**Teesdale School**

**and Sixth Form Centre**

Second in Science

# JOB DESCRIPTION

 “Our vision is to be an outstanding and vibrant school of which Teesdale is proud; the first choice for students, parents and carers, staff and the wider community.”

*This is supported by our ethos of inspiration, collaboration and celebration.*

## Inspiration

Inspire young people and all staff

## Collaboration

Work collaboratively with staff, students, parents and other stake holders

## Celebration

Celebrate the successes of all students and staff

# post requirements

**Lead Improvement**

*To be accountable for:-*

* To secure at least good provision in Science through effective support of the Subject Leader.
* To implement, monitor and develop a shared subject vision based on the ethos of inspiration, collaboration and celebration.
* To monitor and evaluate a subject improvement plan.
* To monitor and evaluate a quality assurance programme. The QA programme must include:-
  + Formal lesson observations.
  + Walk throughs – both to monitor provision and provide CPD opportunities.
  + Work scrutiny – to establish the ‘typicality’.
  + Pupil voice – to establish ‘typicality’.
  + Planning scrutiny – to establish ‘typicality’.
  + An evaluation of impact.

*To support the Subject Leader of Science to:-*

* Implement the subject vision.
* Produce a self-evaluation document.
* Produce a subject improvement plan.

**Improving Achievement**

*To be accountable for* *(with reference to a particular Key Stage or course as directed by the Subject Leader)* *:-*

* The outcomes of all pupils
* The performance of teaching staff in relation to the outcomes of their classes.
* The analysis of performance within at each data capture and after each set of external examinations. To include:-
  + Comparison with national benchmarks.
  + Progress of specific groups of learners (in particular those who have SEND, the most able and those who qualify for the Pupil Premium) and an analysis of any gender differences.
  + Progress of classes and differentials between these.
  + Variations in the quality of different course components.
* The development, implementation, monitoring and evaluation of intervention plans to support the improvement of outcomes within Science

*To support the Subject Leader of Science to:-*

* Provide a suitable curriculum that secures high levels of engagement and outstanding outcomes for Science pupils.
* Improve outcomes in all Science courses as appropriate

**Improving the Quality of Teaching**

*To be accountable for :-*

* The identification of underperformance in teaching standards.
* The development, implementation and monitoring of high quality schemes of learning and progress (SoLP).
* The implementation and monitoring of the school’s behaviour and rewards policy.
* To monitor the quality of homework over time. Ensure homework supports learning and progress over time.

*To support the Subject Leader for Science to :-*

* Secure consistently “good” or “outstanding” teaching in all key stages.
* Analyse the attitude to learning of students across the subject and develop intervention plans which may include liaison with the SENCO and/or Heads of Key Stages where appropriate.
* Development, implementation, monitoring and evaluation of:-
  + A feedback policy that supports learning and progress over time.
  + A literacy, numeracy and ICT policy that supports learning and progress over time.
* Development, implementation, monitoring and evaluation of a subject based CPD programme that ensures equality of opportunity.

**Managing the Subject**

*To be accountable for :-*

* To celebrate and recognise good practice.
* To hold team members to account to the “Fixed” expectations of the School.
* To maintain an outstanding climate for learning in the subject area.
* To ensure compliance with Health and Safety legislation.
* To support induction for new staff.

*To support the Subject Leader for Science to :-*

* Ensure that examination entries are accurate and submitted on time.
* Manage the subject budget and resources effectively to secure at least “good” provision.
* Deploy staff appropriately to secure high quality provision and professional development.
* Ensure that reports and data are completed in-line with expectations and on time.

**Creating a Vibrant Community**

*To be accountable for:-*

* To model consistently “good” or “outstanding” practice in the classroom.
* To model the behaviours described in the school’s high expectations.

*To support the Subject Leader for Science to:-*

* Lead effective subject based meetings that improve the quality of provision.
* Communicate key messages from the Senior Leadership Team to people in the subject area. To monitor that these messages have been understood and are being implemented.
* To organise and deliver key calendared events that promotes the subject (E.g. Year 6 Open Evening, Sixth Form Open Evening, Year 12 Presentations Evening).
* To organise and deliver extra-curricular opportunities that promotes the subject and encourages student participation. To evaluate the impact of these on different groups of pupils especially SEND pupils; the most able and those in receipt of the Pupil Premium.

