

Post Description - Second in Department: Science

Post Title:	Teacher (Second in Department)	Post Holder	
Learning Faculty:	Science	Reporting to:	Head of Science and Headteacher
Liaising with:	SLT; Science Department; Heads of Year; Welfare Team; SENCo and Support Staff	Line Managing:	Potential to line manage
Post Type:	Permanent	Salary/Grade:	MPS plus TLR 2a
Safer Recruitment Statement			
We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS).			
Every member of staff is required to:			
<ul style="list-style-type: none"> • Work towards and promote the vision of the school • Support and contribute to the achievement of the School Improvement Plan • Support and contribute to the schools responsibility for safeguarding students • Undertake professional development activities to enhance personal development and post performance • To maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff 			
All teaching staff are required to:			
<p>In fulfilling your general responsibilities you should:</p> <ul style="list-style-type: none"> • Ethos and Culture. Contribute positively towards upholding and promoting the ethos and culture of the learning organisation. • Policy and Practice. Implement relevant policies, procedures and improvement plans. • Self Evaluation and Improvement Planning. Fully participate, as requested, in the processes of self-evaluation and improvement planning. • Professional Standards. Work consistently at and beyond the professional standards set out for the level at which you are employed with STPCD i.e. Core, Post Threshold, Excellent or Advanced. <p>In fulfilling your Curriculum, Teaching, Learning and Achievement duties and responsibilities you should:</p> <ul style="list-style-type: none"> • Climate for learning Ensure that policies in relation to effective learning, student rewards and managing behaviour are implemented to ensure to secure a well ordered and disciplined teaching and learning environment within your learning space(s). • Provision Provide overall direction for student learning for your teaching groups ensuring that provision is made for students of all abilities, that they are effectively taught and that learning, progress and achievement are evident. Work with other staff in contributing to the total learning of students including extension and enrichment activities. • Curriculum Planning and Development Follow the principles of the learning organisation's curriculum planning and development framework in preparing, delivering and developing with others (staff and partners) aspects of the curriculum. • Standards Set and maintain high standards, expectations and aspirations for students ensuring that they are treated with dignity and respect, that they receive appropriate care, guidance, support and recognition. • Planning of Teaching and Learning Ensure the preparation, planning and delivery of the agreed learning programmes and learning schemes utilising flexible approaches to learning including the application of E 			

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learning.

- **Effective Teaching and Learning** Ensure that teaching and learning meets the needs of learners impacting positively upon student attainment and achievement; that it fulfils as appropriate the demands and requirements of the National Curriculum, the published learning organisation's curriculum models, teacher guides and student guides, external examination specifications and associated policies.
- **Student performance** Ensure that appropriate minimum expected grades and progression pathways are set for all your students and monitor their performance in terms of attainment, achievement (both quantifiable value-added measures and broader qualitative achievements) and progress.
- **Monitoring** Using agreed evaluation procedures monitor and self evaluate the quality of your planning, teaching and learning; and monitor levels of attainment and achievement against individual student targets, whole school targets and nationally recognised benchmarks.
- **Assessment** Ensure that marking, assessment, recording and reporting practices are both effective and compliant with the learning organisation's policies.

In fulfilling your Form Tutor and support duties and responsibilities you should:

- **Care, Guidance and Support** Provide high quality care, guidance and support for a group of students, fully implementing the learning organisation's philosophy and policy concerning the role of Form tutor.
- **Partnership** Actively promote the partnership between the home and the learning organisation through regular contact/meetings with parents/carers and students.

In respect of the Learning Environment you should:

- **Display** Ensure within your learning spaces and adjacent spaces the effective display of student work, artefacts and commercial materials to create a visually stimulating and informative learning environment - liaise with the display coordinator to ensure displays are regularly updated.
- **Fabric and Furniture** Monitor the use of your learning spaces, adjacent spaces and stairwells to ensure that they are safe, attractive, clean, tidy and well maintained. (Any matters relating to cleanliness, vandalism or graffiti should be reported promptly so that they can be dealt with before matters deteriorate further).

In respect of the involvement and participation of partners from Business, Industry, Education and the wider Community you should:

- **External Partners** Engage people from business, industry, education, parents and the wider community as fully as possible in student learning and the life of the learning organisation.
- **Impact** Monitor the impact and quality of the contributions from the partners (identified at 1 immediately above) on student learning and their understanding of the wider world.

In respect of reviewing and developing your performance you should:

- **Performance** Actively participate in the Performance Management and Professional Development process. This will include an annual performance review against the framework of your role plus any specific objectives previously agreed. Where appropriate the review may lead to a re-designation of responsibilities in the interests of students, staff and the efficient operation of the learning organisation.
- **Development** Work collaboratively with the Senior Leadership Team in ensuring that all staff engaged in delivering areas of learning are fully trained and equipped for the purpose.

Accountability

- In the first instance you are accountable to your Line Manager for the above role and for any additional specified responsibilities.
- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

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Specific Responsibilities to this role:

Job Purpose

- Lead staff in the continual development of the KS3 Science curriculum, with a focus on enrichment and links to careers education
- Build on the current work of creating curriculum progression grids as a way of assessing knowledge and skills taught at KS3 (emerging, developing, securing and mastering) and embed ways to carry out and track summative assessment
- Be responsible for results, including for raising achievement, for progress, and for the learning experiences of students at KS3 and KS4
- Support colleagues in achieving high standards of teaching and learning, with a focus on cognitive science research
- Support and deputise for the Head of Department in leading and managing the work of the team

Main Duties

- Lead staff in the curriculum review, planning and development of KS3 Science, keeping up to date with national developments in the area, and in teaching practice and methodology
- Establish agreed medium-term plans and teaching and learning strategies in KS3 Science that provide an appropriate broad and balanced curriculum, where all students are stretched and challenged from their starting points, and monitor other members of the team to ensure compliance and consistency
- Support the Head of Department e.g. in evaluating the quality of teaching and learning; contributing to, implementing and leading on some whole department aspect(s) of the improvement plan; monitoring student attainment, producing and maintaining the department SEF; day to day running of lessons; supporting and managing staff, including new and trainee teachers
- Be responsible for organising and coordinating internal examinations for students at KS3.
- Direct, as appropriate, the work of cover, admin, technical and TA staff attached to the department
- Ensure that policies and practices for the subject are implemented
- Develop and manage assessment processes within Science, including entry for external examinations, and use data effectively to monitor students' progress in the key stage, agree targets and inform planning
- Support the Head of Department in ensuring high quality transition processes for all students into and out of key stages.
- Ensure the efficient management and use of resources, and that the subject area is attractive to students and visitors.
- To keep up to date with national developments and research, using this information to ensure appropriate provision for students.
- Continue to review and develop medium-term plans in KS3, as directed by the Head of Department.
- Monitor, in consultation with the Head of Department, that the teaching of lessons within Key Stage 3 and 4 follow the approved medium-term plans.
- Monitor, evaluate, track and review the work done by students, checking that marking and recording takes place to assist students in their progression in Science.
- Deputise for the Head of Department in their absence
- Represent the subject at meetings, as appropriate.
- Actively seek and undertake an appropriate programme of training in accordance with the duties of a standard scale teacher and act as a role model for members of the department.

General points:

- The learning organisation will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

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- This post description is current at the date shown below, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and post title.
- This post description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed.
- The above responsibilities are subject to the general duties and responsibilities contained in the STPCD.

Postholder:		Date:	
Headteacher:		Date:	
Last updated:	9/12/2022		