



Job Description

Job title:	Teacher of Physics – KS3 -KS5
Responsible to:	Headteacher, line managed by Deputy Headteacher, Assistant Headteacher, Curriculum Leader or Subject Leader where appropriate
Responsible for:	<p>Student progress and achievement</p> <p>Effective teaching in the specified subject area</p> <p>Support staff assigned to the area</p> <p>Working collaboratively with Subject colleagues to develop the curriculum provision</p>
Salary/grade	MPS or UPS (as appropriate) suitable for ECT (Early Careers Teacher)

Context

All teaching staff are expected to meet and demonstrate the relevant National Standards for Teachers and work within the framework of the School Teachers' Pay and Conditions document. Particular reference should be made to the preamble in the National Standards which states that: Headteachers (or appraisers) will assess qualified teachers against a standard this is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career (whether an Early Career Teachers (ECT), mid-career teacher, or a more experienced practitioner).

In order to have a framework that is consistent and, therefore, fair for all teaching staff we will assess against the expectations defined in the previous competency framework document. In it, in relation to C40, MPS teacher are expected to contribute towards the creation of departmental schemes of work and assessment methodologies from the end of their NQT year (with some experience of doing this within the NQT year).

UPS 3 teachers “play a critical role in the life of the School. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team” (STCPD 2009 p. 162).

UPS1 and 2 teachers must be approaching the above description and must “grow professionally by developing their teaching expertise post-threshold (Ibid).

UPS teachers are expected to undertake leadership roles within their department, especially in relation to P9 and P10, in particular, UPS teachers are expected to lead the development of schemes of work and methods of assessment (related to P1, P3, P4, P5 and P7).

Purpose

To deliver the highest quality of Teaching and Learning through being an effective teacher and tutor who challenges and supports all students to achieve their best by:

- Inspiring trust and confidence in students and colleagues.
- Building team commitment amongst students and colleagues.
- Engaging and motivating students.
- Analytic thinking.
- Taking positive action to improve the quality of student’s learning.

Main Duties

- To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and to take account of wider educational developments relevant to your work.



- To plan tutor sessions, lessons and sequences of lessons to meet the individual, personal and academic developmental needs of students and so build their capacity as independent learners.
 - To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
 - To use a range of appropriate strategies and follow Academy policies for teaching, tutoring, behaviour management and classroom management.
 - To use and analyse information based upon prior attainment data and benchmark examination performance data to establish and set expectations, targets and action plans for students in your teaching and tutor groups.
 - To assess, monitor and record progress of students in your teaching and tutor groups; giving them constructive feedback and advice.
 - To enable students to achieve well relative to their prior attainment and to make progress as good or better than similar students nationally.
 - To communicate and discuss students' progress with parents and, where appropriate, to communicate and cooperate with persons or bodies outside the school.
 - To follow agreed policies for communications in the school.
 - To take part in marketing and liaison activities such as Open Evenings, Parents/Carers Consultation Evenings, review days and liaison events with partner schools/colleges and to contribute to the development of effective subject links with external agencies.
 - To engage actively in the School's Performance Management review process.
 - To take responsibility for your own professional development within the context of the School's Continuing Professional Development Policy and use the outcomes to improve your tutoring and teaching and your students' learning.
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- To make an active contribution to the development of the school's policies, including team development plans and the overall School Improvement Plan.
 - To contribute to the process of School self-evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria.
 - To ensure the effective and efficient deployment of classroom support while working as a member of a designated team and contributing positively to effective working relations within the Academy.



- To co-operate with colleagues to ensure a sharing and effective use of resources to benefit the Academy, department and students and inform the process of ordering and allocation of equipment and materials by assisting the team leader(s) in resource management.

Other Duties

- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's Safeguarding Policies.
- To comply with the Academy's Health and Safety Policy and statutory requirement as detailed in the Health and Safety at Work manual.
- To undertake any other duties not detailed above, commensurate with the level of the post.

Expectation of ALL staff at Notley High School & Braintree Sixth Form:

General:

- Understand and apply school policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant school's meetings as required.
- Respect confidentiality at all times.

All staff are expected to:

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all School and Trust policies are adhered to.
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

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This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful, an enhanced DBS check would be sought. The Bridge Academy Trust welcomes applications from those of all backgrounds, faiths and ethnic groups.



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(July 2024)

Person Specification – Science

	Selection Criteria (Desirable [D]/Essential [E])	How Assessed
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (E) • A degree in a relevant subject (E) • Evidence of Continuing Professional Development (E) • Further post-graduate qualifications (D) 	Application Form and Certificates
Knowledge and Experience	<p>Understanding and knowledge of:</p> <ul style="list-style-type: none"> • The National Curriculum at KS3, KS4 and KS5 and specifications at GCSE level (E) • Strategies for raising student achievement and attainment through effective teaching and learning (E) • ICT and how it can impact on students' learning (D) • Current methodology in the teaching of Science (E) <p>Successful Experience:</p> <ul style="list-style-type: none"> • Excellent outcomes at GCSE in one of the Science areas (E) • In the classroom – student/classroom management skills (E) • The ability to deliver consistently good or better lessons (E) • Understanding the importance of quality written feedback to students (E) • The use of assessment data to identify underachievement and plan teaching and learning (E) 	Application Form, Interview and Selection Process
Skills and Attributes	<p>Skills and attributes in order to:</p> <ul style="list-style-type: none"> • Set high expectations for students (E) • Work as part of a team (E) • Take part in/lead extra-curricular activities (E) • Seek advice and support when necessary (E) 	Application Form, Interview and Selection Process

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