



David Ross Education Trust  
Broadening Horizons

# JOB DESCRIPTION

Job Title:

## **Trust Wide Subject Lead (TWSL) in Science - Secondary**

Location:

### **Core Team**

#### **Job Purpose:**

To be responsible for leading Science across secondary academies within the Trust.

#### **Background:**

We are located in Northamptonshire, Lincolnshire, Leicestershire, London and the Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies.

There will be significant travel to our Secondary Academies across the Trust.

#### **DRET purpose:**

Giving our young people access to a world-class education and enrichment experiences is what drives us. Our students benefit from a wealth of opportunities to develop, learn and lead. From the classroom, to cultural visits, sports, music and arts and engaging with our local communities, the rich and varied experiences we create help fuel ambition and unlock potential. The education and experiences equip our young people with the leadership skills, team spirit, resilience and confidence to become outstanding citizens.

#### **Key Relationships:**

##### **Internal:**

Trust Executive Team, Education Director (Secondary), Academy Head Teachers, Leaders, Staff and Pupils, other Trust Wide Subject Leads.

##### **External:**

Other Multi Academy Trusts and Science practitioners, Science and Science education associations and learned societies, universities and other bodies

# KEY RESPONSIBILITIES

## KEY DUTIES AND RESPONSIBILITIES

The Trust-wide subject community has been led by two Trust-wide subject leaders, and so you will be joining an established Trust-wide subject lead in Science to lead science curriculum and teacher development across our Trust-wide Science community.

The main purpose of this role is to ensure all students benefit from the highest quality Science education and in doing so, you will be responsible for driving standards of student attainment and achievement in Science across all secondary academies. The TWSL will drive the strategic development of Science teaching and improvement in Science curricula by working with all secondary academies. The Trust Science Lead will achieve this by continuing to nurture a strong committed Science community in Science specialists across the trust, who are passionate, enthusiastic about curriculum development and want to develop excellence in Science education. The Trust Science Lead will assist Science curriculum leaders in finding intellectual coherence across Science curricula, teaching and assessment, ensuring that sound curricular theorising drives review and improvement.

The Trust Science Lead will display academic leadership in driving definitional and practical work on the nature of a knowledge-based curriculum in Science. The Trust Science Lead will have opportunity for continuing to teach some Science lessons so as to use their teaching strategically in the interests of improving standards in curriculum, resourcing, teaching and subject leadership across the Trust.

The Trust Science Lead will lead Science within academies and will work with the Trust's Science teachers to capture professional knowledge, identify best practice both internally and externally and ensure this is shared and embedded across the Trust. The Trust Science Lead will develop and lead the Trust's approach on professional training for teachers ensuring that mentoring is available to drive exceptional standards in Science.

## MAIN DUTIES

Across David Ross Education Trust, we ensure that all teachers are able to draw on the sources of scholarly authority and reservoir of thought and practice that have been developed within their specialist subject communities through our Trust-wide subject communities. This involves engagement for teachers with their wider subject education community through subject associations, subject education journals, subject-specific CPD on curriculum development and teaching. It also involves refreshing and constant renewal of subject knowledge, through reading and discussing scholarship, engaging in contemporary debates, and developing our own practice as teachers. Subject communities are central to our Trust's vision for curriculum and teacher development, whereby each subject community is made up of subject specialist teachers deeply engaged with curricular questions, renewing and holding ownership of the Trust-wide curriculum and sustaining their own subject expertise. Through Trust-wide subject community meetings and in-school department meetings, all subject teachers have responsibility and involvement with the Trust-wide curriculum development. We work collaboratively in our curriculum decision-making, so as to draw upon collective expertise and minimise unnecessary workload.

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### MAIN DUTIES

The main responsibilities of the Trust Wide Subject Lead in Science are to:

- Lead the development, implementation and evaluation of secondary Science curriculum and teacher development strategy for the Trust.
- To work with each academy to ensure Science departments have the capacity to achieve measured improvement in achievement and attainment for all students.
- Analyse and interpret data from multiple sources to develop targeted Trust and departmental improvement strategies.
- Lead and develop a community of Science specialists, who will embrace and achieve Science excellence, and can take collective responsibility for refining, sustaining and renewing Science curriculum.
- Identify, nurture and reviewing Science education expertise across the Trust.
- Develop principles, models and exemplars for engaging and rigorous Science curriculum and teacher development across the Trust.
- Build and lead a Trust-wide team of secondary Science curriculum leaders ensuring their effectiveness in:
  - developing and renewing curriculum and assessment principles for rigorous progression in secondary Science;
  - writing and/or sourcing, evaluating and sharing resources for teaching secondary Science;

