



## Twyford Church Of England Academies Trust

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



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### Science TAP Coordinator – Twyford CE High School

#### Job Description

<b>Job Title:</b>	<b>Science TAP Coordinator</b>
<b>Grade:</b>	<b>Main Professional Grade + TLR 2b (£4,537)</b>
<b>Line Manager:</b>	<b>Head of Department</b>
<b>Supervisory Responsibility:</b>	

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#### Main purpose of Post

To set up a Year 9 – 13 extension programme to support progression for potential Grade 9 GCSE / A\* A level students in Science onto related degree courses.

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#### Outcomes

- Programme of wider learning enrichment activities created for KS4 and 5 students to ensure top end stretch
- Top Science students identified from year 9 – 13, progress monitored and targeted extension programmes agreed
- Top 10% of students at KS 4 & 5 to achieve grade 9 at GCSE /A\* at A-level respectively (targets likely to be in the range of 13 – 19%)
- Resource bank / links developed on VLE (Copia) for Key stage 5 to prepare students for additional Science examinations /tests (Chemistry Olympiad, Oxbridge Entrance papers, Cambridge Chemistry Challenge etc.)

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#### Science TAP Coordinator responsibilities

##### Programme of wider learning enrichment activities created for KS4 and 5 students to ensure top end stretch

- Set up & support Silver CREST awards scheme for KS4
- Co-ordinate Gold CREST awards in conjunction with Imperial college & school based researcher programme
- Coordinate a programme of regular external speakers (currently weekly)
- Ensure KS4 & 5 outreach activities from London universities / institutes (e.g. Nuffield Science Research placements) are communicated to staff, students & parents
- Ensure KS5 Science students are identified & trained as coaches for KS3 Science; Triple S; Science club; and CREST bronze clubs
- Set up and run external competitions / tests (e.g. Science Olympiads, Chemistry challenge, competitions etc.)

- Liaise with STEM ambassadors and 6<sup>th</sup> form Heads of STEM (clubs/end of term assemblies/articles)
- Oversee and manage the Copia pages relating to Science Wider Learning

**Top Science students identified from year 9 – 13, progress monitored and targeted extension programmes agreed**

- Analyse results of top sets in year 9, triple science students in years 10 & 11 and top sets at A level to agree a target cohort of approx. 10% from each year group
- Agree a programme of activities for each student being targeted
- Keep a progress log for each of these students – including planned progression routes, relevant support/experience

**Top 10% of students in year 11 & 13 achieve grade 9 at GCSE /A\* at A-level respectively**

- Liaise with science post-holders to identify the key requirements for achieving level 9 / A\*. Ensure these requirements are conveyed to Head of Science & Heads of Subject
- Work with Science Subject Leads to ensure that Advanced curriculum at KS4 and 5 contains regular opportunity to practice challenge questions
- Monitor the outcomes of the top 10% of the year group in science provide intervention / support in the case of underachievement

**Resource bank / links developed on Copia for Key stage 5 to prepare students for additional Science examinations / tests (Chemistry Olympiad, Oxbridge Entrance papers, Cambridge Chemistry Challenge etc.)**

- Making sure that COPIA resources include enrichment / problem solving activities beyond classroom to support top set science groups
- Build up support resources for students including links to stretch materials websites that develop / consolidate learning
- Co-ordinate information on lectures / extension opportunities including those within the TAP programme
- Work with Twyford additional programme ( TAP) coordinator to set up a ‘prepare for Oxbridge interview questions’ on COPIA to support students applying to top universities to study non-medical Sciences (including use of past questions from previous Oxbridge applicants)
- Support students in preparing for university extension exams
- Liaise with TAP co-ordinator over Science based EPQs
- Most able science students in Yrs 10 & above area circulated with information regarding science EPQ presentations

**Support programme for students considering applying for medicine, dentistry, and veterinary sciences.**

- Arrange and run MedSoc meetings with Year 12 and Year 13 medical students (twice a half term for year 12 at the start changing to weekly between May-July of Year 12 and weekly for Y13)
- Co-ordinate mock MMI style interviews, group interviews and panel interviews with Year 13 students in preparation for upcoming university interviews.
- Run BMAT/UKCAT support sessions for students at the end of Year 12/start of Y13 to support students preparing for university entrance exams
- Support students with writing personal statements including tips on how to write personal statements and reading through draft copies
- Coordinate work experience with Imperial College and support students in work experience applications
- Organise wider reading clubs/journal clubs with year 12 and year 13 students regularly throughout the term.

## **Class teacher responsibilities**

### **Achievement**

#### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### **Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

### **Teaching**

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

#### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**Behaviour****Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when

**Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school**

- Undertake the role of a form tutor providing first level of pastoral support & intervention on behavioural and academic support issues
- Teach the pastoral programme & support students within the tutor group in self-evaluation & academic review processes.
- Ensure that the tutor group engages fully with the wider life of the school including chaplaincy reflections undertaken in tutor time
- Support & engage students in whole school worship (assemblies & communion services)

**Other****Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## Key measures of success

- % of students progressing onto A level science courses
- % of students achieving grade 9 at GCSE & A\* at A-Level
- High number of applications/offers for dentistry, medicine, and veterinary sciences
- VA of advanced sets at KS4

## Person specification

	Essential	Desirable
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• University Graduate with a good degree in your subject</li> <li>• Qualified Teacher Status</li> <li>• You must be able to teach Science up to GCSE</li> <li>• Successful experience as a Science teacher within a high achieving secondary school</li> <li>• A proven record of success in raising standards</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• Knowledge of the requirements of the National Curriculum and KS3/4/5 courses</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• An ability to develop effective curriculum resources in your subject to meet the needs of the full ability range</li> <li>• 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.</li> <li>• An understanding of the processes and techniques required to assess record and report students' learning effectively</li> <li>• A commitment to the principles and practices of Assessment for Learning</li> <li>• A commitment to developing Literacy and ICT in your subject</li> <li>• An ability to use ICT programmes and packages to promote learning</li> <li>• An understanding of the role of your subject within the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development</li> <li>• An understanding of the importance of, and a willingness to participate in, extra-curricular activities.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate and model the values of the Twyford Trust</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• An ability to work within, lead and motivate a team</li> <li>• An ability to generate enthusiasm for your subject</li> <li>• Committed to the highest standards in all areas of school life (behaviour, academic, enrichment)</li> <li>• Strong grasp of contemporary educational issues</li> <li>• A proven team worker with a very strong commitment to collaboration</li> <li>• Has outstanding communication and inter-personal skills</li> <li>• Able to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management/ able to multi task</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> <li>• Clarity of vision/strategic thinker</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

*The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and*

*Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-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.*