

Job Description (2nd in charge of Department)



Development of staff to achieve excellent T&L
Support members of their team with appropriate, targeted opportunities for professional development, including ECTs & trainees
Support the Head of Subject to deliver subject specific CPD that enhances classroom practice
Support the team to build and sustain relationships which develop and share good practice and improve performance
Development of curriculum
Continual refinement of curriculum to reflect the needs of the cohort whilst still keeping in line with NC (or going beyond). Possibly at one particular key stage
Keeping up to date with subject changes and being responsive to these
Holding to account by monitoring & challenging performance
Useful & productive regular line management
Timely completion of appraisal documentation with high quality targets for improvement
Tracking and supporting teachers in their subject
Evaluate performance accurately & effectively
Student engagement in subject
Supporting the Head of Subject with the monitoring behaviour for learning in your subject
High attendance to extra curricular clubs
Success rate
Alongside the Head of Subject ensure monitoring, QFT and precise interventions to increase chances of our young people performing at or above the rates of their peers nationally
Alongside the Head of Subject ensure monitoring, QFT and precise interventions to increase the chances of specific groups (SEN, SEN and EAL) performing at or above the rates of their peers nationally
Effective data analysis & actions to improve progress
Uses data from 4Matrix and subject analysis trackers to understand performance for cohorts beyond their own classes.
They draw insightful conclusions at curriculum level and act on these to improve progress
Assessment process that supports progress (link to assessment policy)
Has a detailed understanding of formal assessment within the subject.
Ensures that grade criteria is shared with teachers & therefore students for any relevant assessments they have oversight of
Accurate & reflective grade boundaries are in place
Support in the leadership of a rigorous moderation of assessments with colleagues
Clear feedback from assessments is given and time allocated for students to respond to it
Effective Management of resources
Be aware of the effective management of department capitation throughout the year
Suggest and plan ahead for future curriculum needs where appropriate
Planning for improvement
Work alongside the Head of Subject on impactful completion and review of departmental improvement plans
Working collaboratively
Realise the benefits of collaborating with others, including teachers, teaching assistants and non teaching staff, other schools within the Trust, parents/ carers and other organisations

Job Description (Teacher)

Managing the Environment/Behaviour/Routines
As practitioners we understand that behaviour is a communication, so although the teacher is responsible for behaviour in the class they will communicate on CPOMS where needed to ensure that tutors and pastoral staff have a holistic view of students
Positive, purposeful classroom climate is well- established and consistent for all groups. Students develop confidence as learners because there is a strong culture of error.
Classroom displays are stimulating for learners, strike an appropriate balance for a variety of learners & kept up to date
The teacher develops student's belief in themselves and their relationship with the subject. They consistently role model the behaviours they expect of students.
Student's books demonstrate pride in the quality and quantity of work.
Incidents of disruption are rare because the teacher manages behaviour proactively. They are consistent in their responses to student's behaviour. The teacher intervenes early and effectively to prevent escalation.
The teacher has consistently high expectations for behaviour and applies consequences and rewards consistently in all classes and groups, so students feel safe and secure. They link consequence and reward to learning so that students understand the impact of behaviour on learning. They attend RAs. They support their colleagues in upholding policies and systems.
Routines are embedded to maximise learning time, and used to create a comfortable and safe learning environment to minimise stress. Students are very responsive to teachers' instructions and cues.
Sequencing and Modelling
Set tasks with clear goals that stretch and challenge pupils of all backgrounds, that have clear outputs and timescales
Present new material using small steps
Provide models and scaffolds, including for pupil talk.
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
Know when and how to differentiate appropriately, understanding the needs of all pupils, employing strategies that are specified in individual's Passports using approaches which enable pupils to be taught effectively, such as visual prompts or writing frames.
The teacher contributes their curriculum and subject knowledge to create effective lessons which are rigorously planned and sequenced with a challenging objective. The content, which includes homework, is differentiated to take account of different starting points, and rates of progress
They ensure that student's thinking is focused on key ideas and they make explicit links between new content and core concepts. Ideas are interleaved.
Key vocabulary is explicitly taught, pre taught, displayed, defined and revisited often. Lists of appropriate level key terminology are provided to students in advance and shared with other colleagues (TA's) where necessary.
Stages of Practice
Guide student practice, possibly using 'I do, We do, You do'.
Obtain high success rate when checking on learning during the lesson (80%)
Build towards independent practice in lessons.
Questioning, Feedback & assessment
The teacher uses a wide range of strategies, including questioning, to check for understanding during lessons against a model of success to gain insight into whole class understanding.
The teacher diagnoses gaps in student's knowledge accurately during lessons and adapts their teaching in response.
The teacher prepares and executes opportunities to check knowledge retention over time and are able to make changes to ongoing lesson and unit design.