# Safer recruitment

Safeguarding Statement: Teesdale School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, governors and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

In accordance with regulations, the School will carry out a check with the Disclosure and Barring Service as to the existence and content of a criminal record of persons appointed to posts giving substantial opportunity for access to children. Any information will be treated in the strictest confidence and will be considered only where it is felt to be relevant to a particular job or situation. Your permission will be sought to carry out the disclosure procedure following an offer of appointment but you should note that refusal to give permission could prevent confirmation of your appointment.

You will need to attend school soon after the offer of appointment with some or all of the following documents:

Passport / Driving Licence / Utility Bill / Birth Certificate / Marriage Certificate / NI Evidence /

Copies of Qualifications.

The appointment is also subject to obtaining satisfactory references.

Teesdale Academy is an Equal Opportunity Employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications from candidates with disabilities will be granted an interview if the essential job criteria are met.

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# Person Specification

|  |  |
| --- | --- |
| The following qualities are **essential** for applicants | The following qualities are **desirable** for applicants |
| * A good honours degree in a Science subject. * QTS specialising in Science. * Clear understanding of recent assessment and curriculum issues in Science. * Evidence of recent professional development including specific preparation for a leadership role. * Evidence of achieving strong outcomes with classes. * A consistently excellent classroom teacher who meets all of the teaching standards. * The desire to develop professionally as a teacher and leader. * The ability to:-   + mentor and coach colleagues to deliver better lessons   + plan detailed schemes of work that enable students to make strong progress over time.   + build a high performing team and to hold others to account.   + foster a classroom atmosphere in which learning is taking place.   + transmit personal enthusiasm for the subject to students. * Remain solution focused in order to improve the quality of Science provision. | * A-level teaching experience. * A leadership role with a line management responsibility. |

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Information about the science department

# Staff members

* There are currently 9 members of teaching staff within the department and 2 dedicated Science Technicians. Our staff includes specialist Biology, Chemistry, Physics, and Psychology teachers and we operate very much as a team. Our ethos is one of openness, support and honesty in our teaching. This allows us to identify any potential problems early and support each other so that student progress is driven at the fastest possible rate.

# the Science department

* In joining us you should expect to be part of a vibrant and developing team who will support you and expect your support in return. If you would like to join us we would be delighted to review your application.
* The science department is situated in a suite of 8 laboratories each fitted with a digital projector and interactive whiteboard. 3 of these are located on the second floor which acts, in part, as a sixth form specific teaching location.
* There is a dedicated Science department workroom with a conference table providing an excellent space for collaborative working.
* All teaching in Science is delivered using our T&L framework. Each lesson should follow the progress of ***Checking Foundations***, ***Presenting New Information***, ***Constructing Understanding*** with a range of tasks followed by some form of assessment where pupils can ***Apply*** what they have learned and ***Demonstrate*** their understanding. The lesson should always conclude with a form of summary, feedback or reflection before showing the link to the next lesson. Departmental PowerPoint slides support this process and we have a wealth of good practice available to staff as we actively share good practice.

## KS3 Science

* We employ a **2 year KS3 model** which is common to all departments in the North East Learning Trust with common assessment points at the end of each term.
* Overarching themes for KS3 are:-
  + *The use of practical work to ensure that student have a sound grasp of the laboratory skills they will require as the progress in science. These are chiefly, a sound knowledge of laboratory techniques, a working understanding of how risk assessments from a critical part of the safe running of a practical task and the collecting and recording of data in an accurate and clear way.*
  + *The development of mathematical skills ready for the KS4 curriculum; specifically,*
  + *the ability to manipulate data, calculate averages and plot graphs and charts.*
  + *the ability to use given formulae to calculate values and the ability to rearrange those formulae to solve for other variables.*
  + *The development of the key knowledge and understanding required to build a solid foundation on which KS4 can build. This is achieved through a ‘spiral’ route through the course where topics are returned to several times as additional information is built onto existing concepts.*

## KS4 Science

* Year 9 begin the AQA Science (9-1) qualification. Students study either the Combined Science Trilogy course or Biology, Chemistry, and Physics. The separate Sciences are an option for students giving them additional curriculum time to help master the content and to prepare them for study at A-level.

## KS5 science

* The following A-level courses are offered at AS and A2
  + *Biology (OCR A)*
  + *Chemistry (OCR A)*
  + *Physics (OCR A)*
  + *BTEC Level 3 in Applied Science*
  + *Psychology (AQA)*
* We use bespoke ‘Schemes of Learning and Progress’ (SoLP) that are written in house and in collaboration with other schools within the North East Learning Trust. We have a policy of teaching for understanding rather than ‘to the test’.