**Job Description – Teacher of Science**

**Purpose of Role**

We are seeking to appoint a dynamic, innovative and enthusiastic professional who combines excellent organisational and teaching skills. You should have the ability to inspire and motivate our students.   There will be opportunities at KS3, KS4 and KS5.  This is the opportunity to work within a strong, supportive and friendly faculty with a track record of excellent external examination results and a collegiate approach to working.  Over recent years our Science faculty have delivered some outstanding outcomes nationally. Teaching and learning is at the heart of our collaborative practice.  You will have the opportunity to work alongside colleagues committed to delivering a diverse, and challenging curriculum which seeks to ensure the material students learn is current and relevant.  You will also have excellent subject knowledge, the ability to teach KS3 and the passion to teach KS4.

A bespoke CPD programme at Heanor Gate means that tailored support is matched to career stage expectations and individuals continually develop their own professional practice in line with personal priorities. For ECT’s a comprehensive package of support and mentoring is offered both at Heanor Gate but also in collaboration with other ECT’s across the trust’s wide range of schools.

**Main Duties and Responsibilities**

The successful candidate will:

* Provide inspirational leadership so that all students make exceptional progress
* Be an outstanding, passionate and highly motivated teacher with a proven track record of examination success across key stages 3 and 4
* Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
* Be able to contribute to effective curriculum design in light of changes to specifications
* Develop innovative medium-term plans which are inspiring for learners and quality assure the delivery of these to ensure all learners receive a consistent high-quality provision
* Create and sustain a positive department culture, where staff feel collectively supported and developed
* Play an integral role in the development of our middle leadership team as we advance on our journey to outstanding

**Nature and Scope**

Working as part of this important team you will be required to carry out the following duties.  The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.  The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.  Specific responsibilities include:

**Main Purpose**

A.    Strategic direction, development and implementation of the KS curriculum

B.    Leading, managing and improving student academic progress at KS

C.    Working with the CTL in analysing progress data after each data run to ensure progress, and implementing and monitoring improvement strategies where necessary

D.    Leading, developing and enhancing the teaching and learning of KS teachers

E.    Supporting the CTL in leading and managing the work of the faculty team, deputising where necessary

F.    Creating a positive learning ethos for students and supporting the CTL in implementing the school behaviour management procedure

A.   Strategic direction, development and implementation of the KS curriculum

o    Use the School Improvement Plan (SIP) to steer the KS curriculum to reflect its priorities

o    Keep up-to-date with new curriculum and syllabus developments, writing and developing Schemes of Learning and subsequent assessments to reflect this

o    Lead and organise on enrichment activities for KS

o    Attend team meetings

o    Set agenda and chair any timetabled or required KS / faculty meetings

o    Keep staff up to date with any relevant calendar issues and general notices

o    Plan and implement whole school KS activities such as mock exams and immersion days

B.     Leading, managing and improving student academic progress at KS

o    Overseeing the academic progress and discipline of students in the faculty with a particular focus on KS

o    Monitor the progress made by students towards achieving targets and identify any under-achieving students

o    Liaise with SEN / Inclusion to ensure SEND students are tracked, supported and provided with interventions where required

o    Ensure suitable Schemes of Learning are in place reflecting national exam and assessment requirements including transition between key stages

C.     Working with the CTL in analysing progress data after each data run to ensure progress, and

implementing and monitoring improvement strategies where necessary

o    Carry out an annual exam/progress review with the CTL using national data

o    Work with CTL to set appropriate and challenging targets

o    Use effective data to implement appropriate mentoring and intervention programmes for students as required (e.g. immersion days, revision classes, booster sessions, one-to-one tuition and parental contact)

o    Ensure that appropriate comment banks and student targets are available for reporting to parents

D.        Leading, developing and enhancing the teaching and learning of KS teachers and relevant learning support staff

o    Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly

o    Co-ordinate regular lesson observations as part of whole school QA programme, reporting to CTL and often with a KS focus

o    Monitoring staff use of data to check student progress, ensuring that progress of sub-groups is addressed

o    Be responsible for staff development within the faculty

E.         Supporting the CTL in leading and managing the work of the team, deputising where necessary

o    Set high standards that are aligned with The Spencer Academies Trust Employee and Volunteer Expectations and Code of Conduct policy

o    Continue to develop a culture of joint planning, sharing resources and open-door policy in the faculty team

o    Lead a KS team which reflects the school’s vision statement

o    Line managing a determined number of members of staff within the team, including appraisals.

o    Lead and manage the KS team to high standards of performance, including challenging aspects of underperformance in line with the school’s disciplinary procedures.