- developing Science Initial Teacher Education (ITE) and Early Career mentoring practices, including codifying Science and Science education knowledge that Science student teachers and Early Career Teachers need;
  - defining outstanding teaching, learning and use of assessment in secondary Science.
- Lead Science curriculum leaders in finding intellectual coherence across Science curricula, teaching and assessment, ensuring that thorough evaluation and sound curricular theorising drives regular curriculum review and improvement.
- Lead the design, implementation and evaluation of Trust-wide Science teacher development, including establishing pathways and support for the continued professional development for all Science subject leaders and teachers.
- Lead Science subject leaders and teachers in ways that supports their engagement with the wider Science education community through access to and cultivating opportunities with subject associations, subject education journals and for subject-specific CPD on curriculum development and teaching.
- Provide Science specialist input for whole school curriculum/CPD and department meetings/CPD.
- Develop, launch, drive and evaluate new initiatives and innovative practice in Science.
- Establish a bank of high-quality materials, including teaching materials and schemes of work to support Science teachers across the Trust.
- Support Science teachers with planning and self-evaluation ensuring high quality teaching material, sharply focused schemes and assessment, and comprehensive self-review, which leads to continuous improvement.
- Coordinate primary-secondary liaison, continuity and progression in Science curricula.
- Work with other Trust Wide Subject Leads to ensure coherence and appropriate links across subjects.
- Work with the ITE leads and school SLTs to develop, deliver, monitor and evaluate initial and in-service training components so as to ensure that developments in Science curricula are properly understood, further developed, enthusiastically embraced and efficiently taught by teachers of Science at all levels of development.
- Maintain outstanding Science teaching practice and model outstanding Science teaching in their own classroom and use their own practice, strategically to develop professional knowledge of Science education in middle leaders and senior leaders.
- Display academic leadership in driving definitional and practical work on the nature of a knowledge-based curriculum in Science.
- Devise and support small-scale teacher/classroom research in Science education and Trust-wide, searching analyses of the quality and impact of Science teaching so as to augment existing evaluation routines with rigorous testing of Science curriculum/teaching effectiveness.
- Support heads of Science and senior leaders in securing rapid improvement in Science performance in Years 10 to 13, so as to secure best possible outcomes for those students who have not benefitted from longer-term, substantially improved foundations in Science education.
- Provide targeted professional development and interventions with students and Science departments.
- Advise and support Principals, Senior Leaders and Academy Leaders in recruitment and development of Science subject leaders and teachers.
- Foster models of Science leadership for secondary schools and through these directly support the Trust's work in defining and developing models of middle (subject) leadership and senior (whole-curriculum) leadership.
- Communicate Science's distinctive features effectively to non-specialists, so as to support Principals, SLTs and Trust leaders in shaping their curricular, teaching and assessment policies in subject-sensitive ways.

- Maintain effective communication with line managers of Science and Principals to ensure that they are fully abreast of all areas of Science curriculum and teacher development, national developments in Science, and implications for schools and teacher development.
- Enhance the Trust's reputation for Science education, and cultivate strong influencing relationships with relevant Science/ Science education associations and learned societies, Science teachers educators, public and private sector partners in Science education projects, Science officers in testing and examination consortia and national policy makers in Science education.
- Maintain an up-to-date understanding of best practice, debates and research on curriculum design, curriculum leadership, teaching, learning and teacher development in Science education.
- Maintain productive participation in communities of Science educators; for example, through Science working groups; through conference presentations to Science educators; through academic publications or dissemination of innovations in Science education.
- Maintain appropriate records of work undertaken and report orally and in writing in a manner which ensures high levels of accountability to the Education Director (Secondary), DCEO/CEO and Principals.
- Builds and holds robust professional relationships with leaders in schools that are built with trust, professionalism and courtesy at the heart.
- Support adherence to and development of guidance for science departments and Principals in relation to Health and Safety policies and practices, including risk assessments, in line with the academy, Trust and national requirements, and best practice from CLEAPSS.
- Promote and safeguard the welfare of the children and young people that they are responsible for or come into contact with.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description.

