



School: Penair School

Job Title: Teacher of Science

Post Grade: MPS/UPS

Responsible to: Head of Faculty

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

ALL TEACHERS AT PENAIR ARE REQUIRED TO:

1. Work towards and promote the Academy Vision and its current aims outlined in the School Improvement Plan.
2. Work towards the Teachers' Standards for Qualified Teachers as defined in the latest version issued by the Department for Education.
3. Fulfil the responsibilities of all teachers as defined in the most recent version of the School Teachers' Pay and Conditions document.
4. Undertake professional development activities to enhance personal development and job performance.
5. Carry out a share of supervisory duties in accordance with published rotas.
6. Act as a tutor to a group of students in accordance with Academy policies and procedures.
7. Participate in appropriate meetings with staff and parents as defined by the Academy to raise standards and achievement.
8. In addition to the duties outlined in this job description you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibility/grade of the post defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

Teaching & Learning

- To manage student learning through effective teaching in accordance with the school's and Department's schemes of work and policies.
- To ensure continuity, progression and cohesion in all teaching.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
- To set homework regularly, (in accordance with the School Homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- Consistently apply and develop whole Academy policies to ensure effective learning and inclusion.
- To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To work effectively to improve the quality of teaching and learning in the department.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.

- Commitment to ensuring that every student is given the opportunity to achieve and meet the high expectations set for them.
- Contribute to the teaching of functional skills across the curriculum including reading, writing, communication and number.
- Plan, teach and evaluate good or better lessons to ensure a variety of tasks and learning experiences for students, matched to their needs thus ensuring high quality learning.
- To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- To contribute towards the implementation of EHCPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- Continuously assess students, provide feedback, set targets for students and ensure they know how best to improve.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson, in accordance with the School policy.

Subject Knowledge & Understanding

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area.

Professional Standards & Development

- To be a role model to students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- In accordance with National Guidelines, to cover for absent colleagues as is reasonable, fair and equitable.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the school and department handbooks and support all the School's policies.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parents/carers and with other agencies with responsibility for students' education and welfare.
- To undertake any reasonable task as directed by the Leadership Team.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To follow school procedures in relation to first aid.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all students within lessons (and to implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

- To be conversant with and implement all Penair school policies and documentation with regard to the post and in particular those points which relate to the issues of safeguarding children.

N.B: Every teacher will be expected to have pastoral responsibilities.

If appropriate for the post holder:

UPS2:

The teacher will make a sustained and substantial contribution to the school based on threshold criteria.

UPS3:

The teacher will play a critical role in the life of the school. They will provide a role model for teaching and learning, make a distinctive contribution to the raising of students' standards and contribute effectively to the work of the wider team. They will take advantage of the appropriate opportunities for professional development and use outcomes effectively to improve students' learning.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Person Specification

The person appointed to the post will:

1. hold an appropriate degree level qualification in a related area of Science and a recognised secondary age range teaching qualification;
2. Be a high quality first teaching practitioner.
3. Specialism of Chemistry desirable but not essential.
4. A successful record of meeting the needs of all students including those with Gifts and Talents. We wish to engender the philosophy that ALL students can be successful in DT regardless of their ability.
5. be aware of and responsive to current teaching developments within the subject area;
6. expect and be able to achieve appropriate standards of behaviour and discipline both within and outside the classroom;
7. work collaboratively with the Faculty and with other staff;
8. be willing to accept and evaluate advice from subject and pastoral managers;
9. wish to contribute, possibly outside the subject specialism, in some way towards an activity which enriches the educational, social or cultural experiences of the students;
10. To be able to work under own initiative and with innovation.
11. Understanding of current teaching development in Science.