Job Description and Person Specification

Main Purpose of Job

Post Title:	Teacher of Science
Responsible to:	Head of Science
Responsible for:	Teaching within Investigate Learning Zone
Salary:	Main Pay Scale

Main Purpose
The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A=Accountability (which means being responsible for something to somebody)
L= Leadership (guide, direct and influence the outcomes of)
O=Operational (day-to-day management and control of these activities)

1	Planning, Development and Coordination	A	L	O
1.1	Set challenging teaching and learning objectives which are relevant to all pupils in their classes using the approach adopted by the school.	✓		✓
1.2	Use teaching and learning objectives to plan and share lessons and sequences of lessons showing how this will assess pupils' learning.	✓		✓
1.3	Select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.	✓		✓
1.4	Contribute to teaching teams, meetings and events.			✓
1.5	Plan for the deployment of any support staff and work with them to develop their role in the delivery of the strategies that support the pupils' learning.	✓		✓
1.6	Plan opportunities for pupils to learn in and out of school contexts (including development of resources for the school (including IT resource banks).	✓		✓
1.7	Produce long and short term planning in accordance with school policy and procedures and within required deadlines.	✓		✓
1.8	Implement and review subject Excellence Plans in conjunction with the Senior Leadership Team and/or line manager.			✓
1.9	Develop, audit and update schemes of work and other documentation related to the use of Science within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.	✓		✓
1.10	Develop strategies for the use of Science to promote new teaching methods and improve learning throughout the Learning Zone and the school and monitor their effectiveness in raising standards of teaching and learning,	✓		
1.11	Lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching.			✓
1.12	Manage the resources available for Science and make recommendations in order to maintain and develop curriculum provision.			✓

2	Teaching, Learning, Assessment and Pupil Outcome	A	L	O
2.1	Make appropriate use of the school's monitoring and assessment processes to evaluate pupils' progress towards PIs.	✓		✓
2.2	Use monitoring and assessment information to improve planning and teaching.	✓		✓
2.3	Monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.	✓		✓
2.4	Involve pupils in reflecting on, evaluating and improving their own performance and progress as per the whole school policy.	✓		✓
2.5	To assess pupils' progress accurately using a range of evidence.	✓		✓
2.6	Identify and support pupils with differing levels of ability, including those who may have SEN, using their best endeavours to fully support all pupils' learning and progress.	✓		✓
2.7	Identify the levels of attainment for pupils learning Science as an additional language and provide cognitive challenge as well as language support.	✓		✓

2.8	Record pupils' progress and achievements systematically and instigate appropriate interventions.	✓		✓
2.9	Provide evidence of their progress and attainment over time to inform planning.	✓		✓
2.10	Report to parents, carers, other professionals and pupils under the agreed reporting system.	✓		✓
2.11	Attend and participate in Tutor Review days and Parent's Evenings.	✓		✓

3	**Teaching and Class Management**	**A**	**L**	**O**
3.1	Have high expectations of all pupils and build successful relationships centred on teaching and learning.	✓		✓
3.2	Establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.	✓	✓	✓
3.3	Ensure the deep learning of the curriculum for pupils.	✓		
3.4	Teach clearly structured lessons utilising a range of teaching strategies appropriate to the pupil(s) that motivate and engage.	✓		✓
3.5	Promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.	✓		✓
3.6	Provide quality first teaching and to differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.	✓		✓
3.7	Organise and manage teaching and learning time effectively.	✓	✓	✓
3.8	Organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.	✓		✓
3.9	Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy.	✓	✓	✓
3.10	Anticipate, de-escalate and manage pupils' behaviour constructively and promote pupil self-control and independence.	✓		✓
3.11	Use ICT effectively in delivery of teaching and learning.	✓		✓
3.12	To be accountable for the assigned timetabled classes over a sustained and substantial period of time.	✓		
3.13	Provide homework, following the school homework policy which consolidates and extends learning carried out in the class and encourages pupils to learn independently.	✓		✓
3.14	Work collaboratively with other professionals and where appropriate direct the work of support staff to enhance pupils' learning.			✓
3.15	Recognise and respond effectively to equality issues as they arise in the classroom and challenge discriminatory language and views.	✓		✓
3.16	Recognise and respond effectively to bullying and harassment in accordance with school policy and procedures.	✓		✓
3.17	Be committed to safeguarding and promoting the welfare of pupils and work actively with others to share this commitment, ensuring reporting of concerns or information is communicated promptly to the child protection team. Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.	✓		✓
3.18	Attend and participate in regular meetings,	✓		✓
3.19	Participate in training, continuous professional development and other learning activities as required including participation in the school's Appraisal and MRE processes.	✓		