## **DIMENSIONS OF THE JOB**

Must comply with all policies and procedures, specifically those relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection.

Works within broad practice and managerial direction making decisions that positively impact upon raising student attainment in English in Secondary Academies across the Trust.

## PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

	Essential	Desirable
<b>Qualifications and Professional Development</b>		
★ Relevant Subject Degree at BA or above.	✓	
★ Qualified Teacher Status	✓	
★ Reformed NPQSL/H qualification or willingness to undertake the qualification	✓	
★ Higher degree and/or professional qualification	✓	✓
★ Evidence of applying continued professional development.	✓	
<b>Experience</b>		
★ Excellent subject knowledge and expertise demonstrated through secondary Science teaching and leadership experience	✓	
★ demonstrable track record of securing strong academic performance and raising standards of achievement through student outcomes in Science within one department	✓	
★ Experience of successful leadership and curriculum development in Science education	✓	
★ Experience in developing or contributing to teacher research in Science education	✓	
★ Experience of supporting the professional development of English teachers through coaching and mentoring	✓	
★ Experience of initial teacher education in Science, whether as Science mentor and/or Science coordinator /course leader, including demonstrable evidence of having shaped or influenced Science components of initial teacher education and/or its mentoring practices	✓	
★ Productive participation in communities of Science educators; for example, through Science working groups; through conference presentations to Science	✓	

educators; or through publication or dissemination of innovations in Science education.		
★ Knowledge and expertise to examine, theorise and lead debate on the relationship between improved Science knowledge and other aspects of the curriculum.	✓	
★ Demonstrable track record of securing strong academic performance and raising standards of achievement through student outcomes in Science.	✓	
★ Experience of setting specific targets and managing improvement across a Key Stage or more widely.	✓	
★ Experience of working with or in primary schools, for example, collaborative projects or theoretical, research or policy work on progression in Science education 5 - 18.	✓	
★ A clear commitment to professional development, both for self and others.	✓	
★ Demonstrable track record of securing strong academic performance and raising standards of achievement through student outcomes in Science across multiple schools.		✓
★ Excellent subject knowledge and expertise demonstrated through A-level Biology, Chemistry or Physics teaching and leadership experience.		✓
★ Experience of embedding considerations concerning equality, diversity and inclusion (EDI) in Science curriculum/teacher development work.		✓
★ Experience of senior curriculum leadership.		✓
<b>Skills and Knowledge</b>		
★ Knowledge of Science education research and key debates within the English subject community	✓	
★ Regular and enthusiastic reading of Science scholarship and other Science-related literature.	✓	
★ Knowledge of the national curriculum programme of study for Science and of current subject developments.	✓	
★ Knowledge of current educational research, developments and issues.	✓	
★ Capacity to articulate a vision for the future of the subject which enthuses and motivates	✓	
★ Capacity to develop, deliver, monitor and evaluate initial and in-service training of Science teachers so as to ensure that developments in Science curricula are understood, further developed, enthusiastically	✓	

embraced and efficiently taught by teachers of Science at all levels of development.		
★ Ability to work as a team to influence, inspire and collaborate, both among personnel responsible for Science and with senior leaders with wider school or curricular responsibilities.	✓	
★ A robust understanding of the challenges and strategies required to develop, adapt and apply Trust approaches to a diverse range of school and departmental environments.	✓	
<b>Personal Qualities</b>		
★ Flexibility and efficiency in setting up and sustaining teams, projects and working practices	✓	
★ A robust understanding of the challenges and strategies required to develop, adapt and apply Trust approaches to a diverse range of school and departmental environments.	✓	
★ Ability to build robust relationships with leaders in schools with trust, professionalism and courtesy at the heart.	✓	
★ Ability to communicate effectively both orally and in writing and be approachable to a variety of audiences	✓	
★ Confidence in dealing with a rigorous accountability and scrutiny.	✓	
★ Passion for joining a successful trust community, and a thirst to further deepen and embed the David Ross Education Trust's commitment to the highest standards of academic knowledge and its teaching	✓	
★ Current driving licence.	✓	
★ Ability to work flexibly, including some weekends, evenings as and when required.	✓	
<b>Equal Opportunities</b>		
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓	
<b>Safeguarding</b>		
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓	
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓	



★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓	
Health and Safety		
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓	

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

*All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.*