



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

TEACHER OF SCIENCE INCLUDING KEY STAGE 3 RESPONSIBILITY

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Plan, design and produce teaching materials and resources which are appropriate to age and ability.
2. Plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning.
3. Assess, record and report on the development, progress and attainment of the students assigned.
4. Manage the classroom and teaching equipment so to create a positive learning environment which makes effective use of available resources.
5. Attend meetings, carry out administrative tasks and duties as required.
6. Support the Director of Learning to devise and implement a development plan for their Departmental staff with clear annual targets using up to date performance data.
7. Support the Director of Learning to develop, demonstrate and disseminate across school a range of strategies for outstanding learning and teaching to raise the achievement of the subject, and of different students.
8. Sustain and enhance attainment in designated subjects within the Department by embedding innovative assessment for learning tools.
9. Support the Director of Learning to develop and manage the introduction of new and revised curricula.
10. Plan, support and deliver intervention and enrichment programmes outside of school hours to support learning and achievement by all students.
11. Demonstrate commitment to professional development of self and others by undertaking and leading professional learning provision.
12. Liaise with a range of educational partners within school and beyond to support the progress and attainment of students within the Department.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Please note 'department' or 'subject' relates to any departments/subjects of responsibility.

1. **Strategic Direction and Development of the School**

- 1.1 Provide inspiring and purposeful leadership for the students within a caring and secure Islamic environment.
- 1.2 Work in partnership with the Principal, Senior Leadership Team, Local Governing Body, Trust, staff, students and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.3 Work within the overall aims and objectives of the school.
- 1.4 Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- 1.5 Liaise as required with a range of educational partners, internal and external, to underpin the raising of student attainment.
- 1.6 Support the school's home and community liaison work through the appropriate participation in events.

2. Learning and Teaching

- 2.1 Create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.
- 2.2 Develop, use and apply subject expertise to secure appropriate and consistent progress for all students across the range of background and ability.
- 2.3 Develop and apply a range of effective learning and teaching strategies to raise the achievement of students, maintaining an up to date knowledge of good practice in Learning and Teaching techniques.
- 2.4 Deliver after-school support and pre-exam intervention sessions as and when required to ensure the highest levels of achievement and attainment.
- 2.5 Deliver subject enrichment activities for learners to consolidate and promote learning in the subject.
- 2.6 Observe and be observed by colleagues and utilise feedback effectively.
- 2.7 Participate in pedagogic discussion and development, in order to share effective practice with colleagues.
- 2.8 Use performance data to inform planning and teaching, including the evaluation of students' progress and setting of appropriate targets for improvement.
- 2.9 Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching.
- 2.10 Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.

3. Relationships with Others

- 3.1 Participate in the Performance Management Cycle and INSETs.
- 3.2 Participate in the induction of new staff into the school community.
- 3.3 Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Trust and ensure all communication is consistent with the school's ethos.

4. Accountability

- 4.1. Make best use of all resources to support the attainment of students.
- 4.2. Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

- 4.3. Carry out any such duties as may be reasonably required by the Principal.

5. Coordination of KS3 Science Teaching, Learning and Assessment

- 5.1 Collation, organisation and dissemination of teaching and learning materials, assessments and resources at Key Stage 3.
- 5.2 Updating of and implementation of new practices and strategies in line with relevant national and local initiatives and frameworks.
- 5.3 Support for non-specialist KS3 Science Teachers.
- 5.4 Leading initiatives in Science to increase links with primary schools.
- 5.5 Communication/support in KS3 Science with other secondary schools.
- 5.6 Uphold Trust Quality Standards across the department.
- 5.7 Ensure that all subjects within the department deliver outstanding levels of achievement and attainment.
- 5.8 Lead, train, coach and develop colleagues in the department.
- 5.9 Assist colleagues in the planning and delivery of the schemes of work and provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject, and of different students.
- 5.10 Guide and support colleagues in the management of students in the classroom in line with the school's Behaviour Policy.
- 5.11 Ensure that work is provided for classes of absent colleagues and that cover is arranged in accordance with the school's agreed procedures.
- 5.12 Support the school's programmes for New Staff induction, NQT Induction and Initial Teacher Training.
- 5.13 Take a lead role in the professional review of colleagues in the department.

6. Planning and Development

- 6.1 Plan and co-ordinate the work of the staff in the Department and disseminate information efficiently.
- 6.2 Plan, implement and review syllabuses, teaching schemes, assessment policies and reporting procedures in accordance with school aims, policies and practices.
- 6.3 Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- 6.4 Keep abreast of current developments in the subject area and adapt curriculum content and methods of teaching and examining as appropriate.
- 6.5 Consider such developments in the context of the school's philosophy for the curriculum as a whole.

7. Tracking and Monitoring of Progress in KS3 Science

- 7.1 Regular analysis of tracker, test and exam data across KS3 whole cohorts in Science.
- 7.2 Analyse and interpret relevant national and school data to inform policies, practices and teaching methods.
- 7.3 Monitoring and evaluating the teaching, learning and progress of students designated SEN, EAL, G&T, PP at KS3.
- 7.4 Ensure students' work is regularly assessed and that homework is in line with school policy.
- 7.5 Use information gained from assessment, recording and reporting procedures to generate further improvement in student achievement.
- 7.6 Recommend and deploy necessary intervention.

8. Other Responsibilities

- 8.1 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 8.2 Take responsibility for promoting and safeguarding the welfare of the children and young people in school.
- 8.3 Carry out any such duties as may be reasonably required by the Principal or Chief Executive.
- 8.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 8.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 8.6 Contribute to the wider life of the Trust and the Star community.
- 8.7 Carry out any such duties as may be reasonably required by the Trust.

9. Records Management

- 9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract.'



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
QUALIFICATIONS				
1.	A degree (2ii or above) in the relevant subject.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	Middle Management qualification.	E	✓	
EXPERIENCE				
5.	Track record of delivering ‘outstanding’ teaching.	E	✓	✓
6.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
7.	Innovation & creativity to engage, enthuse & progress learners.	E	✓	✓
8.	Partnership working and collaboration within a school or local authority context.	E	✓	✓
9.	Effective management of people and team of professionals within a school setting.	E	✓	✓
10.	Use of data to plan and implement intervention strategies to raise academic performance.	E	✓	✓
11.	Developing and leading strategies to sustain whole school improvement.	E	✓	✓
12.	Leading the delivery of coaching and INSET sessions to support the professional development of others.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Ability to teach to GCSE standard.	E	✓	✓
14.	Ability to teach to A Level standard.	D	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview / Task
15.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
16.	Ability to develop and disseminate effective learning and teaching and classroom management strategies.	E	✓	✓
17.	Ability to communicate, verbally and written, with a range of people and groups.	E	✓	✓
18.	Knowledge of effective intervention strategies to raise attainment.	E	✓	✓
19.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
20.	Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant faculty.	E	✓	✓
21.	Ability to prioritise conflicting demands.	E	✓	✓
22.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	E	✓	✓
23.	ICT skills to develop, manage and report on performance data.	D	✓	✓
PERSONAL QUALITIES				
24.	A passionate belief in the school's mission statement, including education in a school with a strong faith ethos.	E	✓	✓
25.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
26.	A strong belief in the value of education in developing citizens.	E	✓	✓
27.	Highly organised, literate and articulate.	E	✓	✓
28.	Highest levels of professional and personal integrity.	E	✓	✓
29.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
30.	Personal resilience, persistence and perseverance.	E	✓	✓
31.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