



### **Job Description and Person Specification - Deputy Project Director Science**

<b>School:</b>	All schools within the Watergrove Trust
<b>Section:</b>	Teaching Leadership
<b>Location:</b>	All schools within the Watergrove Trust
<b>Job Title:</b>	Project Director Science
<b>Scale:</b>	Leadership Point 7 to 11
<b>Accountable to:</b>	Director of System Science & Head Teacher Forum
<b>Accountable for:</b>	Playing a key role in the leadership and development of science within Watergrove Trust. Partnering with other trusts/schools to promote collaborative working and the sharing of good practice Observing lessons and providing feedback to help the development of others
<b>Special Conditions of Service:</b>	All posts require enhanced DBS clearance prior to appointment  Driving License  The Postholder may be required to attend some evening meetings. The Trust operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school.  Enhanced DBS clearance with Child Barred List Check

The Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **RESPONSIBILITIES:**

##### **The postholder must:**

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

## **JOB PURPOSE**

- To give advice on educational, organisational, leadership and management issues in line with the vision of the Watergrove Trust
- To support Watergrove schools by implementing strategic plans, as appropriate, in their given subject specialism to ensure improved pupil outcomes
- To support Watergrove schools in identifying their own improvement priorities and ensuring they are receiving high quality support, challenge and advice
- To implement Teaching and Learning initiatives and strategies throughout the Trust's schools which raise the teaching practice of all members of staff and therefore raise pupil standards and progress
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners in all key stages
- To work closely with senior leadership teams and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
- To undertake research into best practice in other schools
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To develop high quality teaching materials and schemes of learning
- To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning
- To support underperforming teachers to enable them to improve their practice
- To contribute to the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations
- Ensure the vision of the Watergrove Trust is implemented in all Trust schools
- Support senior leadership teams through coaching and mentoring of staff
- Support the capability process for staff requiring to improve professional practice.
- To work closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement
- Investigate national, local and school data, research and inspection findings to make recommendations to the Project Director System Science to inform curriculum area policies and practices, expectations and teaching methodologies and to support the reporting to the Trust Leadership Team and Head Teachers on progress and plans.
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Lead and support the development of post-16 courses in departments and across schools in liaison with external organisations
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.

## **Leading, Motivating & Developing**

Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.

Carry out subject/quality assurance activities e.g. classroom observations.

Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)

Disseminate materials and advise on practice, research and CPD provision across and beyond the trust

Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

## **SECONDARY DUTIES**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy & Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, eg operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy & the Trust in meeting our legal requirements for worship.

13. Actively promote the Academy & Watergrove Trust corporate policies.

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

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Job Description Prepared by: Mark Moorhouse    Date: October 2021

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment. As part of this commitment the postholder will be subject to enhanced DBS clearance.**

<b>Academy :</b>	<b>All Trust Schools</b>	<b>Post:</b>	<b>Deputy Project Director; System Science</b>
<b>Section :</b>	<b>Teaching Leadership Staff</b>	<b>Scale:</b>	<b>L7-L11</b>

**Note to Applicants:**

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

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<b>Criteria</b>	<b>Essential (E) or Desirable (D)</b>	<b>How Identified: AF Application Form I Interview C Check certificates A Assessment</b>
<b>Qualifications</b>		
Qualified Teacher Status and demonstrated suitability for working with children	<b>E</b>	<b>AF, C, I</b>
Degree or equivalent		
Evidence of commitment to own professional development	<b>E</b>	<b>AF, C, I</b>
<b>Teaching Skills &amp; Experience</b>		
Training and experience in at least one year group within Key Stage Four	<b>E</b>	<b>AF, I</b>
Established and evidenced practice as an outstanding teacher and classroom practitioner over a prolonged period		
Understanding of the importance of safeguarding/child protection when working in a school setting	<b>E</b>	<b>AF, I</b>
Proven high quality classroom teaching and classroom management	<b>E</b>	<b>AF, I</b>
The ability to adapt practice to meet the needs of all learners	<b>E</b>	<b>AF, I</b>
Proven ability to raise standards in classrooms other than their own . Experience of leading teaching and learning initiatives beyond their own classroom		
Experience of conducting lesson observations	<b>E</b>	<b>AF, I</b>
Proven track record of meeting challenging targets and raising standards	<b>E</b>	<b>AF, I</b>
Excellent knowledge of APP documentation and accurate levelling of children's work in core subjects	<b>E</b>	<b>AF, I</b>
Ability to use ICT to develop children's learning and in own planning. Use of assessment and attainment information to improve practice and raise standards	<b>E</b>	<b>AF, I</b>

Proven track record of using assessment to inform teaching	E	AF, I
Excellent understanding of the components which comprise outstanding teaching and learning	E	AF, I
Experience of giving effective feedback to colleagues about professional performance	E	AF, I
Experience of coaching and mentoring colleagues		
Developing high quality learning strategies and monitoring pupil progress to raise attainment		
Commitment to working as part of a team	E	AF, I
<b>Personal Skills &amp; Attitudes</b>		
Enthusiastic with a love of learning . Horizon scanning and awareness of the latest developments and initiatives in education	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities, through use of strategies to promote good learning relationships and high attainment in an inclusive environment	E	AF, I
The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience	E	AF, I
Excellent interpersonal and communication skills	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our children	E	AF, I
Self motivated	E	AF, I
<b>Values and Behaviours</b>		
<p>Our mission then is to be ever “<b>Providing more</b>” to the communities we serve, to enable life in all its fullness.</p> <p>Our Trust is enabled by a mutual interdependency within which we will always:</p> <ul style="list-style-type: none"> <li>• Coach</li> <li>• Challenge</li> <li>• Innovate</li> </ul>	E	AF/I
<b>Special Working Conditions</b>		
Enhanced DBS clearance	E	
Requirement to undertake First Aid Training and provide first aid cover as necessary.	E	