



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Deputy Head of Science

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main purpose of the role:

The Deputy Head of Science will work as part of the academy Science Team and provide strong, energetic and visionary leadership and efficient day-to-day operational management within the Science Faculty in order to:

- Take responsibility for a Key Stage and ensure an exciting and engaging, high quality Science curriculum for all students throughout this stage of their Science education
- Support the Director of Science in providing consistently high-quality learning experiences and outcomes for all young people in the Science Faculty area
- Ensure a calm and purposeful learning environment in which all students can thrive and achieve, free from disruption and distraction by supporting the Director of Science in providing the first line support and intervention to support all staff within the Science team

In addition, the Deputy Head of Science will be expected to meet the generic responsibilities of a teacher as identified in the Teacher Standards. Therefore, this Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document and the Teachers' Standards.

The Deputy Head of Science will have a range of leadership responsibilities, as appropriate, across the Science faculty. These will be negotiated on an annual basis with the post-holder and support the good order and day-to-day running of the faculty

Key accountabilities:

- To promote and safeguard the welfare of all students

Responsible for the standards of attainment and progress for all students in a specified key stage in Science:

- Maintaining a relentless focus on improving the quality of teaching, learning and assessment in a specified key stage in the faculty, supporting the consistent implementation of whole Academy improvement priorities and policies relating to teaching, learning and assessment.

- Ensuring that progress is made in the key stage that exceeds or is in line with performance indicators (Academy and National)
- Analysing the performance of all students across a key stage and use the information to identify areas for intervention.
- Lead and manage the intervention team to implement the most appropriate intervention strategies, within the nominated key stage, to ensure all students make strong progress from their individual starting points, including those who are Disadvantaged, those who have Special Educational Needs and Disabilities and the Most Able
- Ensuring that assessment procedures in the key stage are robust, consistently applied, follow agreed policy and support student learning and achievement
- Taking into consideration all of the above, recognising the need for all team members to have a healthy work-life balance and reducing the burden of unnecessary workload

Supporting the strategic development of the Science Faculty:

- Contribute to and lead specific aspects of the plan for the development and improvement of the faculty
- Up-date and publish annually, Schemes of Learning for the specific key stage ensuring appropriate access and challenge for all students
- Ensure the integration of Academy policies into the specific Schemes of Learning and contribute to the monitoring of delivery by all staff through robust quality assurance
- Provide a report on the impact of all improvement activities identified as a specific responsibility in the plan.
- Co-ordinate the faculty enrichment programme.
- Taking into consideration all of the above, recognising the need for all team members to have a healthy work-life balance and reducing the burden of unnecessary workload

Responsible for staff and staffing, including professional development

- Maintain personal expertise in teaching and share it with others
- Act as a role model of exceptional classroom practice for other teachers by being effective and pro-active in implementing all aspects of high-quality teaching and learning
- Contribute to the monitoring and evaluation of all aspects of teaching and learning, identifying areas for improvement and providing appropriate developmental feedback
- Contribute to the planning and implementation of strategies to improve teaching and learning, where needs are identified
- Support the development needs of all staff in the faculty area and target CPD as appropriate
- Contribute to the induction, support and monitoring of new staff in the curriculum area
- Have full consideration for staff well-being and developing a high performing team

Responsible for student behaviour and welfare

- Ensure that the area provision is stimulating and engaging to all students
- Provide for the learning needs of all students ensuring access and challenge for all
- Maintain a safe and productive learning environment for all students and staff, dealing with discipline issues following the school's Behaviour and Rewards policy to avoid disruption to learning.
- Seek opportunities to develop the behaviour management skills of the staff
- Instil a sense of pride, worth and achievement
- Model good practice in promoting Positive Discipline

Responsible for resources

- Use the accommodation available to create an effective and stimulating environment for the teaching and learning of the subject with available resources and plan for future development.
- Monitor and maintain the supply of the resources and consumables within the faculty to ensure availability

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.
2. The above duties may involve heaving access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The post holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.
4. To promote the Academy's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation of the Academy's Safety Policy and Programme.
6. Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Qualifications and Training**Essential**

- Qualified Teacher Status or Degree & relevant Experience of teaching a Science subject

Desirable

- Qualifications that will enhance the further development of the school, e.g. Middle Leadership Development experience / qualifications

Experience, Knowledge and Skills**Essential**

- Excellent teaching performance with students of a relevant age
- Successful experience of leading a highly effective team to achieve positive outcomes for students
- Successful experience of managing the performance of colleagues to bring about sustained improvements in outcomes
- Successful experience of managing resources to bring about sustained improvements
- Successful experience of managing and manipulating data to track students' academic performance and identify those who are underperforming
- Successful experience of monitoring and evaluating the impact of actions to inform future planning
- Motivation to work with children and young people

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Excellent Literacy and Numeracy skills
- Ability to plan for improvement within realistic timescales and identify appropriate monitoring and evaluation strategies
- Good ICT skills to effectively support staff and students' learning
- The ability to self-manage, work independently and use own initiative to meet aims and objectives
- Ability to communicate confidently with a range of audiences
- Proven ability to motivate other colleagues and gain 'buy-in' for new strategies and approaches
- A knowledge and commitment to safeguarding and promoting the welfare of students
- Knowledge of the latest research and evidence available to support improvements to students' achievement
- Committed to raising standards within the Academy

Values and Personal Competencies

Essential

- Ability to establish professional, effective working relationships with a range of partners/colleagues and students
- Ability to establish good professional relationships with all stakeholders
- Good level of self-motivation
- High standards of written skills
- Has the ability to work under pressure and meet competing deadlines
- Projects a professional image for the Academy
- Flexible approach to the Academy
- Excellent time keeping and attendance
- Committed to the values and vision of the Trust.
- Team focused with the ability to work independently and take initiative.
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.
- A role model of the Trust's Values.

Winifred Holtby Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to a Disclosure and Barring Service (DBS) check.