



Team Leader of Key Stage 3 Science

Job Description

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| Post: | Team Leader of Key Stage 3 Science |
| Salary: | Teachers' Main / Upper Pay Scale + TLR(2) 2 £5,871 |
| Hours: | This post is full/part-time and permanent |
| Line Management: | Head of Faculty – Assistant/Deputy Head |

Introduction (and General Duties)

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, or other Senior Leader if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The School's Grievance Procedure will be used to resolve any dispute arising from the job description. Other relevant policies may include the Stress at Work Policy and the Dignity at Work Policy.

Principal Responsibilities

To meet all the requirements of the Teachers' Standards, September 2012: please see: <https://www.gov.uk/government/publications/teachers-standards>

General Duties

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Teaching and Learning

1. Plan, prepare and deliver high quality lessons to students at some or all of Key Stages 3, 4 & 5.
2. Report on progress and any concerns to line manager and parents.
3. Contribute to curriculum development work of the team.

Pastoral Care as a Form Tutor

- Build relationships with all students and be available when needed to listen and offer support and encouragement
- Monitor the academic progress of each student using data and alert relevant subject staff and/or the Head of Year (HOY) if there are any areas of concern



- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- Teach a weekly L4L lesson along with HIGNFY, attend weekly assembly
- Ensure the accuracy of registers at Tutor time
- Disseminate school information, including timetables, and messages from other staff
- Write any special reports or references as required
- Attend Parents/Carers' Consultation Meetings and Year Team Meetings
- Make routine contact with parents/carers in liaison with the HOY

SEND Responsibilities

As a key middle leader in a secondary school, the Head of Department (HoD) plays a vital role in working with the Head of Faculty (HoF) to ensure that students with Special Educational Needs and Disabilities (SEND) are supported to achieve their full potential within their subject area. The HoD is expected to lead inclusive practice in collaboration with the HoF and uphold the school's commitment to equity and access for all learners.

Curriculum and Planning

- Ensure that departmental curriculum planning reflects inclusive principles and provides appropriate challenge and support for students with SEND.
- Work with the SENDCO to adapt schemes of work and lesson plans to meet the needs of students with a range of learning difficulties and disabilities.
- Promote the use of differentiated resources and teaching strategies that support access to learning for all.

Teaching and Learning

- Lead by example in delivering high-quality, inclusive teaching that meets the needs of SEND learners.
- Support teachers in the department to implement adaptive teaching strategies, including scaffolding, chunking, and use of visual aids or technology.
- Encourage the use of formative assessment to identify and respond to individual learning needs.

Monitoring and Evaluation

- Track and analyse the progress and attainment of SEND students within the department, using data to identify gaps and inform interventions.
- Conduct regular learning walks, book looks, and lesson observations with a focus on SEND provision.
- Report on SEND progress and provision as part of departmental self-evaluation and development planning.

Staff Development

- Identify training needs and facilitate CPD opportunities for departmental staff on SEND-related topics (e.g., autism, dyslexia, ADHD, SEMH).
- Promote a culture of reflective practice and continuous improvement in inclusive teaching.
- Support Early Career Teachers (ECTs) and new staff in understanding and applying SEND strategies.



Collaboration and Communication

- Liaise regularly with the SENDCO to ensure consistent implementation of support strategies and interventions.
- Ensure that all departmental staff are familiar with and act upon information in student profiles, EHCPs, and support plans.
- Work with teaching assistants and other support staff to coordinate in-class support effectively.
- Communicate with parents/carers and external agencies as needed to support SEND students' progress and wellbeing.

Main Responsibilities

In addition to the duties outlined above, you will be responsible for the following for which a Teaching and Learning Responsibility payment is awarded.

Leading Learning:

- To set high academic expectations and ensure that all students are encouraged to maximise their learning potential.
- To support work in the Faculty on maximising, monitoring and evaluating student performance
- To present an overview of learning needs and successes for Head of Faculty meetings and contribute to sharing good practice
- To ensure that Key Stage curriculum developments, initiatives and courses are suitably explained and tailored to the needs of all students
- To ensure, with your team, that Schemes of Work are coherent, purposeful and stimulating
- To help ensure that lessons are differentiated appropriately for the needs of all students
- To help support the leadership of Key Stage specific initiatives to improve learning as detailed in the Faculty Handbook and Faculty Development Plans
- To manage assessment and reporting within the relevant Key Stage, following school systems and protocols and liaising with the Exams and Assessment team
- To work with Learning Support, Pastoral Leaders & others on appropriate student groupings
- To ensure that the Key Stage environment and resources are conducive to good learning and are safe and secure for all students, using risk assessments as appropriate.

