

TONBRIDGE GRAMMAR SCHOOL JOB PROFILE

Job Title: **Subject Leader Science**

Job Holder:

Line Managed By: Member of SLT

Date:

Salary Range MPS – UPS depending on experience

TLR 1b

Job Purpose

- Provide effective strategic leadership of the Science Team, ensuring outstanding teaching and learning, student attainment and progress, and efficient use of resources.
- Uphold statutory safeguarding responsibilities in line with Keeping Children Safe in Education (KCSIE) and the Teachers' Standards.

Key Areas of Impact

Key Responsibilities:

- Ensure outstanding learning, teaching, progress and achievement.
- Establish short, medium and long-term plans for faculty development and resourcing in line with the strategic School Development Plan.
- Monitor the progress made in achieving development plans and targets and evaluate the impact on teaching and learning.

Strategic Direction:

- Develop and review the vision, aims and purpose of the faculty.
- Promote all three sciences, highlighting their importance and value across the School.
- Assess how well the curriculum is being delivered and the impact it has on student progress and achievement.
- Use these insights to inform the School Development Plan and produce a Science action plan.
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values.
- Liaise with external organisations and groups such as professional networks, schools, industry, universities and school alumni to enrich the student experience and staff expertise.

Leading the Curriculum:

- Lead curriculum provision and development ensuring TGS pedagogy and principles are embedded.
- Collaborate with the MYP Coordinator and Sixth Form Team to ensure that the curriculum supports a 7-year inquiry-driven curriculum.
- Collaborate with the MYP Coordinator to support the Interdisciplinary Experiences for students in Years 7-9.
- Ensure unit plans and schemes of work are current, enhance learning, are sequenced to promote progress, develop the skills outlined in the learner profile and signpost opportunities for Community Engagement.
- Coordinate the Science team's support of the Skills-Based Curriculum in the 6th Form.
- Ensure the planned curriculum is effectively and consistently implemented across the faculty.
- Have an overarching responsibility for student progress, achievement and standards.
- Ensure an effective system of assessment that promotes student progress and ensures the curriculum has a positive impact on learning.

- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Promote Careers Education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities.

Teaching and Learning:

- Hold Qualified Teacher Status (QTS)
- Establish consistent standards and practices to develop outstanding teaching and learning.
- Provide coherent curriculum enrichment experience.
- Fully embed assessment for learning.
- Ensure teaching strategies are adaptive to meet the learning needs of all students.
- Monitor and evaluate individual student progress.
- Develop and lead intervention strategies to challenge underachievement.
- Collaborate with others as required, for example planning, delivering and assessing interdisciplinary provision.
- Fully comply with Health and Safety requirements.

Leading and Managing Staff:

- Create, maintain and enhance effective relationships for example through regular meetings and clear communications.
- Oversee and manage the effectiveness of staff in meeting the requirements of their roles and professional standards.
- Take responsibility for the performance management of staff.
- Assist in the recruitment of staff.
- Ensure the effective induction of new staff.

Quality Assurance:

- Consult with students, parents and staff and assess the feedback against the School's values, visions and aims.
- Monitor and evaluate standards of teaching, learning and curriculum provision.
- Challenge underperformance, set and monitor targets for improvement.

Form tutor:

Under the direction of a Curriculum Director of each key stage and supported by a Student Support Co-ordinator for each year group:

- Provide daily pastoral support, monitoring students' wellbeing, behaviour and attendance, and acting as their primary advocate.
- Build strong, positive relationships with students and families, serving as a link between home and school.
- Deliver elements of the school's personal development and PSHE programme, and encourage participation in enrichment, leadership and wider school activities.
- Promote high expectations for conduct, engagement and organisation, supporting students to meet school standards.
- Conduct student reviews in tutor time to monitor academic progress and involvement in extra-curricular activities.

Safeguarding:

- Read and follow KCSIE Part 1 and complete required safeguarding training and updates.

- Report all safeguarding concerns immediately using school procedures (including low-level concerns, child-on-child abuse, sexual harassment and online harms).
- Promote students' wellbeing, including mental health.
- Support school responsibilities relating to students in vulnerable groups.
- Follow school expectations for filtering, monitoring and safe use of digital technologies.

Resource Management:

- Contribute to timetabling in deploying staff effectively.
- Secure and allocate resources to support effective learning and teaching.
- Monitor and control the use of budget allocations and resources.

Knowledge & Skills

Subject Team Leaders should demonstrate knowledge, skills and experience of:

- Outstanding teaching and learning
- Sixth Form curriculum continuum
- The Learner Profile Attributes
- Teaching standards and practices
- TGS Teaching and Learning policy
- TGS Assessment and Reporting policy
- Rigorous monitoring evaluation and review processes
- Planning and management of change
- Effective curriculum design
- Effective use of digital technology
- Financial planning and management

Upper Pay Scale Teachers

In addition to the responsibilities outlined for Main Scale Teachers, teachers on the Upper Pay Scale are expected to:

- Demonstrate excellent classroom practice and act as a positive role model for teaching and learning across the school.
- Make a sustained and substantial contribution to the wider life and ethos of the school, in line with the Teachers' Standards.
- Share professional expertise by supporting colleagues through informal coaching, modelling effective practice, or contributing to professional development activities.
- Mentor Early Career Teachers (ECTs) or teachers new to the profession, where appropriate and time limited, without assuming line management or subject leadership duties.
- Lead or contribute to small-scale pedagogical or curriculum development initiatives, linked to professional interests or school priorities.
- Contribute to the review of teaching and learning, which may include participating in work scrutiny, collaborative planning, peer observations or action research.

Additional Duties

- play a full part in the wider life of the school community, to support the school ethos and to encourage staff and students to follow this example.
- actively lead and encourage others to follow school policy.
- commit to continuous professional development of self and others.
- actively engage in the performance appraisal review process.
- undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

Additional Notes:

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding Statement

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of all children and young people. All staff are expected to share this commitment and adhere fully to the school's safeguarding policies and statutory duties, including Keeping Children Safe in Education (KCSIE).

This role involves daily, direct contact with children across the full 11–18 age range, in both classroom and wider school settings.

This post constitutes regulated activity as defined by the Safeguarding Vulnerable Groups Act 2006 and KCSIE. Appointment is therefore subject to an enhanced DBS check with children's barred list information. Staff must act immediately on all concerns regarding a child's safety or welfare, following school procedures and working collaboratively with the Designated Safeguarding Lead (DSL) and pastoral team.

Agreement

Please sign and return one copy of this Job Profile to Human Resources

Signed by Post holder..... Date

Signed by Head Teacher..... Date