



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Head of Chemistry
Location:	Across the Trust (based at Plymstock School currently)
Grade/salary:	MPS/UPS plus a TLR2B
Hours:	1.0FTE
Reports to:	Head of Science
Responsible for:	Teachers of Chemistry
Key relationships:	Pastoral Team, SEND Team, Teaching Assistants

Job Purpose

The Head of Chemistry supports the effective operation of the trust and works to uphold and promote its vision and values. Working with the Head of Science to take a participatory role in the strategic planning of the department and to ensure that the Chemistry Curriculum takes students on a learning journey from year 7 to 13, provides them with an inspiring learning experience and enables them to make good progress.

All teachers work within the statutory conditions of employment set out in the current School Teacher's Pay and Conditions document. The duties listed below are not, therefore, an exhaustive list of what is required.

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and development of expertise.

All teachers make a valuable contribution to the school's development and therefore, to the progress of all students.

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

In particular, teachers at UPS3 will;

- Provide a role model for professional practice in school
- Make a distinctive contribution compared with other teachers
- Contribute effectively to the wider team

Duties and Responsibilities;

Leadership and Management

1. Create and maintain effective working relationships by promoting a creative and collaborative working environment
2. Support the HOF with the production of the Departmental Improvement Plan
3. Undertake staff appraisal for Chemistry teachers

4. Keep the department up to date with all national developments within the Chemistry curriculum at Key Stage 3, 4 and 5 with regard to Government changes and exam board requirements
5. Meet regularly with the HOF to report on progress achieved towards current projects and set targets for the next phase of development
6. Work with the HOF on student setting/groupings
7. Provide input and staff development at departmental meetings
8. Support the HOF with open evenings, choices evenings etc
9. Support the HOF with setting cover work due to unplanned staff absence

Achievement and progress

10. For KS4 and KS5 Chemistry monitor that all students are fulfilling their potential in terms of progress, value added and attainment and coordinate intervention programmes for students
11. Quality assure the accuracy of progress grades reported to parents and students for Chemistry in KS4 and KS5
12. Monitor that all whole school data input is completed by deadlines for KS5 Chemistry
13. Monitor that faculty records are up to date for KS4 and KS5 Chemistry and that teachers are using them to identify underachievement
14. Develop systems and procedures to effectively challenge underachieving students in KS4 and KS5 Chemistry and develop systems and procedures for coordinating and recording intervention work
15. Organise and support extended day activities to enhance students' learning of Chemistry

Teaching and Learning

16. Support the HOF with monitoring and evaluating the quality of teaching and learning across the department with a focus on Chemistry lessons in each Key Stage
17. Ensure that appropriate teaching and learning strategies are adopted to aid progression for **all** students
18. Ensure that assessment is frequent, differentiated to meet the needs of all students, accurate and used effectively to track student progress
19. Monitor that student work in KS4 and KS5 Chemistry (including homework) is marked in line with the department marking policy
20. Design schemes of learning and lesson resources for Chemistry in KS4 and KS5 which signpost appropriately differentiated learning activities and promote challenging, purposeful and enjoyable lessons which develop students' ability to work independently.
21. Work with Heads of Biology and Physics to design schemes of learning and lesson resources at KS3
22. Develop extra-curricular activities that enrich the student experience of Chemistry in all key stages, in particular at KS4 & 5.
23. Ensure that opportunities for literacy and numeracy are fully developed

Whole school

24. Actively support the development of literacy across the curriculum

25. Make a positive contribution to the ethos of the school and to the to the school development plan.
26. Support the development of whole school and cross curricular initiatives
27. Promote partnerships with parents

Additional

28. Follow Health and Safety requirements
29. Ensure compliance with Data Protection legislation
30. Show commitment to safeguarding and promoting the welfare of the children and young people
31. Operate within the school's Equalities policies
32. Contribute to the maintenance of a caring and stimulating environment for young people
33. Show a commitment to your own professional development
34. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
35. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
36. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
37. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

Review of duties

The specific duties attached to any individual teacher are subject to annual review and may, after discussion with the teacher, be changed.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
QUALIFICATIONS:			
A relevant degree	E	X	
Qualified Teacher Status	E	X	
Evidence of recent relevant professional development	E	X	
EXPERIENCE:			
Good understanding of the Science Curriculum	E	X	X
Excellent subject knowledge	E	X	X
Ability to deliver high quality teaching and learning across the age and ability range	E	X	X
Ability to raise standards of attainment and aspiration	E	X	X
Experience of teaching a full range of ability	E	X	X
Experience of the role of a form Tutor	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
High aspirations for themselves and all students	E	X	X
Able to lead by example	E	X	X
Able to establish and maintain a culture of behaviour for learning	E	X	X
High levels of self-motivation	E	X	X
High professional standards in dress, attendance, punctuality and time management	E	X	X
Commitment to “go the extra mile” to support students	E	X	X
Excellent understanding of safeguarding responsibilities	E	X	X
Commitment to the protection and safeguarding of children and young people	E	X	X
An awareness of the whole school perspective	D	X	X
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X

Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X
FURTHER REQUIREMENTS:			
Is approachable, caring and has integrity	E	X	X
Shows a high level of commitment and determination	E	X	X
Is able to act consistently	E	X	X
Willingness to take part in extra curricular activities	E	X	X