o Set faculty cover work when required, quality assuring for purpose

F.     Creating a positive learning ethos for students and supporting the CTL in implementing the school

         behaviour management procedure

o Set standards through the use of positive behaviour management techniques

o    Ensure sanctions for poor student discipline are in place, linked in to whole school procedures

o    Encouraging high standards of work, behaviour and dress in students

o    Commend students for excellent work or effort

o    Develop and maintain an appreciation of pride and enthusiasm in the faculty and amongst KS students and generate a culture of achievement and success

 All Leaders

**Our expectations of all High Achieving team leaders are that they will:**

* Ensure that all schools policies are implemented consistently by all members of the team
* Ensure that all staff keep a portfolio of success stories
* Provide formal feedback on performance through a variety of methods
* Make explicit their expectations of team members
* Having regular 1:1 interviews with team members for action planning
* Provide opportunities for career growth
* Carry out careful monitoring/coaching of team members
* Organise and chair team meetings, give agendas and produce minutes and ensure that team meetings provide a forum for the discussion and review of current developments and learning opportunities
* Ensure the setting of personal performance targets
* Offer regular and appropriate feedback which is authentic, specific and thorough, and gives positive reinforcement, and which will ensure that each individual has a realistic self-concept
* Give clear instructional goals for learning
* Produce and maintain a faculty handbook which reflects all school policy, sets high expectations and embraces the best practice.

**Have responsibility for:**

* Deployment of team budget in line with school priorities
* Ordering
* All items on team inventory
* Participate in the selection, appointment and induction of new staff in line with statutory/school policy
* Ensure that their teams and team areas are well resourced and maintained
* Ensure that when team members are absent appropriate arrangements will be made to ensure that their role is covered
* Ensure that school policy on Health and Safety (including emergency response and fire alarm) are adhered to by team members
* Provide reports for Principal/Governors as requested
* Ensure that opportunities are provided for Spiritual, Moral and Cultural Development
* Facilitate regular review and sharing of learning success
* Have in place strategies to build the self-esteem of team members
* Be involved in the coaching of team members
* Balance the need of individuals with needs of the team/institution
* Use the skill and energy of all personnel to the best effect
* Ensure that their team is a learning team
* Express confidence in the abilities of the team
* Have in place strategies for regular review/evaluation

o    The extent to which targets have been

o    How we are going to move forward

**The School’s expectations of a High Achieving Classroom Teacher, is that they will:**

* Be part of a learning environment and a love of learning for its own sake
* Be aware that learning is an interaction of numerous variables, most of which are personal
* Be aware that learning is an individual and subject process
* Know that learning is not linear
* Develop a vocabulary and agreed principles for constructive feedback for students and parents
* Make explicit their expectations of students
* At all times recognize and implement all school policies consistently and fairly, e.g. marking, spelling, report writing, homework
* Arrive on time, welcome students and start with encouraging and achievable activities
* Protect the learning of students by challenging all disruptive behaviour in the agreed manner and dealing with situations where the learning of students is being adversely affected
* Regularly review own performance and lesson content
* Have high academic and behavioural expectations for all students
* Know the learning needs of students and keep up to date with current knowledge and models of how we learn
* Produce lessons which encompass a wide variety of learning strategies
* Re-evaluate their work as a teacher in the light of student outcomes
* Provide opportunities for spiritual, moral and cultural development
* Promote an understanding of the use of ICT
* Advise, take advice from and liaise with support staff

**Teaching and Learning**

* Provide regular opportunities during lesson for students to review their progress
* Be aware that there are numerous outcomes to any learning activity
* Start each lesson by communicating to the students a clear review of what’s gone before, a preview of what is to come, specify the outcomes for the lesson in a motivational way
* Provide opportunities and activities which encourage independent learning skills
* Encourage students to challenge themselves and then learn from their mistakes
* Create a visually stimulating and helpful learning environment
* From subject specific schemes of work produce lessons which are appropriate to the learning needs of individual classes
* Encourage peer coaching
* Be aware of the basic difference of how boys and girls learn, different intelligences and learning strategies
* Make effective use of comprehensive and differentiated schemes of work
* Engage emotions of students in the knowledge that learning has to engage the heart as well as the mind and that students have to want to learn
* Teach the student thinking skills
* Use appropriate strategies for delivering content
* Use examples which learners can readily recognize

