



## JOB DESCRIPTION

<b>Title of Post:</b>	Teacher of Science
<b>Pay Range:</b>	Main Pay Range/Upper Pay Range
<b>Responsible to:</b>	Headteacher, line managed by Deputy Headteacher, Assistant Headteacher, Head of Faculty or Subject Leader where appropriate
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>• Student progress and achievement</li> <li>• Effective teaching in the specified subject area</li> <li>• Support staff assigned to the area</li> <li>• Working collaboratively with Subject colleagues to develop the curriculum provision</li> </ul>

<b>Job Purpose</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Inspiring trust and confidence in students and colleagues</li> <li>• Building team commitment amongst students and colleagues</li> <li>• Engaging and motivating students</li> <li>• Analytic thinking</li> <li>• Taking positive action to improve the quality of student's learning</li> </ul>
<b>Duties</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To use a range of appropriate strategies and follow Academy policies for teaching, tutoring, behaviour management and classroom management.</li> <li>• 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.</li> <li>• To assess, monitor and record progress of students in your teaching and tutor groups, giving them constructive feedback and advice.</li> <li>• To enable students to achieve well relative to their prior attainment and to make progress as good or better than similar students nationally.</li> <li>• To communicate and discuss students' progress with parents and, where appropriate, to communicate and cooperate with persons or bodies outside the Academy.</li> <li>• To follow agreed policies for communications in the Academy.</li> <li>• To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, review days and liaison events with partner</li> </ul>



	<p>schools/colleges and to contribute to the development of effective subject links with external agencies.</p> <ul style="list-style-type: none"> <li>• To take responsibility for your own professional development within the context of the Academy’s Continuing Professional Development Policy and use the outcomes to improve your tutoring and teaching and your students’ learning.</li> <li>• To make an active contribution to the development of the Academy’s policies, including team development plans and the overall School Improvement Plan.</li> <li>• To contribute to the process of Academy self-evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>General</b></p>	<ul style="list-style-type: none"> <li>• 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 Academy’s Safeguarding Policies.</li> <li>• 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</li> <li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment</li> <li>• Ensure that all duties and services provided are in accordance with the Trust’s Equality &amp; Diversity Policy</li> <li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li> <li>• To undertake any other duties not detailed above, commensurate with the level of the post.</li> </ul>
<p><b>Exercise of Particular Duties</b></p>	<p>The conditions of employment of teachers, taken from the School Teachers’ Pay and Conditions Document (2005 and updated every year), specifies the professional duties required to be carried out by all teachers. In addition, “a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to them”.</p>



	<p>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 Careers Teacher (ECT) mid-career teacher, or a more experienced practitioner).</p> <p>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, MPR teachers 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).</p> <p>UPR 3 teachers "play a critical role in the life of the Academy. 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).</p> <p>UPR1 and 2 teachers must be approaching the above description and must "grow professionally by developing their teaching expertise post-threshold (Ibid).</p> <p>UPS teachers are expected to undertake leadership roles within their department, especially in relation to P9 and P10, in particular, UPR teachers are expected to lead the development of schemes of work and methods of assessment (related to P1, P3, P4, P5 and P7).</p>
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### October 2023

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

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder



## PERSON SPECIFICATION

### TEACHER OF SCIENCE

	<b>Detail</b>	<b>Examples</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree in a relevant subject</li> <li>• Evidence of Continuing Professional Development</li> <li>• Further post-graduate qualifications</li> <li>• Excellent outcomes at GCSE in one of the Science areas</li> <li>• In the classroom – student/classroom management skills</li> <li>• The ability to deliver consistently good or better lessons</li> <li>• Understanding the importance of quality written feedback to students</li> <li>• The use of assessment data to identify underachievement and plan teaching and learning</li> </ul>
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum at KS3 and specifications at GCSE level</li> <li>• Knowledge of effective teaching and learning strategies</li> <li>• Understanding and knowledge of current methodology in the teaching of Science</li> <li>• A good understanding of how children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective behaviour management strategies</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Good reading and writing skills</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>
<b>Communication</b>	Written	<ul style="list-style-type: none"> <li>• Ability to compose a professional email</li> </ul>
	Verbal	<ul style="list-style-type: none"> <li>• Ability to exchange verbal information clearly with children and adults</li> </ul>
	Languages	<ul style="list-style-type: none"> <li>• Overcome communication barriers with children and adults</li> </ul>
	Negotiating	<ul style="list-style-type: none"> <li>• Consult with colleagues</li> </ul>
<b>Working with children</b>	Behaviour Management	<ul style="list-style-type: none"> <li>• Understand and implement the school's behaviour management policy</li> </ul>



	SEN	<ul style="list-style-type: none"> <li>Understand and support the differences in children and adults and respond appropriately</li> </ul>
	Curriculum	<ul style="list-style-type: none"> <li>Understanding of the learning experience provided by the school</li> </ul>
	Child Development	<ul style="list-style-type: none"> <li>Basic understanding of the way in which children develop</li> </ul>
	Health & well being	<ul style="list-style-type: none"> <li>Understand the importance of physical and emotional wellbeing</li> </ul>
<b>Working with others</b>	Working with partners	<ul style="list-style-type: none"> <li>Understand the role of others working in the school</li> </ul>
	Relationships	<ul style="list-style-type: none"> <li>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> </ul>
	Teamwork	<ul style="list-style-type: none"> <li>Ability to work effectively with others in the school</li> </ul>
	Information	<ul style="list-style-type: none"> <li>Ability to provide timely and accurate information, as required</li> </ul>
<b>Responsibilities</b>	Organisational skills	<ul style="list-style-type: none"> <li>Good organisational skills</li> </ul>
	Line Management	<ul style="list-style-type: none"> <li>Ability to supervise and monitor the work of others</li> </ul>
	Time Management	<ul style="list-style-type: none"> <li>Ability to manage own time effectively</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>Willingness to contribute ideas and suggestions to the working environment</li> </ul>
<b>General</b>	Equalities	<ul style="list-style-type: none"> <li>Committed to equality and diversity</li> </ul>
	Personal Qualities	<ul style="list-style-type: none"> <li>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>High expectations for children's attainment and progress</li> <li>Ability to work under pressure and prioritise effectively</li> </ul>
	Health & Safety	<ul style="list-style-type: none"> <li>Committed to our Health and Safety policies and procedures</li> </ul>
	Child Protection	<ul style="list-style-type: none"> <li>Committed to safeguarding and promoting the welfare of children and young people</li> </ul>
	Confidentiality/Data Protection	<ul style="list-style-type: none"> <li>Commitment to maintaining confidentiality at all times</li> <li>Compliance to Data Protection Act 2018 and GDPR principles/ requirements</li> </ul>
	CPD	<ul style="list-style-type: none"> <li>Commitment to own continuous personal and professional development</li> </ul>