



# **PASSMORES COOPERATIVE LEARNING COMMUNITY**

## **Job Description**

**Position: Key Stage Four Co-ordinator for Science**

**Line Manager: Head of Science**

**Performance Management Reviewer: Senior Leadership Team**

---

### **Key responsibilities:**

### **Duties:**

#### **Curriculum**

- Work with colleagues within the department to ensure that all schemes of learning, for key stage 4, are built to meet the requirements of the new 9-1 GCSE.
- Ensure all resources in the key stage 4 SOL are accessible and updated to include any new material useful to the young people.
- Ensure that the Key stage 4 SOL reflects the DDP (Department Development Plan)
- Ensure that the curriculum engages students, promotes excellent progress and builds cultural capacity.
- Together with the key stage 3 co-ordinator, ensure that the visible learning journey for science builds upon skills and knowledge at the most appropriate stages to ensure that all students are appropriately challenged.

#### **Data**

- Ensure effective tracking of assessment data is occurring across the department.
- Together with the Key Stage 3 Co-ordinator, create and regularly update data which shows the progress and learning journey for each student and allows for planning intervention sessions.
- To provide relevant data/information to contribute to Performance Appraisals/Performance Appraisal reviews of other subject teachers.

## **Intervention**

- Implement effective monitoring of students in KS4, so that 'gaps in learning' are bridged and liaise with those teachers providing intervention support.
- Liaise with those responsible for interventions, monitor the progress being made by students and the effectiveness of the process.

## **Moderation and Assessment**

- Ensure the effective moderation of internal assessments at key stage 4, to ensure that best practice is built upon.
- Implement, monitor, and review an effective assessment system within the curriculum area.
- Alongside the HOD and the Examinations Officer, complete examination entries (internal and external exams), changes to entries and results queries as appropriate for the department.

## **Blended Learning**

- Support students who are unable to attend lessons in school, be responsible for the blended learning for key stage 4, ensuring that the school website is up to date with the most appropriate resources to ensure that students become independent learners. Where students do not have access to technology, to ensure that these students are catered for fully.

## **Other Duties**

- Support colleagues with behaviour management and to make the connections with behaviour for learning and classroom pedagogy.
- Alongside the HOD, provide high quality leadership and management for Science education within the Academy.
- To develop effective partnership working with other staff to secure high levels of student progress.
- Support the HOD in his/her key role and undertake tasks in a timely manner as appropriate.
- To keep up to date with changes in the National Curriculum and government policies or priorities relevant to the curriculum area.
- To assist in the management of the department's resources within the limits of the delegated budget and in accordance with the Academy's financial procedures.
- Along with the HOD, to devise and implement quality assurance systems, including regular teaching and learning observations, book audits and climate walks where necessary.
- Liaising with outside agencies as required.
- Monitoring reviewing and changing class sets at regular intervals, updating set lists.

- Hold subject staff to account for their responsibilities with appropriate support from HOD/SLT as required.

## **Well-Being and Mental Health**

As a member of staff at PCLC, we take responsibility for looking after our own mental health and wellbeing and that of other adults and children by:

- Supporting and adopting evidence-based practice from credible organisations (e.g. Mind) which have been proven to improve and sustain positive mental health and wellbeing for children and adults.
- Developing a better knowledge and awareness of how children's mental health can impact on their wellbeing and development.
- Managing our own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking)
- Informing a line manager or mental health first aid team member if concerned about the mental health or wellbeing of ourselves or of others.
- Tackling and challenging any stigma regarding mental health and offer support, kindness and understanding to others in need

In addition to the above areas, the postholder is responsible for the following actions:

**Liaising with:** Line Manager, other relevant support staff, Subject Staff, Pastoral staff, LA staff, parents/carers, and outside agencies as and when required.

## **Health and Safety**

1. To assist with the carrying out of risk assessments
2. To ensure that Health and Safety policies and procedures are followed.

## **Pastoral System**

1. To liaise as appropriate with Pastoral Staff on Pastoral Related issues

## **Other specific duties**

1. To play an active part in the life of the school community

***The job description is current at the date shown, but in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and the job title***

**Natalie Christie / Vic Goddard  
Co-Principals  
May 2022**

## Person Specification

Person Specification: Teacher	Essential	Desirable	Evidence source
Knowledge of KS2, KS3 and KS4 curriculum models	☐✓		Application
Evidence of knowledge and capabilities relating to other educational models from around the world	☐ ✓		Application Interview
Clarity of purpose and a student-centred vision	☐ ✓		Application Interview
Good personal and interpersonal skills	☐ ✓		Interview
Good oral and written communication	☐ ✓		Application Interview
Good time-management and personal organisation	☐ ✓		Reference
Ability to build teams and inspire others	☐ ✓		Interview
An effective teacher who has a good rapport with students of all abilities	☐ ✓		Reference Teaching task
The drive, passion and ability to implement change	✓		Application Interview
Passionate about the learning and achievement of every student	☐ ✓		Interview
Confident about using data to improve levels of achievement	☐ ✓		Application Reference Interview
Good personal word-processing and other ICT skills	☐	✓	Application Reference