

JOB DESCRIPTION

SCIENCE TEACHER

Job Title:	Science Teacher
Contract:	Full time
Site	Finchley School
Reporting to	Middle Leaders – Science
Working Hours	9.00 AM – 3:00 PM

Vision

We grow happy and successful young people ready for all the possibilities the world has to offer.

Values

Community

- We put children and their families at the centre of everything we do
- We prioritise the needs of our students and adapt our teaching to meet individual learning needs
- We show understanding of students' emotional needs and take decisions in their best interests
- We are ambitious for our students, championing their potential and celebrating progress

Accountable

- We take responsibility for fulfilling the expectations of our role
- We are punctual and reliable in our practice
- We stick to plans, commitments and deadlines
- We bring solutions to challenges and seek support where needed

Excellence

- We strive to do our jobs to the highest standards
- We are open to feedback and use it to improve our practice
- We actively seek opportunities to develop ourselves
- We are inquisitive, reflective and committed to continuous improvement

Respect

- We treat others with dignity and professionalism at all times
- We communicate respectfully and listen to understand
- We value the ideas, experiences and contributions of others
- We recognise and celebrate the achievements of colleagues and students

Collaborative

- We work together as one organisation across all sites
- We share information openly and keep colleagues informed
- We offer support and work together to achieve the best outcomes
- We are open to new ideas and actively seek input from others

Main Purpose of the Role

- To contribute to raising standards of student attainment and to ensure outstanding progress in all core subject areas.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students studying all the core subject areas.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Teachers' Standards and expectations:

Teaching

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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

Plan and teach well-structured lessons

- 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 students have acquired

- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with complex needs; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in your own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities

Additional Points

- Keep up to date with new pedagogy/new technologies/curriculum initiatives and their use and impact to enhance learning within your subject area.
- Ensure lesson planning is maintained and recorded in the relevant folders
- Be responsible for all aspects of your classroom its contents, surrounding area including health and safety and reporting defects.
- Manage learning resources within the classroom including issue and return
- Any other reasonable requests by the Head of School

I confirm that I have read the job description, and that I have the mental and physical fitness needed, to carry out the work responsibilities outlined within the job description.

Name _____ Signature _____

Date _____

The Southover Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share the same commitment. The post is subject to an Enhanced Certificate of Disclosure from the Disclosure and Barring Service and a range of other recruitment checks.

Employee Specification

Science Teacher

Attributes	Criteria	Rank
Relevant Experience	A minimum of 2 years relevant experience (or 1-year leading learning)	Essential
	Experience working with children of relevant age in a learning environment	Essential
	Several years' experience working in a relevant discipline in a learning environment	Essential
	Experience of working with pupils with additional needs	Essential
Education and Training Attainments	Qualified Teacher Status	Essential
	Excellent numeracy/ literacy skills (minimum GCSE C or above in English and Maths)	Essential
	Proven successful experience of teaching at KS3, KS4, BTEC and A- Level	Desirable
	Specialist skills/ training in curriculum or learning area e.g. SEN, SEMH, interventions, or other	Essential
General and Special Knowledge	Full working knowledge of relevant policies/ codes of practice/legislation	Essential
	Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies	Essential
	Good understanding of child development and learning processes	Essential
	Understanding of statutory frameworks relating to teaching	Essential
	Ability to organise, lead and motivate a team	Essential
	Constantly improve own practice/ knowledge through self - evaluation and learning from others	Essential
Skills and Abilities	Ability to relate well to children and adults	Essential
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential
	Effective use of ICT to support learning	Essential
	Use of specialist equipment/ resources	Essential
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential
	Relevant knowledge of first aid	Essential
	Ability to plan effective actions for pupils at risk of underachieving	Essential
	Understand range of support services/ providers	Essential
Additional Factors	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Essential