



## Second in Science

Salary / grade range	MPS 28,000 – 38,810 / UPS 40,625 – 43,685 + TLR 1B
Location	Co-op Academy Grange
Reports to	Curriculum Leader - Science

### Purpose of role:

- To support the Curriculum Leader in all aspects of the leadership and management of the Science area.
- To ensure high standards of teaching and marking, assessment and feedback lead to good and outstanding progress and attainment for all students within all Key Stages in Science.
- Alongside the Curriculum Leader inspire, motivate and influence staff, in securing the highest standards of teaching and learning in order to promote student progress.
- Alongside the Curriculum Leader develop and embed, as required, a consistent approach to marking assessment and feedback.
- To form part of a wider team of TLR holders who with the Curriculum Leader lead the strategic direction of the Area.
- To secure and sustain a positive climate to learning and behaviour of students.
- To be accountable to the Curriculum Leader for the effectiveness of the work that you lead and undertake.
- To take part in quality assurance processes and performance manage a range of staff within the Area to secure improvements and provide opportunities for professional development.
- To develop and sustain relationships with others both within and outside of school.
- To contribute to the development of a whole school approach to the development of basic skills.

### Key accountabilities (and specific duties / responsibilities):

- To consistently deliver good/outstanding lessons and student outcomes.
- To evaluate and report on the effectiveness of intervention strategies used to improve progress in **all Key Stages in Science** and use these to inform future planning and support.
- To work with the Curriculum Leader to lead, plan and deliver an effective evaluation programme which informs Area and whole school self-evaluation processes and identifies priorities for improvement.
- To work with the Curriculum Leader to write an Area improvement plan.
- To work with the Curriculum Leader in the leadership of planning, delivering, monitoring and evaluation of the improvement plan and write the Area SEF.



- To work alongside the Curriculum Leader to establish and implement a clear set of principles to ensure:
  - accurate monitoring of student progress
  - improvements in teaching are a priority focus area and the appropriate level of professional support and challenge is provided for all staff
  - marking assessment and feedback is provided to all students
  - work with other staff supports the implementation of a range of targeted interventions that leads to maximum student progress.
- To attend appropriate, and lead when pertinent, school meetings as part of the leadership team of the Area and to support the work of **all Key Stages in Science**.
- To mentor and coach staff, including ITT students to improve teaching, develop and share best practice, improve leadership, build confidence and maintain positive attitudes.
- To work with others to create a climate, which enables staff to develop, challenge and support each other, resulting in improved teaching.
- To support staff teaching in the Area to consistently and effectively use information about prior attainment and information from assessment, marking and feedback to monitor progress to give clear and constructive feedback.
- To support staff teaching in the Area to ensure that, as a result of their teaching, their students make good and outstanding progress in relation to prior attainment and compared to similar students nationally.
- To support the development and maintenance of effective strategies and procedures for staff induction, staff development and Performance Management.
- To effectively manage delegated human, physical, environmental and financial resources within the Area to achieve educational priorities and goals.
- To participate in recruitment and selection procedures for Area staff.
- To prioritise and manage their own time effectively, balancing the demands made by teaching and involvement in Area development.
- To take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training.
- To comply with any reasonable request from the Curriculum Leader to undertake work of a similar level not specified in this job description.
- To model professional behaviour and attitudes around the school to ensure the highest standards of appearance and conduct are met.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

Staff should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.



--

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g., application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Good relevant degree or equivalent</li> <li>• Recognised teaching qualification</li> <li>• Evidence of continued professional development</li> <li>• Evidence of Leadership training</li> </ul>	D	A A A I
<b>Experience</b> <ul style="list-style-type: none"> <li>• Proven record of good or better teaching</li> <li>• Successful leadership and management of a team</li> <li>• Successful experience of middle management leadership</li> <li>• Initiating and supporting change</li> <li>• Involvement in the wider aspects of school life</li> <li>• Has made a positive difference in current post and can demonstrate how it was achieved</li> </ul>	D D	A I I  I I I I
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• An understanding of current educational issues and their implications</li> <li>• Good oral and written skills</li> <li>• Ability to make high quality reasoned decisions based on available information</li> <li>• Clear expectations of student behaviour and discipline</li> <li>• Resilience and the ability to deal with a large volume of work and heavy demands upon time</li> <li>• High order administrative and organisational skills with good attention to detail</li> <li>• Creativity, imagination and flair</li> </ul>		A/I  I I I I I I I
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Commitment to the promotion of quality and high standards</li> <li>• Ability to work co-operatively with a wide range of people and as part of a team</li> </ul>		I  I  I



<ul style="list-style-type: none"><li>• Ability to work positively with students and demonstrate commitment to their progress and well-being</li><li>• Ability to work in partnership with Curriculum Leader Science and other middle and senior leaders</li><li>• Commitment to further advancement in the profession and the development of self and others</li><li>• The ability to get things done with imagination, vision and drive</li><li>• The ability to motivate others in the pursuit of continuous improvement in the context of a purposeful climate</li><li>• Command respect through example and to display firmness and sensitivity when dealing with others</li></ul>		           
---	--	-------------------------------------

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.