



Stantonbury School

Job description



Role: Teacher of Science
Responsible to: Head of Faculty
Based at: Stantonbury School, Stantonbury, Milton Keynes
Hours: Full Time
Grade: Main Pay Scale (M1 – M9)

Job Context

To enable all students to make as much progress as possible, and to develop as confident, well-educated and happy young people.

Job Description

Teaching and Learning:

- 1) under the reasonable direction of the Principal to carry out the professional duties of a school teacher and adhere to all aspects of the Teachers' Professional Standards
- 2) A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- 3) To maximise progress for all classes taught by you
- 4) To teach Science in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
- 5) To teach in line with faculty and School policies on e.g. assessment, teaching and learning, homework, student behaviour
- 6) To contribute to learning opportunities within the formal and extended curriculum
- 7) To ensure student progress against prior attainment, at least in line with national averages and progress targets
- 8) To contribute to the profile of your teaching subject(s) within the School
- 9) To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
- 10) To regularly review and evaluate teaching and learning in lessons and across schemes of work
- 11) To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
- 12) To involve parents in behavioural issues in line with School policies
- 13) To ensure the effective and efficient deployment of classroom support
- 14) To work as a member of designated teams and to contribute to the building of teams within the School
- 15) To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

Curriculum and Assessment

- 16) To plan appropriate lessons to meet the learning needs of all students including those of:
 - a. the higher prior attaining,
 - b. Looked After Children,
 - c. of EAL and 'groups within groups' students and

- d. of those students with Special Education Needs or who are Pupil Premium
- 17) To evaluate and review lesson plans
 - 18) To contribute to the planning of Subject Schemes of Learning
 - 19) To create and manage resources for the teaching of lessons
 - 20) To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and School policies
 - 21) To use assessment to inform curriculum planning, teaching and learning
 - 22) To assess accurately to help students meet their Target Grades
 - 23) To act on feedback from examination boards on the quality of marking, moderation and assessment
 - 24) To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
 - 25) To work within School curriculum policies on key themes e.g. Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda
 - 26) To inform and involve parents in their children's learning in line with School policies and procedures.

Continuous Professional Development (CPD)

- 27) To take responsibility for personal CPD needs within the School's Appraisal framework
- 28) To monitor the impact of CPD on your own teaching and learning
- 29) To seek advice and support within School policies
- 30) To be familiar with and contribute to the School Improvement Plan and School Self-Evaluation systems.

Management Information and Its Use

- 31) To maintain appropriate records and to provide relevant accurate and up-to-date information
- 32) To complete the relevant documentation to assist in the tracking of students
- 33) To track student progress, analyse data and use information to inform teaching and learning, on time and as per the School calendar of assessment, with all deadlines met on time.

External Communication

- 34) To take part in Open Evening, Information Evenings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
- 35) To contribute to the development of effective subject links and other links with external agencies
- 36) To contribute to extra-curricular activities, and to the support them with attendance, where possible.

Other

- 37) The post holder is expected to be a Form Tutor
- 38) To comply with "Health and Safety" at Work legislation
- 39) To undertake School duties in line with School policies and procedures
- 40) To cover lessons and registration sessions for absent colleagues in line with the School Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
- 41) To attend assemblies as required
- 42) A commitment to ensure the effective implementation of the School's Safeguarding and Child Protection Policy

- 43) To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- 44) To undertake such duties as may from time to time be reasonably assigned by the Principal.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Person Specification

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE	HOW ASSESSED?
Qualifications and experience	• Qualified teacher status		Y	A I
	• Degree in you teaching subject	Y		A I
	• Successful secondary teaching experience	Y		A I
Skills and knowledge	• Knowledge of the National Curriculum	Y		A I
	• Knowledge of effective teaching and learning strategies	Y		A I
	• A good understanding of how children learn	Y		A I
	• Ability to adapt teaching to meet pupils' needs	Y		I
	• Ability to build effective working relationships with pupils	Y		I
	• Knowledge of guidance and requirements around safeguarding children	Y		A I
	• Knowledge of effective behaviour management strategies	Y		A I
	• Good ICT skills, particularly using ICT to support learning	Y		A I
Personal qualities	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	Y		A I
	• High expectations for children's attainment and progress	Y		A I
	• Ability to work under pressure and prioritise effectively	Y		A I
	• Commitment to maintaining confidentiality at all times	Y		A I
	• Commitment to safeguarding and equality	Y		A I