

**ALTRINCHAM COLLEGE
JOB DESCRIPTION**

Job title: Classroom Teacher: Science

Job Purpose: To deliver high quality teaching and learning within an atmosphere that allows every child to fulfil their potential.
To promote the general progress and well-being of assigned pupils.

Accountable to: Head of Department/Headteacher

Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient so that they make a valuable contribution to the world in which they live, and are empowered to make informed and positive life choices.

Duties and Responsibilities:

In addition to the responsibilities of a class teacher as set out in the school teachers' pay and conditions document, the following will be undertaken:

Altrincham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

1. Teaching and Learning

1.1 Planning

- 1.1a planning teaching to achieve progression in pupils' learning through:
 - i) identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;
 - ii) setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;
 - iii) setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
 - iv) setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substances and purpose of what they are asked to do;
 - v) identifying pupils who:
 - have special educational needs, including specific learning difficulties;
 - are very able;
 - are not yet fluent in English;
 - are disadvantaged,and knowing where to get help in order to give positive and targeted support.
- 1.1b providing clear structures for lessons, and for sequences of lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- 1.1c making effective use of assessment information on pupils' attainment and progress in teaching and in planning future lessons and sequences of lessons;
- 1.1d planning opportunities to contribute to pupils' personal, spiritual, moral, social, aesthetic and cultural development and opportunities to promote good citizenship;
- 1.1e where applicable, ensuring coverage of the relevant examination syllabuses and National Curriculum programmes of study.

1.2 Teaching and Class Management

- 1.2a ensuring effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;
- 1.2b monitoring and intervening when teaching to ensure sound learning and discipline;
- 1.2c establishing and maintaining a purposeful working atmosphere;
- 1.2d setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships;
- 1.2e establishing a safe environment which supports learning and in which pupils feel secure and confident;
- 1.2f using teaching methods, which sustain the momentum of pupils' work and keep all pupils engaged;
- 1.2g being familiar with the SEN Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, implementing and keeping records on individual education plans (IEPS) for pupils at Action Plus and above;
- 1.2h ensuring that pupils acquire and consolidate knowledge, skills and understanding in the subject;
- 1.2i evaluating her/his own teaching critically and uses this to improve effectiveness.

2. Accountability

- 2.1 assessing how well learning objectives have been achieved and using this assessment to improve specific aspects of teaching;
- 2.2 marking and monitoring pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
- 2.3 assessing and recording each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - (i) check that pupils have understood and completed the work set;
 - (ii) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupil's learning;
 - (iii) inform planning;
 - (iv) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;
- 2.4 being familiar with the statutory assessment and reporting requirements and preparing and presenting informative reports to parents;
- 2.5 where applicable, understanding the expected demands of pupils in relation to each relevant level description or end of Key Stage description, and the demands of the syllabuses and course requirements for GCSE and other Key Stage 4 courses;
- 2.6 where applicable, understanding and knowing how to implement the assessment requirements of current qualifications;
- 2.7 recognising the level at which a pupil is achieving, and assessing pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher;
- 2.8 understanding and knowing how national, local comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;
- 2.9 using different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

3. Whole School

- 3.1 promoting the general progress and well-being of pupils;

- 3.2 contributing to pupils' personal, spiritual, moral, social, aesthetic and cultural development and promotes good citizenship;
 - 3.3 providing guidance and advice to pupils on emotional, vocational and social matters;
 - 3.4 supervising pupils in line with school supervision policy maintaining good order and discipline among pupils and safeguarding their health and safety both in school and when they are engaged in authorised activities elsewhere;
 - 3.5 recognising the value of work across the curriculum and working with, and supporting colleagues, attending meetings as requested by the Head;
 - 3.6 supervising, and so far as is practicable, teaching pupils whose teacher is not available to teach them in line with school, local and national agreements;
 - 3.7 participating in examination procedures and arrangements for supervision of such examinations;
 - 3.8 registering the attendance of pupils;
 - 3.9 recognising the value of extra curricula activities and participating where appropriate.
 - 3.10 following and promoting school policies and procedures
4. Undertake such duties as may from time to time be reasonably assigned by the Headteacher operating within the provision of the School Teachers' Pay and Conditions of Employment.

Hours of work: Subject to the School Teachers' Pay and Conditions Document 2009

Rate of pay: Subject to the School Teachers' Pay and Conditions Document 2009

Review:

This job description is not necessarily a comprehensive definition. It will be reviewed annually and when appropriate. It may be subject to change or modification at any time after consultation.

Specific job role: Teacher of Science at KS3-KS5

The Post

We are seeking to appoint a well-qualified Science teacher who has the potential to make a significant contribution in an already highly successful department. The successful applicant will be expected to teach throughout Key Stages 3, 4 and 5 and will be involved in the planning and delivery of lessons which build on previous success and continues to raise students' attainment. They will also work collaboratively with members of staff outside the department and will support whole school policies and initiatives.

Those appointed will be expected to take a full part in the whole life of the school and the delivery of the Academy Improvement Plan.

Science Department

At Altrincham College the Science department consists of ten teachers supported by three Science Technicians. The department is well equipped, with a suite of 7 laboratories and a good variety of practical resources, texts and software. All laboratories are equipped with interactive white boards, supported by the resources on the school's ICT network and through Remote Access. Good use is made of the school's excellent ICT facilities by students and staff.

In Year 7 pupils are taught in mixed ability groups initially, but grouped into broad sets. As students progress through Years 8–11 streaming and setting takes place in Science. Those with Special Educational Needs are fully integrated into all areas of the curriculum supported by a team of dedicated Learning Support Assistants. A commitment to working with students across the full spectrum of ability, enabling all to progress, is vital to the school's success. In the Sixth Form, Biology, Chemistry and Physics are all popular A- Level choices.

Staff commitment to improvements in teaching and learning and raising academic standards have ensured that results for students studying GCSE Combined Science and GCSE Separate Science are very good, with many pupils making excellent progress.

The achievement of students in the Sixth Form showed improvement in all three sciences, with positive value-added scores in Biology and Chemistry and some outstanding individual results.