



Twyford Church Of England Academies Trust

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



Ada Lovelace CE High School

Job Description

Job Title:	2 i/c Science
Grade:	Main Professional Grade + TLR 2c (£8,611pa)
Line Manager:	Head of department
Supervisory Responsibility:	Classroom teachers

Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within the Science department at Ada Lovelace CE High School

- ensure all aspects of the schemes of work, curriculum and lesson level resources in science undergo regular review and quality assurance to support consistent, high quality lesson delivery
 - support the development of science teaching within the department through training, mentoring and coaching
 - examination outcomes are exemplary in KS4 science
 - support and oversee a rich wider learning offer in all key stages
-

Outcomes

Achievement

- Achievement in Science is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding in GCSE Science
- Achievement and progression are outstanding in T-Level Science

Teaching

- Curriculum and assessment frameworks are clear and support outstanding progression
- All Schemes of work and all curriculum resources are outstanding and provide appropriate support and challenge to all students
- All staff are confident and consistent in the adaptation and delivery of centrally planned resources
- Standardised homework and quarterly assessments are robust, capture assessment objectives well and prepare students for progress and progression

Behaviour

- Student conduct within science lessons is uniformly outstanding

Leadership

- There is a clear vision for the development of the science curriculum
- There is a clear vision for the enjoyment of Science and engagement beyond the academic curriculum and school day.
- Responsibilities for staff development, training and mentoring

Other

- Wider learning offer is outstanding
- The most able students have appropriate stretch and challenge
- Online learning tools and resources are regularly updated and used effectively. Students and staff are trained adequately to ensure maximum effectiveness of online learning tools.

Specific responsibilities and tasks

Achievement

Achievement at all key stages is effectively monitored and areas of weakness are identified and addressed

- Analyses of results (under guidance of the Head of Science) to monitor progress of students and cohorts (including Pupil Premium) after each key assessment.
- Responsibility for using department tracking systems effectively across Science, under the direction of the Head of Science.
- Provide regular feedback to the Head of Science about progress of students, and to discuss issues with delivery and progress as they arise.
- Responsibility for system for identification of student causes for concern.
- Responsibility for supporting Head of Department in evaluating prior attainment of students on entry.
- Support class teachers to address underachievement.
- Celebrate student successes.
- 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

- Review and improve the curriculum framework for the department
- Liaise with Head of Department over proposed course changes
- Collaborate with Trust Lead and counterparts to ensure that the standardised assessments are available for teachers ahead of termly assessment points, including mark schemes and student feedback sheets
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit planners are clear and provide an appropriate framework for the delivery of lessons which ensure all students make expected progress
- Ensure that the differentiated schemes of work and associated resources are refined and improved as part of a regular assessment and review process
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour
- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks of student planners etc.)

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

- 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 best practice guidance/exemplars in relation to teaching and learning are shared

Behaviour

Student conduct and learning behaviour within the key stage is uniformly outstanding

- 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 Science (e.g. work scrutiny/book looks)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used.

Leadership

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

- Ensuring all staff understand the vision for improving the curriculum and are well-trained to support its development.
- Development and management of the wider learning offer is outstanding.
- Undertake performance management of members of the department where required.
- Support Head of Science in taking forward formal staffing procedures as required.

Post-holders within the department are well supported to carry out their roles

- Support HOD in performance management of staff
- Undertake regular coaching and mentoring of department members
- Ensure all key stage teachers are confident and consistent in their use of department-wide systems
- Effective management of support staff as required by HoD (Teaching Assistants / Technicians)
- Support with the regular review and implementation of all Health and Safety procedures, Laboratory practices and Risk Assessments

All teachers within the delivery teams use departmental and whole school systems consistently and well

- Liaise with Head of Science in reviewing the handbook of departmental practices (electronically and in hard copy)
- Monitor day to day classroom practices to ensure they are in line with stated policies

Other

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

Mainscale 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

- 75% of students on target in internal /external assessments
- Internal VA measures
- Successful performance management
- Quarterly analyses completed
- Quality assurance of the curriculum leads to all staff delivering consistently high quality lessons

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good Science degree • Qualified Teacher Status • Relevant successful experience as a teacher within a high achieving secondary school • A proven record of success in managing colleagues • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery • A record of delivering top grades at GCSE/A-Level/T-Level • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design • 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 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 ensure progression 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 skills • 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. • Very strong academic background in a core science • Successful experience of managing whole school change •
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate & 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 the Science • An ability to provide a challenging learning environment for the most able and enthusiastic students 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal 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 	
--	--	--

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>. The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.