

Job Title: Lead Practitioner (Science)	Salary: L 3-7
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Position Overview

1. Responsible to: Director of Science and Deputy Headteacher
2. Subject Teacher
3. Key purposes:
 - a) To carry out the professional duties of a teacher as described in the most recent School Teachers' Pay and Conditions Document;
 - b) To support and improve the leadership and management of Science;
 - c) To lead the development of Science teaching and learning
 - d) To support the Director of Science and work collaboratively with the three Heads of Science in the fulfilment of their duties

Leadership and Management criteria in addition to the core elements:

You will

- support higher levels of achievement in Science by continuously sharpening teaching and learning
- build upon the extent highly collaborative approach, honing current practice, sharing new insights and working strategically with science leaders to ensure the daily default practice is of the highest quality;
- Science teacher to developing schemes of learning, prioritising knowledge organisation, retrieval and independent learning
- actively uphold and promote and vision and values of the school in all aspects of leadership
- strategically develop the coherence and quality of the Science curriculum, providing strategic insight into the best curriculum for
- use national quality marks as a mechanism to support aspiration and self-evaluation so that the daily default learning experience of students is being continuously improved
- work with other leaders in developing new ways in which the aptitude of different groups of students can learn more effectively (e.g. high prior attainers/ expressly academic stream; 'boy friendly curriculum')
- be an outstanding role model for Science in terms of the planning, teaching and assessment of lessons
- further develop a culture of reflection and self-evaluation so that your team is proactive in their professional learning and practice
- actively develop the leadership capacity of these individuals

- ***Lead your team to ensure they:***
 - are using their time to improve the quality of teaching, learning and assessment so that student outcomes continuously improve;
 - actively promote consistently positive learning behaviours in their classroom
 - evaluate the departmental policies and update them as necessary to improve the impact upon student outcomes
 - in conjunction with others, mentor PGCE students, WSTP students and NQTs
 - lead the Science line management structure and be proactive in regard to whole school priorities and developments
 - pro-actively provide guidance and support for non-specialists teachers of Science subjects
 - liaise with Teaching Assistants and Cover Supervisors regarding planning, resourcing and supporting learning

Curriculum Development:

- Ensure curriculum plans adhere to the Teaching, Learning and Assessment Policy, including opportunities to develop whole school foci (SMSC, British Values and CEIAG)
- ensure a collaborative approach to developing schemes of learning, prioritising knowledge organisation, retrieval and independent learning
- establish lead planners, who have oversight, for each scheme of learning
- ensure the schemes of learning are prepared in full with consistency in standard for teachers and students: AS/A2 level Science subjects; KS4 GCSE Science subjects; GCSE Foundation (KS3) Science programme
- ensure that revision materials/past papers/mark schemes are available in a timely fashion for staff/students teaching/studying exam courses
- ensure the team actively promotes future studies in Sciences in lessons, at Open, Options and Parents' evenings securing high levels of success in recruitment, retention and results post 16
- ensure that curriculum information is updated in a timely manner and shared with all stakeholders through the website and school brochures for Open, Options and Parents Evenings.

Assessment

Ensure:

- that students at each key stage are prepared for and assessed against the relevant standards
- that AoL and AfL are integrated into schemes of learning and the timing of these enables accurate summative data to be reported upon both internally and externally
- that all assessments for externally examined course (GCE/GCSE etc) are moderated effectively
- consistent departmental internal tracking systems are used effectively (to record end of unit assessments; staff have their own records of formative assessment)

- staff promote AfL so that all students are receiving and responding to guidance on improving their learning – especially pupil groups deemed at risk
- highly responsive teaching is the daily default of each practitioner and best practice is continuously identified and shared.

Monitoring and Evaluation:

- Regularly review the Science curriculum- making the necessary recommendations and adjustments. (These will range from student daily, default learning experiences through to overarching curriculum provision)
- establish the quality of knowledge organisation, retrieval and learning experiences through a monitoring and evaluation programme. (These will include 'Walk Throughs', 'Work Scrutiny' and Student Learning Views)
- utilise student performance data to inform the focus of the monitoring and evaluation – supporting / sharing excellent practice and intervening as necessary
- attend closely to the performance of students studying for external assessments

Quality Assurance:

- Ensure consistency by subject leads to review and evaluate the quality of their formal curriculum so that it enhances the knowledge, retrieval and learning experience of all students – especially those at risk of poor progress and students preparing for formal assessments

Essential 'Person Specification' Requirements

The core of the role requires a track-record that confirms your potential to

1. advise, support and embed teaching and learning strategies specific to Science that can further raise achievement
2. develop consistency across schemes of learning and systems that support this, prioritising knowledge organisation, retrieval and independent learning
3. share your in-depth appreciation of trends in 'question level analysis' in the new specifications and the implications for pedagogy, curriculum organisation and design
4. play a key role in proactively supporting curriculum development to support learning
5. work collaboratively with leaders in Science to be the critical person in 'closing the circle'
 - a. reacting to internal data trends and ensuring interventions are embedded and effective
 - b. identifying potential staffing vulnerabilities (trends and categories e.g. NQT, RQT, staff for whom the curriculum/ specification is less familiar) among other criteria
 - c. triangulate systems for monitoring and evaluation across the department and be the key person under the Director of Science who (i) coordinates the interventions associated with these; (ii) evaluates the impact of these
 - d. support the leadership of subject-specific continuous professional development
6. retain an objective view of the leadership of learning within science and to continuously understand the school's practice in the context of best national practice

General Criteria

- capacity to inspire, motivate and enable others within and beyond the community
- capacity to think creatively and realistically
- caring and robust leadership – a capacity to use the full situational leadership range
- well qualified – good honours degree and teaching qualification (or equivalent)
- formative teaching experience in a range of institutions
- excellent subject leadership in improving student outcomes
- subject leadership experience showing an appreciation of the three sciences across at least two key stages
- excellent capacity to translate data evaluation into practical changes to pedagogy and retrieval
- teaching experience across the full ability and age-range

Skills, knowledge and aptitudes

Leadership experience and proven track record of :

- at least 2 years' qualified teaching experience
- modelling the highest level of commitment
- managing interventions with a proven track-record with sub-groups (PP, PAH, Boys etc)
- excellent progress for students in public exams
- modelling excellent teaching with outcomes to match
- working with wider 'expert' agencies in a strategic way to achieve excellence
- appreciating the local and national networks and the opportunities they present
- developing the leadership potential of others
- using a range of management strategies and experience of their successful implementation
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Highly effective:

- communication skills
- time and task management skills
- data analysis skills and ability to translate these into effective action plans
- ICT skills relevant to the role (e.g. tracking student progress, monitoring systems)
- experience of improving the quality of teaching, learning and assessment of colleagues

Desirable Criteria

- An in-depth appreciation of recent developments in pedagogical thinking and the new inspection framework
- relevant leadership professional development
- wider leadership experience at a similar level
- knowledge / experience of the less traditional courses on offer (BTec Science; Health and Social Care)
- management experience of curriculum and pastoral teams
- experience of coordinating a team of staff
- proven track record in using data to target intervention work
- post 16 experience
- familiarity with SISRA/ Excel / 4 Matrix
- experience of involvement within a whole school project that has engaged and inspired staff
- experience of innovative learning projects that have enabled students to become more independent and resilient (e.g. metacognition)
- active involvement in national centres of excellence e.g. EEF; Chartered College of Teaching
- subject expertise recently honed as an examiner