Demonstrate enthusiasm for Science which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement through effective Teaching & Learning
- Ensure Heads of Department and staff are clear about the importance and role of the subject in contributing to students' spiritual moral, cultural, mental (SMSC), physical and mental development alongside British Values, and in preparing students for the opportunities, responsibilities and experiences of adult life
- Use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective action plans to support those students
- Analyse and interpret, relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Involve all departmental staff in the creation and execution of the annual Departmental Development Plan (DDP) and ensure clear targets therein align with the School Improvement Plan. The targets in the DDP need to be:
 - Based on a range of comparative information and evidence, including in relation to the attainment and progress of students
 - Realistic and challenging targets for improvement in the subject
 - Understood by all departmental staff involved in putting plans into practice
 - SMART – i.e. clear about action to be taken, timescales and criteria for success
- Develop and review regularly the vision, aims and purpose for the subject area

- Monitor the progress made in achieving subject plans and targets, evaluate the effects on Teaching & Learning, and use this analysis to guide further improvement in relation to the Learning to Learn QEHS Learner Standard
- Review the progress towards the targets set in the DDP and provide regular progress updates to the Leadership Team link to ensure that they are fully aware of all successes, issues and concerns
- Monitor and evaluate the department's Health and Safety policies alongside the Technician Team Leader

Teaching and Learning

- Promote Teaching and Learning styles and approaches which are consistent with QEHS Teaching and Learning Principles, including the Quality First Teaching Model
- Monitor and evaluate the department's specific curriculum and Schemes of Learning (SoL)
- Engage all subject staff in the creation, consistent implementation and improvement of SoL
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability (GMAT), those with SEND or linguistic needs (EAL) – i.e. Address the Meeting the Needs of all Learners agenda
- Ensure examinations or other suitable methods of assessment are devised and applied at appropriate times
- Ensure all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole cohort
- Ensure all details pertaining to entries for public examinations in the subject are accurate and comprehensive and shared with the Examinations Lead in school as required
- Initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject including the promotion of the Leadership for Learning QEHS Learner Standard through Subject Ambassadors
- Ensure effective development of students' literacy, numeracy and IT skills through the subject
- Promote students' spiritual, moral, social, cultural (SMSC), physical and mental development alongside British Values in the teaching of the subject
- Promote careers education, information, advice and guidance (CEIAG) through the subject and ensure that Teaching & Learning illustrates how the subject might lead to career opportunities
- Facilitate the sharing of good practice in Teaching & Learning throughout the department and proactively nurture the development of individual staff to establish outstanding Teaching & Learning
- Establish and implement clear policies and practices for assessing, recording and reporting (ARR) on student achievement, and for using this information to recognise achievement and to assist students in setting targets to make further progress
- Ensure information about students' achievements in previous classes and/or schools is used effectively to secure good progress in the subject
- Set expectations and targets for staff and students in relation to standards of pupil achievement and the quality of teaching – i.e. establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all students in relation to the Learning to Learn QEHS Learner Standard
- Evaluate the teaching of the subject and use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of Teaching & Learning
- Oversee the planning of curriculum content in order to ensure it is well sequenced to promote and support student progress in relation to the Learning to Learn QEHS Learner Standard
- Ensure the subject curriculum is effectively and consistently implemented across the department

- Use a variety of methods to monitor and evaluate the Teaching & Learning offered by subject staff, and take appropriate action where necessary to enhance the quality of Teaching & Learning
- Provide Quality Assurance (QA) monitoring and intervention with all subject staff
- Monitor progress and evaluate the effects of any improvement strategies on Teaching & Learning by working alongside subject staff
- Provide regular feedback to LT link to assist in the evaluation of best practice
- Assist LT link in the regular review of the standards of leadership and Teaching & Learning in the subject
- Co-ordinate appropriate interventions for students making less than good progress, monitor the impact and record progress data in line with agreed school protocols
- Ensure appropriate work is set for students in classes when subject teachers are absent
- Establish an effective structure for departmental consultation and communication including the chairing of meetings and working groups

Leading and Managing Staff

- Lead and manage the Head of Biology, Head of Chemistry, Head of Physics and Team Leader Technician.
- Monitor and QA Teaching & Learning through lesson observations, drop-ins/learning walks, book looks/work scrutiny, and student voice in order to assess how well the subject is being delivered across the department
- Provide feedback to staff based on the above QA to identify training needs and provide Continuing Professional Development (CPD) in the subject area
- Liaise effectively with exam boards to ensure teaching staff understand and are familiar with the curriculum and SoL being delivered
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
- Take responsibility for (delegating where appropriate) the supervision and induction of Early Career Teachers (ECT) within the department
- Take responsibility for (delegating where appropriate) the supervision and induction of Initial Trainee teachers (ITT) within the department
- Take responsibility for (delegating where appropriate) the supervision of newly appointed members of staff to the department
- Take initial responsibility for the pastoral care and welfare of all departmental staff
- Lead on Performance Development in the department as required by school policy and use the process to develop the personal and professional effectiveness staff in the department
- Act as Performance Development team leader for identified teachers in the department
- Ensure Performance Development arrangements are effectively discharged by other team leaders in the department
- Lead professional development of subject staff through example and support, and coordinate the provision of high quality CPD by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEA, subject associations, etc.
- Ensure that staff within the department support the Behaviour for Learning QEHS Learner Standard and apply the school's behaviour code as evidenced through departmental detentions, student reports, phone calls home and restorative conversations
- Work with the SENDCO to ensure Individual Education Plans (IEP) are used to set, where appropriate, subject specific targets and are applied to best support students' needs