4	Tutorship	A	L	O
4.1	Ensure that the quality of personal interactions is supportive and designed to promote personal self-esteem.			✓
4.2	Contribute to the school's system of recording achievement and reporting to parents through negotiating with pupils' appropriate goals and reviewing their progress.	✓		✓
4.3	Take responsibility for the oversight of the welfare and progress of a specific group of pupils as negotiated with the school leaders.	✓		✓
4.4	Positively monitor the progress of a group of pupils and form the primary communications link with pupils' families.	✓		✓

5	Specific duties relating to this post
5.1	All staff are required to work in a way that encourages a positive work environment that is solution-focused and proactive for all. All staff are required to positively contribute to the overall ethos / aims of the Academy/Trust.
5.2	To communicate effectively using appropriate media with: • staff (e-mail messaging is currently standard) • pupils and parents on a range of issues • other stakeholders as appropriate including; governors, other schools, the local authority, other government departments and relevant agencies. To develop the knowledge and skills to divert relevant issues to the appropriate Academy staff.
5.3	All employees have a responsibility for reading, understanding and implementing all Trust and Academy policies and procedures and working in accordance with the Code of Conduct for Staff. All staff must be fully aware of their responsibilities for child protection, health, safety and security, confidentiality and data protection and the methods of reporting all concerns to an appropriate person in accordance with policy.
5.4	Staff must ensure they remain up-to-date with changes to legislation, regulation or best practice specific to their role.
5.5	Be aware of and support differences and ensure all pupils and staff have equal access to opportunities to learn, develop and progress.
5.6	To recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with Trust and Academy policy and procedures.
5.7	Complete Appraisal and Continuing Professional Development (including attendance and contributions to INSET and planning events). Recognise own strengths and areas of expertise and use these to achieve and support others.
5.8	Establish constructive relationships and communicate with others to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
5.9	To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

The above duties are not exhaustive and post holders may be requested to undertake activities reasonably assigned by the Academy/Trust or SLT.

The job description will be kept under review and may be amended via consultation with the post holder, Trust and/or SLT as required. Professional Association representation will be welcomed in any such discussions.

Person Specification Post: Teacher of Science	

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Personal Skills Characteristics		Essential	Method of Assessment
1	**Qualifications and Experience**		
1.1	Qualified Teacher or NQT Status.	✓	AF
1.2	Degree in relevant subject.	✓	AF
1.3	NQTs only, evidence of a successful experience as a pupil during teaching practice, within the secondary age range.	✓	AF
1.4	A commitment to future training and development.	✓	AF
2	**Teaching and Learning**		
2.1	Interest in practical/creative teaching.	✓	I, R
2.2	Knowledge of educational developments.	Desirable	I
2.3	Ability to organise and supervise the work of pupils so as to ensure that they make good progress.	✓	AF, I, R
2.4	Outstanding classroom management.	✓	AF, I, R
2.5	Experience of using IT in the classroom.	✓	AF, I
2.6	Ability to use Go4Schools.	Desirable	AF, I
3	**Personal Qualities**		
3.1	Conscientious, honest and reliable.	✓	I, R
3.2	Able to make carefully considered decisions and assess risk.	✓	I, R
3.3	Ability to work on own initiative.	✓	R
3.4	Ability to communicate with a range of adults and pupils.	✓	I, R
3.5	A commitment to self-improvement.	✓	AF, I
3.6	Capacity to motivate, inspire and challenge pupils, self and others.	✓	I, R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils.	✓	I, R
3.8	Inclusive.	✓	AF, I, R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
4	**Personal Circumstances**		
4.1	A DBS check at an enhance level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974 (all spent convictions to be declared on the application form).	✓	AF/R

Personal Skills Characteristics		Essential	Method of Assessment
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Big Picture
Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.
Changing and Improving
Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.
Making Effective Decisions
Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.
Leadership
Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.
Communicating and Influencing
Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.
Working Together
Develop a relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are

unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.
Developing Staff and Others
Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.
Managing a Quality Service
Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.
Delivering at Pace
Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.