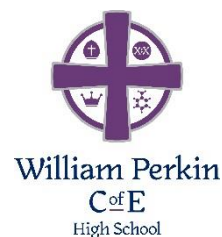




Twyford Church Of England Academies Trust

“I have come that you might have life
and have it to the full” John 10 v10



William Perkin CE High School

Job Description

Job Title:	Science Teacher (permanent) with KS3 Science Coordinator (Years 7 – 8) Maternity cover (2019-2020 academic year)
Grade:	Main Professional Grade + TLR 2a (during Maternity cover 2019-20 academic year)
Line Manager:	Head of Department

Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within KS3 Science

Outcomes

Achievement

- Achievement at KS3 Science is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at KS3

Teaching

- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good and outstanding lessons
- Learning behaviour within the key stage is outstanding

Behaviour

- Student conduct within the key stage is uniformly good

Leadership

- There is a clear vision for the enjoyment of Science at KS3

Other

- KS3 Curiosity, Creativity and Challenge curriculum is a model of outstanding practice
 - KS3 Science Wider learning Programme is a model of outstanding practice
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Specific responsibilities and tasks

Achievement

Achievement at KS3 Science is effectively monitored and areas of weakness are identified and addressed

- Responsibility for department tracking systems across KS3 Science
- Responsibility for internal system of progress reporting to Head of Key Stage by post holders / teachers
- Responsibility for system for identification of student cause for concern
- Responsibility for system for identification of more general concerns

Achievement is outstanding at all key stages

- Identify areas of underperformance and ensure improvement plans drawn up and delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

Teaching

Curriculum and assessment frameworks are clear and support outstanding progression at KS3

- Review and maintain the curriculum framework for the department at KS3
- Liaise with Head of Department over proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit overviews are clear and use the consistent Copia formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure that the lesson power-points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

All staff are confident and consistent in the delivery of good and outstanding lessons in KS3 classes

- Support the Head of Department to ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Support the Head of Department in the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Support the Head of Department in auditing the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Learning behaviour within the department is outstanding at KS3

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used
- Ensure department team is confident and consistent in their use of formative and summative assessment

- Ensure self-assessment and review is fully integrated into schemes of work
- Students make highly effective use of self-assessment and manage their own learning to the highest standard

Behaviour

Student conduct and learning behaviour within the department is uniformly good at KS3

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor students' learning conduct and behaviour as a measure of their engagement with (subject)
- Support the Head of Department in addressing issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training

Leadership

There is a clear vision for the enjoyment and application of Science at KS3

- Support the Head of Department in departmental development planning (including post holders development plans)
- Development and management of the department wider learning offer at KS3
- Support and encourage students to progress to further and higher education or training in (subject) related courses (including organisation of wider learning programmes) at KS3

Other

KS3 Curiosity, Creativity and Challenge curriculum is a model of outstanding practice

- Ensure confident and successful delivery of the core elective programme
- Set up a system of training and peer observation to ensure that all staff are confident and consistent in the delivery of good and outstanding core elective lessons
- Review and update KS3 core elective programme in line with future curriculum changes or school/departmental priorities
- Ensure that EPQ and CREST award qualifications are being carried out during core electives
- All staff are confident and consistent in the delivery of good and outstanding core elective lessons
- Updated electives available on COPIA

KS3 Science Wider learning Programme is a model of outstanding practice

- Manage the delivery and uptake of the KS3 science wider learning offer
- Celebrate outcomes with Perkin post, school website & assemblies and award certificates as required.

Main-scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- % of students on target in internal /external assessments
- Internal VA measures

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in your subject • Qualified Teacher Status • A passion for Teaching and Learning • You must be able to teach Science up to GCSE • Successful experience as an Science teacher within a high achieving secondary school • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design • Successful experience of managing change • Successful experience of team leadership and management of staff • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent curriculum and teaching/learning developments • An ability to develop effective curriculum resources in your subject to meet the needs of the full ability range • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in your subject as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT in your subject • An ability to use ICT programmes and packages to promote learning • An understanding of the role of your subject within the wider curriculum 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for your subject 	

	<ul style="list-style-type: none"> • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • Strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and interpersonal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	
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The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB. For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.