**Mentoring and Student Progression**

* Encourage students to keep a portfolio of success stories
* Carry out careful monitoring/assessment of students through accepted procedures, including attendance
* Through the careful marking of work, 1:1 sessions with students, written reports and parent consultations, offer regular and appropriate feedback which is authentic, specific and thorough and will help students meet their learning goals
* Ensure that students review their learning experiences in order to inform their future learning goals through the setting of personal performance targets
* Hold 1:1 mentoring interviews with students to reflect on successful outcomes and to set appropriate learning targets for improvement in line with school policy
* Provide opportunities for spiritual, moral and cultural development
* Promote an understanding of the use of ICT

**ALL EMPLOYEES**

**Our expectations of all High Achieving employees are that they will:**

**Core Values**

* Be committed to being part of and actively promoting a high consensus school with shared beliefs, values and goals
* Be aware that children’s learning is at the centre of what we are about and that learning is a partnership
* Have an awareness of human relationships and emotional intelligence and the need for respect, recognition, reinforcement and communication
* Have a knowledge of the current health and safety policy which must inform all practices
* Have a vision of how things should be and a moral sense of how to get there
* Be aware of and care for the physical and emotional state of resources and environment/community
* Provide a challenging learning environment for the student

**Positive Reinforcement**

* Be aware that leadership is part of everyone’s job description and that leadership has to be pervasive
* Act as a positive role model and exemplify the culture of learning
* Enthuse members of the community to model the sorts of positive attitudes and behaviour we seek to support
* Contribute to the creation of a positive and supportive learning environment by giving specific feedback about what an individual has achieved, using praise at every opportunity and freely communicating and sharing information where appropriate
* Provide opportunities for the celebration of success and help to build and maintain positive self-esteem for themselves and others
* Realise the need to separate the personal from the professional and the person from the behaviour

**Personal and Professional Responsibility and Development**

* Be consistent in living to and applying a set of personal beliefs and values consistent with relevant school policies and procedures
* Operate in a culture of continual development and growth having high expectations of themselves and what is expected of them
* Be aware that a learning employee who is able and willing to learn from experiences is the most effective employee
* Be clear about and work within the roles and responsibilities of themselves and others
* Value personal growth and development, be self-motivated and have the skills and knowledge to fulfil their role
* Keep records appropriate to and commensurate with their roles and responsibilities and school policy
* Manage resources effectively and fairly
* Be involved in the planning of work at a team level within the context of the school development plan
* Give respect and consideration to those students with special needs
* Carry out any other reasonable duties as directed by the Principal

**Working with Young People**

* Support the school’s agenda for safeguarding and promoting the welfare of students
* Provide positive and appropriate role model in day to day dealing with individual students and groups of students at all times
* Form and monitor appropriate relationships and personal boundaries with students
* Ensure that concerns regarding inappropriate practice/behaviour by colleagues are reported directly to the appropriate line manager

**Additional Information**

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment.  All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

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| **Person Specification** | **Essential** | **Desirable** |
| **Qualifications and experience** | | |
| Qualified Teacher Status  Degree in relevant subject  Good honours degree  Evidence of recent relevant professional development  Evidence of excellent classroom practice  Teaching at KS3 and KS4 in relevant subject  Ability to teach GCSE and /or A Level in relevant subject  Experience of using a wide variety of teaching and learning strategies across the key stages | E  E  E  E  E  E  E  E | D |
| **Knowledge and skills** | | |
| Awareness of child protection agenda  Knowledge of National Curriculum at Key Stage 3, 4 and 5  Committed to continued professional development  Knowledge of how children learn  Child protection training  Understanding of cross-curricular activities  Good communication skills  Ability to work on own initiative or as part of a team  Ability to enthuse and work with children of all ages, ability and aptitudes  Ability to work effectively as a tutor and involvement in the delivery of PSHE  Able to offer contributions to whole school/extra-curricular activities  Able to assess pupil performance and set targets for future attainment  Keen to develop and employ more effective teaching and learning strategies to maximise pupil performance | E  E  E  E  E  E  E  E  E | D  D  D  D |
| **Personal qualities** | | |
| Likes working with children  Demonstrates enthusiasm and sensitivity whilst working with others  Excellent attendance and punctuality record  Always meets deadlines  Able to work on own initiative as well as part of a team  ‘Professional’ role model  High personal standards  Innovative and able to stimulate initiative in others  Provide positive and appropriate role model for students  Forms and maintains appropriate relationships and personal boundaries with students  Commitment to the highest standards of child protection and safeguarding  Recognition of the importance of personal responsibility for health and safety  Commitment to the Trust’s ethos, aims and whole community  Ambitious  Willing to go that ‘extra mile’ | E  E  E  E  E  E  E  E  E  E  E  E  E | D  D |