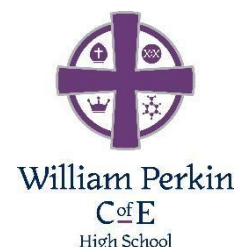




Twyford Church Of England Academies Trust

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



William Perkin Church of England High School

Job Description

Job Title:	Science Teacher with additional responsibility for the Medics Scholars Programme
Grade:	Main professional grade plus TLR 2a (£3,527pa)
Line Manager:	HOD Science + TAP Lead
Supervisory responsibility:	N/A

Main purpose of Post

- To achieve outstanding examination results for all classes taught
 - To lead an outstanding tutor group within a pastoral year team
 - To promote the school's ethos and vision through, for example, active engagement with the school's house system
 - To create an outstanding KS5 wider learning programme for students looking to pursue futures in medicine, ensuring an outstanding number of students progress onto the relevant pathways.
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Outcomes

Wider Learning

- Responsibility for the design and delivery of the Medics Scholars Programme
- Responsibility for ensuring outstanding wider learning opportunities relevant to the field of medicine are available to KS5 students

Leadership

- Liaise with relevant departments to refine and deliver the Medics Scholar Programme
- Oversee staff supporting EPQs relating to BSc subjects
- Support UCAS process, including preparation for additional examinations and interview practice, for relevant cohort
- Liaise with Head of Sixth Form to ensure STEM, especially medicine, careers and pathways are signposted in the pastoral programme

Achievement

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Monitor number of students progressing on to appropriate post-18 pathways
- Monitor number of interviews and medicine/dentistry offers achieved by the cohort

Teaching

- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons

- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Liaise with HODs to ensure STEM, especially medicine, careers and pathways are signposted in relevant curricula

Behaviour

- Manage behaviour effectively to ensure a good and safe learning environment
- Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

Specific responsibilities and tasks

Wider Learning

Responsibility for the design and delivery of the Medics Scholars Programme

- Liaise with relevant subject leaders/key stage coordinators to refine and sustain the long term plan for the Medics Scholar Programme
- Organise the delivery of half-termly lectures (guest speakers or internal delivers)
- Design and deliver applying for 'post-18 medicine' workshops
- Make links with industry to support students in gaining relevant work experience
- Undertake 1:1 meetings with Medics scholars on a regular basis
- Monitor attendance at Scholar Programme lectures and workshops

Responsibility for ensuring outstanding wider learning opportunities relevant to the field of medicine are available to KS5 students

- Make links with industry to support students in gaining relevant work experience both outside of school and during Y12 Work Experience week
- Contribute to wider reading newsletter
- Make links with external agencies to enhance the super-curricular opportunities available
- Organise and undertake extra- and super-curricular trips e.g. university visits relevant to the field of medicine
- Support a small number of students undertaking EPQs relating to medicine if appropriate, at the discretion of the TAP coordinator
- Identify Year 10/11 students with an interest in medicine and healthcare and provide opportunities for extra-curricular activities

Leadership

Liaise with relevant departments to refine and deliver the Medics Scholar Programme

- Liaise with relevant subject leaders/key stage coordinators to refine the long term plan for the Medics Scholar Programme and ensure this is sustainable
- Support internal and external agencies with delivery of the Medics Scholar Programme
- Make links with external agencies e.g. additional programmes or visits to enhance the programme
- Make links with and organise external speakers
- Oversee staff supporting EPQs relating to BSc subjects
- Supervise at least 2 EPQs

Support UCAS process, including preparation for additional examinations and interview practice, for relevant cohort

- Oversee preparation of students for the UCAT exam required for applying to study medicine and dentistry - liaise with HOYs12/13
- Oversee preparation of students for additional interview practice required for students applying to study medicine and dentistry - liaise with HOY13

Liaise with Head of Sixth Form to ensure STEM, especially medicine, careers and pathways are signposted in the pastoral programme

- Support Head of Sixth Form in refining resources for the pastoral programme where necessary
- Ensure CIAG information in the pastoral programme is kept up-to-date and changes are made in line with changes in education/progression routes
- Support Head of Sixth Form in designing differentiated CIAG sessions, depending on students' chosen pathways
- Design pastoral programme resources to support the Tutor Team deliver appropriate medicine- related CIAG where necessary
- Where required, deliver training to KS5 tutors with regards to STEM CIAG

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

Monitor number of students progressing on to appropriate post-18 pathways

- Liaise with Director of Sixth Form to update and maintain destination database
- Liaise with Director of Sixth Form to maintain, and develop effective use of, alumni database
- Analyse annual data to evaluate success of Medics Scholar Programme and refine where necessary
- Maintain communication with former students undertaking a gap year for re-applications; complete reference requests where necessary and monitor outcomes where possible.

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

Liaise with HODs to ensure STEM, especially medicine, careers and pathways are signposted in relevant curricula

- Liaise with relevant Key Stage coordinators to ensure curriculum makes overt links with STEM/medicine CIAG
- Deliver training to KS5 teachers in making links between curricula and CIAG

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 required

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.

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

The nature of this Job Description is subject to changes that will take place as the Science Department moves to envelop the needs of the students at William Perkin.

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2013); these also apply to all management post holders.

Key measures of success

- Attendance at Scholar Programme lectures and workshops
- Destination database complete and shows all students on a relevant pathway
- Number of interviews and offers for medicine/dentistry applicants
- External and internal examination results against target of all teaching groups
- Progress and engagement of tutor group

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • University Graduate with a good degree in your subject • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further professional development
Knowledge and Skills	<ul style="list-style-type: none"> • Knowledge of the requirements of the National Curriculum • An understanding of recent curriculum and teaching/learning developments • Knowledge of relevant field(s) i.e. medicine, dentistry, veterinary science and related university pathways • An understanding of the strategies required to motivate and enthuse all students across the ability range 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 • Experience of the use of student results analysis outcomes to inform practice and target improvement • A degree of ICT literacy and an awareness of its potential 	<ul style="list-style-type: none"> • Medicine or related degree
Relevant Experience	<ul style="list-style-type: none"> • Experience of teaching the National Curriculum in your subject in at least two key stages 	

	<ul style="list-style-type: none"> • Experience of leading a tutor group • An awareness of whole school issues 	
Personal Qualities	<ul style="list-style-type: none"> • A vision of how effective student support can impact on individual and whole school achievement • Ability to lead and inspire students and staff • A firm approach to discipline, and good classroom management skills • The ability to work under pressure and meet deadlines • The ability to maintain confidentiality as appropriate • A sense of humour • An ability to generate enthusiasm for the subject • A high level of personal organisation and good communication skills • A commitment to personal and whole school development • Willing to contribute to the rich life of the school, including its extra-curricular offer 	<ul style="list-style-type: none"> • A practising Christian

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.