Job Description

JOB TITLE	Science Teacher
PHASE	Secondary
REPORTING TO	STEM Curriculum Leader

Job Purpose

- To plan, implement and deliver a broad, balanced, relevant and differentiated Science curriculum that meets the diverse academic, social, emotional and behavioural needs of students within an alternative provision setting, inspiring curiosity about the world and developing scientific knowledge, understanding and enquiry skills.
- To teach Science across Key Stages 3 and 4, preparing students for success in accredited qualifications and supporting them to develop scientific literacy, practical skills and an understanding of how science impacts everyday life.
- To use adaptive teaching strategies consistently to remove barriers to learning, enabling all students to access the curriculum, make progress and achieve their individual potential regardless of prior attainment, SEND, SEMH needs or individual circumstances.
- To develop and maintain positive, trusting and professional relationships with students, recognising that relationships are central to engagement, attendance, personal development and successful outcomes within alternative provision.
- To monitor and support the overall progress, attendance, wellbeing and development of students as a teacher and form tutor, implementing timely interventions where required.
- To facilitate and encourage learning experiences that build confidence, resilience, independence and self-regulation, preparing students for successful transition into further education, employment or training.
- To contribute to raising standards of student progress and attainment through high-quality teaching, adaptive practice, effective assessment and personalised support.
- To provide an inclusive, safe and nurturing learning environment where students feel valued, respected and able to take positive risks in their learning.
- To understand and respond effectively to the complex and often overlapping needs of students within alternative provision, including those with SEND, SEMH needs, adverse childhood experiences, disrupted educational experiences and other vulnerabilities.
- To work collaboratively with families, external agencies and multidisciplinary professionals to secure the best possible outcomes for students.
- To share and support the school's responsibility for safeguarding, personal development, behaviour, attendance, wellbeing and academic achievement.
- To implement and uphold all school, Trust and statutory policies, including the Teachers' Standards, safeguarding requirements and professional expectations.
- To contribute to a culture of high expectations, aspiration and opportunity, ensuring that no student's background or previous experiences limit their future success.

- To embed the Thinking Schools philosophy in all aspects of school life, developing students as reflective, independent and resilient thinkers who can achieve success and become their best selves.
- To actively promote the values of Lodestar Academy and the Thinking Schools Academy Trust, supporting the Trust's mission of transforming life chances for all young people.

Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Science Curriculum Responsibilities

- Lead on the effective delivery of the Science curriculum within your teaching groups.
- Contribute to the development, review and refinement of Science curriculum plans, schemes of learning and assessment materials.
- Maintain Science resources and equipment to ensure safe and effective teaching.
- Support the promotion of STEM opportunities, enrichment activities and educational visits where appropriate.
- Contribute to the Academy's strategy for improving outcomes in Science.

Thinking, Teaching and Learning

- Deliver high-quality Science lessons that engage, challenge and support students of all abilities, ensuring strong progress and positive outcomes in Science.
- Demonstrate secure and up-to-date subject knowledge in Science and maintain an awareness of developments in science education and curriculum requirements.
- Plan and deliver practical investigations safely and effectively, promoting curiosity, enquiry and independent thinking.
- Ensure all teaching complies with health and safety requirements relating to laboratory and practical science activities.
- Support students in developing scientific vocabulary, literacy and numeracy skills to improve access to the curriculum.
- Use assessment information to identify gaps in scientific understanding and provide timely intervention to accelerate progress.
- Promote positive attitudes towards Science and raise aspirations for future study, training and careers within STEM-related fields.
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Have a clear understanding of the needs of all pupils, including those with special educational needs; most able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

- Implement the expectations of Reading and Writing in all areas of school life and expect high levels of pupil oracy and engagement in proficient spoken language.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Implement all Thinking strategies consistently across all areas of school life to a high
- standard. Be an advocate for Thinking and ensure that you maintain the standards expected of you in this area
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Follow the school's behaviour policy, and other policies associated with ensuring the safety and wellbeing of all members of the school community
- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed to support the smooth running of the school as well as pupil safety, wellbeing and social interactions.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- To register students, accompany them to assemblies, encourage their full attendance and participation in other aspects of school life.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Provide enrichment and extra-curricular opportunities for students to increase their cultural capital
- Make a positive contribution to the wider life and ethos of the school Administration
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with The Trust's Professional Growth Policy

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good
- practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Lodestar Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regarding for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Science Teacher within Thinking Schools Academy Trust

Name:……..

Signed: ……..

Date: ……..