- Work with Heads of Year to ensure Pastoral Support Plans (PSP) are used to set, where appropriate, subject specific targets and are applied to best support students' needs
- Ensure the Headteacher, LT members and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject related CPD
- Ensure the efficient and effective deployment of staff and resources in the department in order to best meet the objectives of the school and subject plans and to achieve value for money
- Assist in the selection and recruitment of staff for the department and/or advise on the deployment of staff involved in the delivery of the subject to ensure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of digital learning resources, and oversee the application of IT in the subject, including development of materials for the VLE - Google Classroom
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from home if necessary
- Maintain a departmental budget to sustain existing resources and explore opportunities to develop or incorporate new resources to best support Teaching & Learning
- Use accommodation to create an effective, well ordered, attractive and stimulating environment for Teaching & Learning
- Ensure that there is a safe working and learning environment in which risks are properly assessed (Health and Safety)

Community

- Ensure effective dialogue with parents in accordance with school policies
- Ensure the department is properly represented on Parents' Evenings
- Ensure the department is properly represented at Open Evenings
- Ensure the department is properly represented at Options Evenings
- Seek to develop links with the community and with industry as appropriate
- Liaise as required with feeder primary schools and/or post-16 providers to support the effective transition of students in to Year 7, Sixth Form or other year groups as mid-year entrants
- Liaise with external agencies as necessary

Safeguarding

- Work in line with statutory Safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and Safeguarding and Child Protection policies
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the Safeguarding of all students in the school
- Help staff to achieve and maintain constructive working relationships with students

Accountability

- The Head of Department is accountable to Headteacher and is line managed by the Deputy Headteacher (Curriculum, Data & Standards)

Head of Department Person Specification

	Essential	Desirable	Method of Assessment A, I, R
Requirements			
Qualified Teacher Status	✓		A
Honours Degree or equivalent	✓		A
Evidence of continuing and recent professional development	✓		A, I, R
Commitment to ongoing school improvement and the ability to implement, monitor and evaluate change	✓		A, I, R
Advanced knowledge of National Curriculum and reformed GCSE and A Level requirements	✓		A, I, R
Experience of leading with successful outcomes in attainment and student progress	✓		A, I, R
Commitment to the Learning to Learn agenda in order to ensure the needs of all students are met	✓		A, I, R
ICT skills that reflect the impact of technology on modern classrooms	✓		A, I, R
Ability to manage own workload effectively, to work under pressure and respond to tight deadlines	✓		A, I, R
Willingness to share expertise, skills, knowledge and ability to inspire others as a positive role model	✓		A, I, R
Demonstrate drive, energy, resilience and a sense of humour	✓		A, I, R
High expectations of self and others	✓		A, I, R
Demonstrate excellent attendance and punctuality	✓		A, I, R
Ability to adapt in the face of changing circumstances where required	✓		A, I, R
Ability to teach outstanding lessons	✓		A, I, R
Display an understanding and commitment to the protection and safeguarding of students	✓		A, I,
Ability to set clear expectations, to demand high standards and to hold others to account	✓		A, I, R
Ability to lead, manage, develop and inspire people individually and as a team	✓		A, I, R
Ability to produce required outcomes with minimal supervision by taking the initiative and accepting responsibility	✓		A, I, R

Ability to listen, empathise and resolve conflict when dealing with all stakeholders	✓		A, I, R
Involvement in networking and sharing of best practice		✓	A, I, R
Excellent oral and written communication skills	✓		A, I, R
Desire to afford each child the dignity they require to build self-esteem and to flourish	✓		A, I, R
Positive 'can do' approach when solving problems/addressing issues in a timely manner	✓		A, I, R
Ability to remain calm in stressful situations and instil calm in others when necessary	✓		A, I, R
Ability to analyse data and set targets	✓		A, I, R
Experience of working with others to develop innovative practices in school	✓		A, I, R
Proven record of raising standards at all ability levels	✓		A, I, R
Experience of cross-phase liaison (KS2 to KS3/KS3 to KS4/KS4 to KS5 as appropriate)	✓		A, I, R
Ability to use educational data and strategic information to raise student attainment	✓		A, I, R
Experience of working with a range of stakeholders – schools, outside agencies, parents, governors and having made a positive impact through these channels		✓	A, I, R
A sound understanding of the OFSTED framework		✓	A, I, R
Ability to use educational data and strategic information to raise student attainment	✓		A, I, R
Thorough knowledge of all IT systems and apps used in schools	✓		A, I, R
Ability to plan strategically, monitor effectively and evaluate analytically including lesson observations and feedback	✓		A, I, R
Knowledge of current educational issues related to curriculum at KS3/KS4/KS5 as applicable	✓		A, I, R
Experience of leading, managing and developing a team	✓		A, I, R
Up-to-date safeguarding training and knowledge (LSCP 6 Year Pathway)		✓	A, I