

<b>JOB DESCRIPTION</b>	
<b>Post Title:</b> Classroom Teacher	<b>Responsibility:</b> Key Stage Coordinator in Science
<b>Grade:</b> Main Pay Range - UPS (Inner London)	<b>Responsibility Allowance:</b> TLR2A
<b>Faculty:</b>	Science
<b>Responsible to:</b>	Director of Learning
<b>Responsible for:</b>	Department staff; the provision of an appropriate learning experience for all students in the key stage; outcomes for students in the key stage
<b>Liaising with:</b>	Senior Leadership Team, Director of Learning, Heads of Year, teachers, support staff, parents, colleagues across the Mulberry family of schools and external parties.
<b>Date:</b>	November 2018

### **MAIN PURPOSE OF THE JOB**

1. To provide professional leadership for a key stage in Science and to contribute to faculty leadership.
2. To inspire and support all faculty members to achieve high-quality teaching, effective use of resources and excellent learning and progress for all students.
3. To raise standards of student achievement in the relevant key stage in Science.
4. To lead, manage and develop the key stage in Science, ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum, in accordance with national requirements and the aims and priorities of the academy.
5. To monitor and support the overall progress and development of students within the key stage in Science and as form tutor.

You are required to carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and such specific additional duties which form part of this job description.

## **MAIN RESPONSIBILITIES**

The position will carry with it the following responsibilities:

### **Strategic and operational direction and development**

1. Support the Director of Learning in leading and motivating Science teachers to create an effective team and positive working environment that fully reflects the academy's ethos.
2. Contribute to the development and implementation of strategic plans, policies and practices for Science which reflect the academy's commitment to effective teaching and high achievement for all.
3. Work collaboratively with colleagues to develop strategies to ensure Science achievement targets are met.
4. Analyse and interpret data to evaluate progress against targets and identify underachievement to inform pedagogy, intervention, curriculum development and resourcing.

### **Curriculum provision and development**

1. Ensure the delivery of an appropriate, comprehensive high-quality curriculum for the key stage in Science that provides continuity and progression in all students' learning.
2. Ensure the development of effective schemes of learning, resources, learning and teaching strategies and marking and assessment practice within the key stage in Science.
3. With the Director of Learning, ensure Science teachers' awareness of and expertise in all requirements of any qualifications relevant to the key stage.
4. Ensure effective cover work in the event of teacher absence from the key stage.

### **Teaching, learning and assessment**

1. Ensure schemes of learning and assessment plans are consistently implemented within the key stage.
2. Provide guidance and support in the development of teaching methodologies for the key stage and maintain agreed standards of practice.
3. Contribute to the effective development of students' independent and collaborative learning skills.
4. Build a shared understanding of standards in the key stage through moderation activities and reviews of students' work and assessment data.

### **Quality assurance and management information**

1. Contribute to monitoring and evaluation of the Science faculty in line with agreed academy procedures.
2. Support the faculty's collection of accurate and timely data, take appropriate action on issues arising in the key stage, and produce evaluative reports as required.
3. Work towards the achievement of challenging targets for the key stage.
4. Contribute to the faculty's procedures for lesson observation and the professional development which follows.

### **Communication and promotion**

1. Ensure effective communication with parents in the key stage.
2. Contribute to the development of links with feeder and partner schools, universities and community groups as relevant to the key stage.

### **Teaching**

1. Undertake an appropriate programme of teaching in accordance with the duties of a Main Scale teacher.

### **Pastoral**

1. Take individual responsibility for safeguarding and promoting the welfare of students.
2. Monitor and support student attendance
3. Act as a Form Tutor and carry out the duties associated with that role, as outlined in the generic job description.
4. Contribute to PSHE and citizenship education.
5. Support the implementation of the Behaviour Management system, including rewards and sanctions, in the faculty so that effective learning can take place.

### **Additional duties**

1. Play a full role within the life of the academy community, support its ethos and encourage all staff and students to follow this example.
2. Promote and support all school policies.
3. Continue personal professional development.
4. Undertake any other duty as specified by STPCD not mentioned above.
5. Contribute to extra-curricular activities.

### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Academy's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

### **COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

### **SAFEGUARDING**

Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

### **HEALTH AND SAFETY**

The Health and Safety at Work Act (1974) places duties on all employees:

- to take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work;
- to co-operate with the Head Teacher to enable her to carry out her duties as key manager and comply with all relevant Health and Safety legislation;

- not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare;
- to care for and oversee the appearance of the building;
- to assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

*This job description is correct at November 2018 and may alter over time as the needs of the academy change. The job description will be discussed as part of the academy's appraisal policy and may be amended after discussion with the post holder.*

**Signed:** \_\_\_\_\_  
**Postholder**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
**Responsible Officer/Principal**

**Date:** \_\_\_\_\_

## PERSON SPECIFICATION

<b>Post Title:</b>	<b>Classroom Teacher</b>
<b>Responsibility:</b>	<b>Key Stage Coordinator in Science</b>
<b>Education, Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• A degree in Science or related subject</li> <li>• Qualified teacher status.</li> <li>• Has recent, relevant experience of teaching to a high standard in secondary education</li> <li>• Has recent experience of teaching A level Science subjects (<i>desirable</i>)</li> <li>• Recent and relevant professional development.</li> </ul>
<b>Knowledge, Skills &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of current national policies, curriculum development, qualifications and statutory frameworks relevant to Science</li> <li>• A sound understanding of pedagogy and assessment in Science and of strategies that will contribute to further raising students' attainment</li> <li>• Ability to communicate effectively, orally and in writing, with a range of audiences.</li> <li>• Proven leadership, administrative and organisational skills.</li> </ul>
<b>Planning, Teaching &amp; Class Management</b>	<ul style="list-style-type: none"> <li>• An infectious enthusiasm for Science</li> <li>• Plans teaching to achieve progression in all students' learning, and able to build this practice in others.</li> <li>• Confident in the use of assessment data, tracking and target setting to raise attainment at individual student, group and cohort level.</li> <li>• Has high behaviour standards</li> </ul>
<b>Monitoring, Evaluation &amp; Review and Accountability</b>	<ul style="list-style-type: none"> <li>• Skills and aptitude to lead colleagues and to be accountable for the outcomes for a key stage.</li> <li>• Astute evaluation skills and capacity to lead others in improvement</li> <li>• Ability to work under pressure, prioritise and meet deadlines</li> </ul>
<b>Other Professional Requirements</b>	<ul style="list-style-type: none"> <li>• Is determined to promote a culture that celebrates success.</li> <li>• Commitment to, and understanding of, inclusion</li> <li>• Strong interpersonal skills and enjoys being part of a team</li> <li>• Presents a positive role model to staff and students, including excellent attendance and punctuality.</li> <li>• Ability to work with parents</li> <li>• Willing to initiate and participate in extra-curricular activities and to be involved in wider academy life.</li> </ul>
<p><b><i>This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.</i></b></p>	