Feedback to students is focused and precise and they are given time to improve.
The teacher makes consistently accurate and robust judgements about student's performance in assessments. In KS4, the teacher knows where students are performing against national expectations.
The teacher uses data to quickly identify patterns and issues. They rapidly respond with appropriate strategies.
Promote good progress and be accountable for student outcomes
Make accurate and productive use of both formative and summative assessment
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback as per the marking policy
Reviewing Material
Daily review - use of starter to check prior learning, Weekly and Monthly review used to interleave
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
Being an effective Form Tutor
Follow the tutor rota and be a positive example for the pupils
Set the 'tone' everyday, by creating a positive ethos, establishing good pupil/teacher and pupil/pupil relationships, encouraging a good form group spirit and identity aligned to the schools own values and based on success, aspiration and learning together.
Encourage high standards of work, behaviour and uniform and liaise with the Heads of Year over concerns.
Monitor attendance, rewards and sanctions, making contact with home when necessary.
Celebrate success and sanction when needed.
Provide notices, complete Skodel check ins and ensure that students are kept abreast of what is happening in the world through The Week.
Encourage students to live the 'GREAT' values by communicating regularly the examples and evidence needed to demonstrate them. Monitor the evidence and reward success.
Tutors have access to tutor group CPOMS and should be proactive and reactive to the needs of their group to ensure wellbeing is high.
As a vertical tutor, we will encourage debate and competitions through the activities in the week. Older students will be used as mentors to support younger students and GREAT values will be encouraged.
Deliver a high quality PDW curriculum, ensuring that students understand its importance and value.
CPD and Professional Development
Attends at least 1 CPD Wednesday per half term and 1 subject specific CPD.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Personal Specification

Qualifications and Experience	Essential or Desirable	Evidence Source
Qualified Teacher Status	Essential	A
Enthusiasm for Science, and the ability to communicate this enthusiasm to students	Essential	A, I
Experience and success in the delivery of a Science at various Key Stages	Essential	A, I
Experience and success in the delivery of GCSE Science	Essential	A, I
Experience and success in teaching classes with children of all needs including SEND, PPG, EAL and More able	Desirable	A, I
Knowledge, skills and abilities	Essential or Desirable	Evidence Source
Good academic knowledge and understanding of Science	Essential	A, R, I
Good pedagogical knowledge and understanding of Science, particularly in relation to progress and student outcomes in Science	Essential	A, R, I
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	Essential	A, I
Good behaviour management skills	Essential	A, R, I
Effective planning and organisational skills	Essential	A, R, I
Effective written and spoken communication skills	Essential	A
An understanding of safeguarding requirements and a commitment to the prevention and protection of young people in your care.	Essential	A, R, I
Personal Qualities	Essential or Desirable	Evidence Source
Awareness of data protection, security and confidentiality and safeguarding	Essential	A, R
An effective team worker	Essential	A, R, I
Professionalism and takes pride in their work	Essential	A, R, I
Resilience	Essential	A, R
A 'can do' attitude that embraces change and is solution focused	Essential	A, R, I
A proactive practitioner who is a self starter	Essential	A, R
A reflective practitioner always seeking to improve performance	Essential	A, R, I
Commitment to outstanding inclusive comprehensive education	Essential	A, R, I
A willingness to offer extra-curricular activities	Essential	A, I
Preparedness to undertake relevant CPD to enhance teaching	Essential	A, I

* Method of Assessment: A = Application Form; I = Interview; R = Reference

Signed: _____

Dated: _____