BROOKFIELD COMMUNITY SCHOOL

Teacher of Science
(Responsible for Key Stage TLR)

Job Description

Location: Brookfield Community School, Chatsworth Road, Chesterfield S40 3NS

Salary: Redhill Academy Trust Pay Scale R1 to R9

Responsible to: Head of the Department

Post objective: To teach agreed subjects and ensure all students reach their potential. Responsible for timetabled lessons; preparation of teaching materials; regular, high quality assessment of students' work; maintaining and using assessment data; pastoral care of a Form Group.

Main Duties and Responsibilities: The postholder will be expected to match the characteristics described in the Redhill Academy Trust Professional Standards for Teachers, as appropriate, and will be required to exercise his/her professional skills and judgement to carry out in a collaborative manner, the processional duties set out below.

General Duties:

- Working in accordance with the school's curriculum statement.
- Being actively involved in curriculum review, implementation and development
- Being a Form Tutor
- Teaching within a designated Curriculum Area

Knowledge and Understanding:

- To maintain a secure knowledge and understanding of the concepts and skills in their specialist subject
- To understand, for their specialist subject, the current qualifications framework
- To understand, for their specialist subject, progression from the KS2 programmes of study
- To understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development
- To be familiar with specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards

Leadership:

- To form part of the leadership of the subject alongside other post-holders
- To lead on aspects of the Science curriculum in a Key Stage
- To act as a role model to other members of the department
- To keep abreast of syllabus changes and other curriculum initiatives. Attend relevant meetings and courses; provide feedback and lead department training as appropriate

- To support and promote developments in teaching and learning within Science
- To monitor the quality of teaching and learning within Science
- To assist in the development and delivery of an appropriate curriculum for all students within Science which engages and enables them to achieve their full, including extra-curricular provision
- To develop support strategies for SEND students within a Key Stage
- To co-ordinate internal testing and examinations within a Key Stage, including its Quality Assurance and use the data generated to monitor student performance
- To use the school assessment calendar to co-ordinate and monitor the timing and writing of assessments, including assessment for learning, to assure quality and consistency across a Key Stage
- To assist in the development of an appropriate climate for learning through the setting of high expectations
- To assist in the development of appropriate frameworks for marking and assessment in a Key Stage
- To work to ensure that the Department's teaching meets the needs of all students, including the effective management of behaviour
- To report to the Head of Faculty to support any school meetings e.g. RIP and Zorba where discussion of students' data in a Key Stage Science is required
- To report to SLT and Governors in an agreed format, alongside the Head of Science, on the performance of students at a Key Stage
- To use the outcomes of self-evaluation to contribute fully in setting the strategic direction of the department and creating an appropriate development plan
- To meet with the Head of Subject and other post holders as required to facilitate the above.

Planning, Teaching and Classroom Management: To plan their teaching to achieve progression in students' learning through:

- Identifying clear learning intentions and content, appropriate to the subject area and the students being taught
- Setting tasks for the whole class, individual and group work, including homework which challenges students and ensure high levels of student interest
- Setting appropriate and demanding expectations for students' learning, motivation and presentation of work
- Setting clear targets for students' learning building on prior attainment, and ensuing that students are aware of the substance and purpose of what they are trying to do.
- Identifying students who have special educational needs, or are high achievers and providing them with appropriate teaching
- To make effective use of assessment information on students' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- To ensure effective teaching of whole classes and of groups and individuals within the whole class setting so that teaching objectives are met and best use is made of teaching time
- To monitor and intervene, following agreed school policy, to ensure sound learning and discipline
- To establish and maintain a purposeful working atmosphere
- To set high expectations for student behaviour, establishing and maintaining high standards of discipline through well focused teaching and through positive and productive relationships.
- To use teaching methods which sustain the momentum of students' work and keep all students engaged through:

- Clear presentation of content around a key set of ideas, using appropriate subject specific vocabulary
- Effective questioning which matches the pace and direction of the lesson and ensure student participation
- Selecting appropriate materials and ICT to enable learning intentions to be met
- Exploiting opportunities to improve students' basic skills in literacy, numeracy and ICT, and the individual and collective study skills needed for effective learning
- Exploiting opportunities to contribute to the quality of students' wider educational development, including their personal, spiritual, moral, social and cultural development setting high expectations for all students notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.
- To be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities, implement and keep records on Individual Education Plans.
- To evaluate their own teaching critically and use this to improve their effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability:

- In line with school policy to mark and monitor students assigned classwork and homework, providing constructive oral and written feedback
- To assess how well learning intentions have been achieved and use this assessment to improve future teaching.
- To use assessment for learning to check students understanding of work set
- To assess and record each student's progress systematically and to use this data to inform future planning
- To recognise the level at which a student is achieving and assess students against attainment targets
- To use the baseline attainment data available in the school to set targets for student progress
- To provide and participate in student reviews and parents' evenings

General Professional Responsibilities:

- To have a working knowledge and understanding of teachers professional duties as set out in the current School Teachers Pay and Conditions document
- To establish effective working relationships with professional colleagues, teaching and support
- To set a good example to all students through their presentation and their personal and professional conduct
- To take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects they teach
- To exercise their professional responsibilities in relation to school priorities and practices, including those concerned with discipline, personal safety and bullying.
- To liaise effectively with parents and other carers

Purpose: To develop excellent in pedagogy and accelerated progress for all students in your subject area.

Equality of Opportunity:

- To take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.

- Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors

Confidentiality and Data Protection:

- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under GDPR and the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

Child Protection:

- Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.
- Managing all safeguarding of students working with volunteers and student teachers.

Communication and Marketing:

- To attend Parents' Evenings, Open Evenings and Options Evenings and other evenings as appropriate and ensure that the work of the Department is demonstrated in an informative and engaging manner.
- To liaise directly with parents/carers maintaining a manner that is friendly, helpful and professional

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Teacher of Science

Person Specification

	Essential	Desirable
Qualifications	QTS Degree level qualification	Good Honours Degree Further Professional Qualifications
Teaching	Able to teach full range of ability 11-18. Able to create an excellent climate for learning within teaching area Able to use a range of strategies to promote learning. Able to manage and encourage good behaviour. Able to develop positive and meaningful relationships with students. Able to make appropriate use of ICT for learning. Understanding of how to use data to inform planning and improve students' performance. Understanding of what a range of assessment for learning approaches Able to communicate with students, parents and carers about student's progress	Able to develop best practice through wide range of imaginative approaches. Participation/development of extra-curricular activities Engaged with developments in teaching and learning strategies to raise achievement

Personal Qualities	A student centred approach Enthusiasm Team-working skills Reliability and Integrity Personal Organisation Flexibility	Strategic Planning Engagement in own continuous professional development Ability to motivate others