



## 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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### Head of Biology – Twyford CE High School

#### Job Description

<b>Job Title:</b>	<b>Head of Biology</b>
<b>Grade:</b>	<b>Main Professional Grade + TLR 2c</b>
<b>Line Manager:</b>	<b>Associate Head-teacher</b>
<b>Supervisory Responsibility:</b>	<b>Department post-holders</b>

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#### Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within the Biology department

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#### Outcomes

##### Achievement

- Achievement at all key stages and in all courses is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at all key stages

##### 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 department is outstanding

##### Behaviour

- Student conduct within the department is uniformly good

##### Leadership

- There is a clear vision for the enjoyment of Biology
- Post-holders within the department are well supported to carry out their roles

##### Other

- Biology Wider Learning Programme is a model of outstanding practice
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#### Specific responsibilities and tasks

##### Achievement

**Achievement at all Key Stages and in all courses is effectively monitored and areas of weakness are identified and addressed**

- Responsibility for subject tracking systems across all key stages
- Responsibility for internal system of progress reporting to faculty meetings by post holders /teachers
- Responsibility for system for identification of student cause for concern

- Responsibility for system for identification of more general concerns
- Responsibility for evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Responsibility for ensuring students setting arrangements are effectively set up and sustained

#### **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**

- Review and maintain the curriculum framework for the subject at all key stages and for all Biology pathways
- Liaise with the 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 in place for each key stage
- 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**

- 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 leading the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Audit 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**

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks/conduct points) 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**

- Agree subject 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 Biology
- Address 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 Biology**

- Overall responsibility for subject development planning
- Coordinate KS5 assessment alignment with other trust schools
- Development and management of the Biology wider learning offer
- Support and encourage students to progress to further and higher education or training in Chemistry related courses (including organisation of wider learning programmes support of students preparing for additional university admission tests)
- Support student leaders to plan and deliver enrichment activities i.e. interform

### **Teachers within the subject are well supported to carry out their roles**

- Overall responsibility for performance management of staff in Biology
- Undertake regular coaching and mentoring of teachers in Biology
- Ensure all teachers are confident and consistent in their use of subject-based systems
- Effective management of support staff (Teaching Assistants / technicians)
- Responsibility for all Health and Safety procedures

## **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.*

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## **Key measures of success**

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of students on target in internal / external assessments
- External Evaluation Systems (Alps and Alis at KS5 and FFT5 at KS4)
- Internal on/off track measures
- Uptake of Biology at KS5
- Progression of students to Biology related courses in Training, FE or HE
- Gap analysis between cohorts shows no significant differences

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• University Graduate with a good degree in Biology</li> <li>• Qualified Teacher Status</li> <li>• You must be able to teach any departmental specialism up to GCSE</li> <li>• Successful experience as a teacher of Biology within a high achieving secondary school</li> <li>• A proven record of success in raising standards</li> <li>• Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• Experience of curriculum design</li> <li>• Successful experience of managing whole school change</li> <li>• Successful experience of team leadership and management of staff</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 Biology 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 Biology</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 this subject</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

	<ul style="list-style-type: none"> <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 interpersonal 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>	
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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.*