



Prepare | Aspire | Succeed

Signed .....  
Name .....  
(in capitals)  
Date .....

Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records

**POST:** Lead Practitioner - Science

**RESPONSIBLE TO:** Curriculum Leader for Science, AHT Teaching and Learning

**JOB PURPOSE**  
To be an outstanding classroom practitioner and subject expert, driving the improvement of teaching and learning across all Science specialisms to support exceptional outcomes for all students. Beyond the department, the postholder will actively support the wider Teaching and Learning team to drive the improvement of educational standards across the whole school. Through strategic leadership, modelling best practice, and targeted staff coaching, the postholder is directly accountable for maximising student attainment and progress. The role involves cultivating a thriving educational environment that promotes academic excellence, personal development, and high standards of behaviour.

**Key Responsibilities and Duties**

**A. Strategic Leadership and Staff Development**

- Work with the Curriculum Leader for Science to deliver the vision for the subject, implement strategies to improve student attainment, and support departmental self-evaluation and improvement planning.
- Provide leadership and direction to students, staff, parents/carers and the wider community, promoting excellence, equity of opportunity, and high aspirations.
- Develop and sustain high-quality teaching and learning across the department, and actively contribute to the wider Teaching & Learning team to drive standards across the whole school.
- Lead the professional development of Science staff by preparing and delivering training courses and cascading CPD in areas of teaching and learning needing development.
- Use data analytically to identify colleagues who would benefit from targeted pedagogical support, and monitor the impact of this support to inform teacher development.
- Provide expert mentoring and coaching to individual teachers (including early careers teachers, student teachers, and apprentices) who require 1-to-1 support to improve their practice.
- Line manage staff as required, ensuring individual accountabilities are clearly defined and implementing successful performance management processes.

**The Cottesloe School**

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Headteacher Mr S Jones, MA

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**B. Teaching and Learning Excellence**

- Model consistently high-quality classroom teaching, acting as an expert at KS5 in your specialism.
- Demonstrate and share excellent practice with others, including across the delivery of the practical elements of the Science curriculum.
- Champion inclusive teaching practices, adapting pedagogical approaches and Science curriculum resources to ensure they are fully accessible to all students, including disadvantaged students, particularly those with Special Educational Needs and Disabilities .
- Produce high-quality, inclusive resources to support the planning and delivery of important Science knowledge and skills across the specialisms as exemplars of quality to support colleagues to work to the same high standards.
- Ensure, through Schemes of Learning and pedagogy, that students have opportunities to fully explore scientific concepts in new and complex ways, rather than simply accelerating through new content.
- Keep up to date with educational developments in Science, using research-based evidence to champion evidence-informed practice, evaluating its potential benefits to develop your own pedagogy and enhance the subject.

**C. Maximising Student Outcomes and Impact**

- Take a lead role in analysing student progress data to identify individuals or groups of pupils who require targeted academic support.
- Develop and implement a programme of strategic interventions to support all students struggling to access the Science curriculum, including disadvantaged students and those with SEND, producing any bespoke accompanying resources.
- Measure and comprehensively assess the impact of these interventions to ensure they raise pupil achievement.
- Ensure appropriate independent learning is regularly set and assessed across the Science team, and as a consequence the monitoring, recording, and reporting of student progress are accurate and timely.
- Act as a positive role model for students, promoting appropriate behaviour for learning and encouraging good practice with regard to punctuality, attendance, dress, and standards of work.

**D. Operational Management and School Culture**

- Work with the Curriculum Leader for Science to effectively deploy departmental budgets and maintain a stimulating, highly-resourced teaching environment.
- Actively promote and model school/departmental policies and procedures, to create a department with high expectations where students feel cared for, happy, and safe.
- Lead by example in following health and safety policies—particularly regarding the delivery of practical Science work—ensuring the care, security, and daily management of departmental resources.
- Take responsibility for safeguarding children in accordance with KCSIE and school procedures.
- Take reasonable care of one's own health and safety and that of others, informing relevant staff of any concerns.
- Operate at all times within the statutory framework for professional duties of teachers.
- To undertake any other duties commensurate with the post as reasonably requested by the Curriculum Leader or Headteacher.

**PERSON SPECIFICATION**

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form 2 = Interview 3 = Reference 4 = Proof of qualification 5 = Practical

	<b>Essential</b>	<b>Desirable</b>	<b>How Measured</b>
<b>TRAINING/QUALIFICATIONS:</b>			
Degree or equivalent in relevant subject (Chemistry, Physics or a related subject either of those Sciences)	✓		1, 4
Qualified Teacher Status	✓		1, 4
Evidence of continuing professional development	✓		1, 2
Achievement of CPD qualification such as NPQLT or NPQLTD		✓	1, 2
Thorough knowledge of up-to-date safeguarding procedures	✓		1, 2
<b>SKILLS AND COMPETENCIES:</b>			
Ability to deliver consistently high quality lessons, evaluate impact and develop future planning accordingly	✓		1, 2, 3, 5
In-depth knowledge of Science (including one KS5 specialism in Chemistry or Physics) and expertise in delivering or leading the specified KS4 and KS5 Science courses.	✓		1, 2, 3, 5
Experience of successfully leading departmental and/or whole school CPD	✓		1, 2, 5
Excellent ICT skills to support the curriculum and work organisation, in particular Google Suite	✓		1, 2, 3
Ability to review and analyse data strategically to draw meaningful insights from quantitative and qualitative data to elevate whole-subject performance and student attainment.	✓		1, 2, 3
Ability to communicate effectively and develop good working relationships with students, parents and staff with accurate spoken and written English	✓		1, 2, 3
Ability to participate in self-evaluation which leads to impact	✓		1, 2
<b>EXPERIENCE:</b>			
Highly effective classroom practitioner in the relevant subject area	✓		1, 2, 3, 5
Proven experience of National Curriculum at all Key Stages	✓		1, 2, 3
Proven experience as a Form Tutor and delivering high-quality pastoral care	✓		1, 2, 3
Up to date knowledge of PSHCE	✓		1, 2, 3
Effective in managing student behaviour and maintaining discipline	✓		1, 2, 3, 5
Excellent personal organisation and time management	✓		1, 2, 3
Involvement in whole-school initiatives/development		✓	1, 2
Willingness to be involved in the wider life of the School		✓	1, 2
Understanding of SEND needs	✓		1, 2

1. The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.
2. The postholder will be required to satisfactorily complete criminal, teacher status, qualification, medical and reference checks as part of the safer recruitment process and must be willing to participate in further training as the job requires. Disclosure of a conviction or caution will not automatically disqualify you from consideration. Any offence will only be taken into consideration if

it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a 'regulated position' under the Criminal Justice & Courts Services Act 2000.

3. The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.
4. The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.
5. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.
6. We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.
7. This job description and person specification sets out the duties of the post at the time it was drawn up. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.