Leading the Team:

- To work closely with your team to maintain the highest teaching standards and to raise achievement.
- To help ensure the health, safety and welfare of all colleagues
- To support in the leadership of Faculty/Departmental and other meetings and ensure action points are met. Keep abreast of subject developments, and attend relevant Key Stage meetings where possible
- To support and advise on recruitment and timetabling issues
- To ensure that curriculum decisions are appropriately communicated to all interested parties
- To assist in the performance management of colleagues within your team & provide CPD training or guidance, advice or support as appropriate



- To lead department in the process of departmental monitoring and self-evaluation, including monitoring the quality of teaching within the department and contribute to the Faculty Development Plan
- To facilitate transition between Key Stages and/or years through contributing to the strategic planning and development of initiatives and processes which affect your subject
- To ensure that school curriculum priorities are championed and accounted for, e.g. managing the incorporation on AfL into the subject's Schemes of Work
- To support in managing the work of the Faculty's/Department's support staff (technicians, administrators and specialist TAs) and contribute to their Professional Development
- To manage the delegated departmental budget
- To lead the subject team to develop and maintain resources for short notice cover.

School Leadership: To help set a positive learning ethos through championing all forms of success, seeking opportunities to praise and develop individual endeavour and maintaining a positive, creative and inclusive approach to student needs:

- To ensure that school reward and sanction systems are used appropriately and help with supervisory and support roles
- To promote the subject through appropriate events and publications
- To support school standards in terms of behaviour and uniform
- To provide an inspiring and effective role model for students and colleagues
- To support extra-curricular involvement and enjoyment of school life

Other Duties

Undertake any other reasonable tasks.

General Responsibilities

All staff employed by Lord Williams's School are expected to work within the following policies and procedures:

Safeguarding

Ensure that all School safeguarding and child protection policies are adhered to and concerns are raised in accordance with these policies.

Health and Safety

- Take reasonable care of their own Health, Safety and Welfare and that of others who may be affected by what they do or do not do.
- Be familiar with emergency and First Aid procedures.
- Co-operate with all issues involving Health, Safety and Welfare.
- Use work items provided correctly and in accordance with training and instructions.
- Not interfere with or misuse anything provided for protection of Health, Safety or Welfare.



- Report any Health, Safety or Welfare concerns to their line managers as soon as is practicable.
- Ensure tasks are completed in a safe manner.

Security and Data Protection

Work within the confines of the General Data Protection Regulation and to take appropriate measures to ensure the security and confidentiality of data.

Equal Opportunities Statement

The School's policy is to employ the best personnel and to provide equal opportunity for the advancement of employees including promotion and training and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital status, religion or religious belief, disability or age.



Person Specification

Qualifications

Essential:

- Graduate (in a related discipline)
- PGCE or other appropriate teacher training qualification
- Qualified Teacher Status
- A level in appropriate subject

Desirable:

- Science graduate

Relevant Experience

Essential:

- Teaching in a comprehensive school
- Leading initiatives

Desirable:

- Teaching in a mixed 11 – 18 secondary school
- Teaching A-Level Science

Relevant Skills/Aptitudes

Teaching and Learning:

Essential:

- Very good classroom teacher (potential to be excellent)
- Appropriate ICT skills
- Broad understanding of curriculum and learning issues

Safeguarding

Essential:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours

Special Requirements

Essential:

- Committed to high standards from all students
- Team worker
- Love of the subject and ability to inspire



Understanding of and commitment to equality, diversity and inclusion

Leadership

Essential:

High expectations of colleagues

A supportive and guiding influence

Good team worker, listener and communicator



Terms and Conditions

The Thame Partnership Academy Trust employs teaching staff working at Lord Williams's School on the conditions of service contained in the General Terms and Conditions of Employment for Teaching Staff.

Safeguarding

Lord Williams's School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

All successful candidates will be subject to enhanced Disclosure and Barring Service checks along with other relevant employment checks.

Any offer of employment is subject to satisfactory medical, reference and DBS clearance and also to The Asylum and Immigration Act ID checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>