

Subject leader - Science

Plantsbrook School



Title of Post	Subject Leader - Science
Status	Permanent
Salary/Grade	Teachers' pay range plus TLR1C £14,866
Start date	September 2026
Advert Closing Date	22 April 2026 at 9am
Proposed interview date	29 April 2026

Job Description

Introduction to the Post

Due to the retirement of our longstanding Subject Leader for Science we are looking to recruit a passionate and inspirational teacher to lead the department in the next stages of growth and improvement. The Science Department at Plantsbrook is a high-tech launchpad for the next generation of pioneers. We lead the way in active inquiry, creating a curriculum where students don't just learn about the world – they explore, question and understand it through engaging, practical science that sparks curiosity and develops deep scientific thinking.

Our department is led by a passionate and experienced team, including a Subject Leader, three Assistant Subject Leads and dedicated technicians who bring academic rigour and real-world experiences to every lesson. The science team is caring, nurturing and collaborative, working closely together to ensure the best possible outcomes for students. Our staff range from Early Career Teachers to highly experienced colleagues who have been part of the department for many years, creating a supportive culture where advice, expertise and effective practice are shared openly. Our skilled technicians are an integral part of the department and are always ready to offer guidance, practical support and share their expertise to help colleagues deliver engaging and successful lessons.

From Year 7 through to A Level, we foster a culture of high expectations and high achievement. Our Key Stage 3 and Key Stage 4 schemes of learning have recently been revitalised and continue to evolve to support excellent teaching and learning. These resources incorporate effective strategies

such as WalkThrus, retrieval practice and meaningful links to careers in science, ensuring students develop strong scientific knowledge while also recognising the exciting pathways that science can offer.

The department benefits from a suite of eleven well-equipped laboratories designed to support engaging and practical science lessons. With a strong track record of success at GCSE (Separate and Combined Science) and A Level, we are proud of the outcomes our students achieve. Our A Level courses in Physics, Chemistry and Biology, alongside the OCR National

Applied Science course, are consistently popular choices and contribute to a vibrant, ambitious and supportive community of young scientists.

At Plantsbrook, every student has the tools and technology to succeed. Our 1:1 Chromebook scheme enhances learning, supports independent study and enables students to develop as confident, capable and inquisitive scientists.

Working within our science department offers the opportunity to be part of a supportive and forward thinking team that is committed to delivering high quality science education and inspiring the next generation of scientists.

Role Purpose

To provide the professional leadership and management to ensure the Science Department is able to promote high levels of personal achievement for all students through the delivery of highly effective teaching and learning. The Subject Leader will be required to contribute towards the delivery of stimulating Science education across the school to support teaching and learning.

Professional Duties

To undertake the duties and responsibilities of a classroom teacher as required by the Headteacher (see extract from School Teachers' Pay and Conditions Document).

To fulfil the requirements of Plantsbrook's generic Subject Leader job description, namely:
To take responsibility for Teaching and Learning within the department/team by:

- providing a vision and sense of purpose
- creating a positive culture in which the department/team strives to succeed
- providing an enthusiastic role-model
- taking pride in, and rewarding, the achievements of staff and students
- supporting, encouraging and leading the professional development of team members
- taking ideas to the Leadership Team

To improve Teaching and Learning and therefore results within the department/team by:
ensuring that the following things happen:

- students' performance is monitored and discussed departmentally, where appropriate
- results are analysed and targets are set
- the department follows whole school policies, including those on marking and assessment, rewards, behaviour and classroom observation

- Progress is planned for through the Departmental Improvement Plan and in Schemes of Work and Learning Journeys
- There is a system for managing student behaviour within the department/team
- being observed teaching
- watching teachers teach

To manage resources e.g. by deploying staff and managing capitation.

To lead, manage and develop the Science Department and make an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

To be involved with other professionals, developing networks to improve results in the Science Department.

To lead, develop and enhance the teaching practice of other staff in the Science Department

To exercise line management responsibility for a significant number of people, i.e. those teaching subjects within the Science Department.

LINE MANAGEMENT – RESPONSIBILITY TO AND FOR

Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Headteacher of the School and to report for the purposes of day-to-day management to a member of the Leadership Group.

Responsible for the management, direction and supervision as appropriate of designated employees and other people as specified by the Headteacher.

CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and Statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

SPECIAL CONDITIONS

A teacher on the upper pay range shall be highly competent in all elements of the Teachers' Standards as specified in the School Teachers' Pay and Conditions Document. In addition, the teacher's achievements and contributions to the Multi-Academy Trust are substantial and sustained.

The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.

PERFORMANCE MANAGEMENT AND DEVELOPMENT

Teachers on the Main, Upper and Unqualified Teachers' pay scales will have their salary reviewed annually in accordance with the Trust Pay Policy.

**If appropriate, for the postholder:
UPR:**

An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards, but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained.

REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Headteacher or the postholder but only after full consultation with the postholder.
Job description issued, after consultation, by Mrs K. Neal, Headteacher.

Generic Teacher Job Description

JOB TITLE: Subject Teacher/Form Tutor

JOB PURPOSE: To promote the general progress and well being of individual pupils and of any class or group of pupils assigned to you principally but not exclusively by teaching and as a Form Tutor if required.

DUTIES AND RESPONSIBILITIES

Those duties and responsibilities undertaken by a teacher in relation to the teaching of children and the organisation of the Multi-Academy Trust:

- Planning and preparing work for pupils assigned to you.
- Teaching according to their educational needs, the pupils assigned to you, including the setting and marking of class work and homework carried out by those pupils, the number of lessons should not normally exceed that limit which has been agreed in the school.
- Assessing, recording and reporting on the development, progress and attainment achieved by those pupils assigned to you.
- Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.
- Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- Regularly reviewing your methods of teaching and programme of work.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Taking all reasonable steps to maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Participate, as appropriate, in meetings at the school which relate to the curriculum, administration or organisation of the school.

- Participate in arrangements, as appropriate, for preparing pupils for public examination and assessment approved by the Secretary of State, recording and reporting such assessments and participating in arrangements for pupils' presentation for and supervision during such examinations.
- Participate in an equitable system of cover in accordance with policies agreed between the School and the recognised Teacher Associations.
- Attending assemblies unless a dispensation has been granted, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions in accordance with school policy.

Specific

- To ensure that the register is marked punctually and kept up-to-date as required by the law. All absence should be accounted for by notes from parents or guardians and any problems reported to the Achievement Co-ordinator for the appropriate Year Group in the first instance.
- To deal with other returns and requests for information about pupils in the Tutor Group as required.
- To contribute to and assist as required in keeping up-to-date the pupil records for each pupil in the Tutor Group.
- To contribute to references, reports to outside agencies and the like, in consultation with colleagues.
- To implement the School Policy on personal appearance, uniform and behaviour of the pupils.
- To help pupils with individual guidance as necessary.
- To attend assembly with the form unless a dispensation has been granted.

LINE MANAGEMENT – RESPONSIBILITY TO AND FOR

- Responsible to the Headteacher (through Departmental Supporter).
- To an Achievement Co-ordinator for any tutorial activity.
- Responsible for the supervision of persons providing support in the classroom.

Person Specification

Professional Qualities

You will:

- Be an excellent teacher with personal qualities to lead your team.
- Have good classroom management skills and be able to help other departmental colleagues if needed.
- Be committed to teamwork as a style of management, both within the department and within the school.
- See your subject as being part of a wider picture which includes the whole curriculum.
- Be committed to improving student achievement, including monitoring attainment, target setting and mentoring underachievers.
- Be able to organise, plan, prioritise workload and solve problems.
- Be committed to staff development and training, including performance management.
- Be committed to equal opportunities and success for everyone in a comprehensive school.

- Be committed to safeguarding and promoting the welfare of children and young people.
- Be committed to the concept of the school at the heart of the community.

Personal Qualities

You will:

- Enjoy working with young people and treat them with respect.
- Be able to motivate and inspire students.
- Be optimistic, enthusiastic and 'generous of spirit'.
- Have a sense of proportion and humour.
- Be equally literate and numerate, including using ICT.
- Have the personality to deal with student discipline problems firmly and fairly.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check.

We reserve the right to close the advert early if a strong field of applicants is received prior to the closing date.

We are committed to equality and value diversity, and therefore particularly welcome applications from under-represented groups.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, which means certain

