



**Job Description:** Teacher of Biology

**Salary/Grade:** MPS / UPS

**Reporting to:** Head of Science

#### **Purpose of the job**

To provide positive support and guidance with regard to the personal, academic, social, physical and moral development of all students. To provide a high-quality educational experience for all students. To help the school achieve its purpose, aims and values

#### **Responsible for**

- Carrying out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- Continuing to meet the Professional Standards for Teachers in England
- Following school and departmental procedures.
- Supporting the school ethos and adhere to school policies
- Being committed to safeguarding and promoting the welfare of children and young people

#### **Job Specification**

##### **Knowledge & understanding**

- Being aware of and actively promoting the school's aims, values, priorities, targets and action plans
- Having a secure knowledge and understanding of your specialist subject(s)
- Having a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Understanding progression in specialist subject(s)
- Coping securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s)

##### **Planning & setting expectations**

- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified in the school's Teaching & Learning policy
- Setting appropriate and demanding expectations for students' learning and motivation
- Setting and monitoring clear targets for students' learning, building on prior attainment

##### **Teaching & managing student learning**

- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time to maximise student progress
- Using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Participating in preparing and presenting students for public examinations
- Identifying and supporting students who have special educational needs, and implement and keep records
- Ensuring appropriate levels of challenge for students of all abilities are provided

##### **Assessment & Evaluation**

- Assessing how well learning objectives have been achieved and using this assessment and school provided data on a regular basis for future teaching and target-setting

- Keeping regular records of student progress
- Setting homework in accordance with the school's homework policy
- Marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students' progress in line with the whole school and departmental Assessment and Feedback policies
- Understanding the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses
- Recording and reporting on student progress, following school and departmental policy

### **Behaviour Management**

- Setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, following the school systems
- Consistently applying the school's Behaviour Management policy - SPOIL, encouraging positive behaviour, using the classroom code and taking appropriate action in cases of indiscipline

### **Relationship with parents & the wider community**

- Preparing and presenting informative reports to parents
- Attending parents' evenings and Open Evenings as required
- Recognising that learning takes place outside the school context and providing opportunities to develop students' understanding by relating their learning to real and work-related examples
- Being prepared to liaise with agencies responsible for students' welfare

### **Management of performance & development**

- Taking responsibility for own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects taught, within the context of the School Development Plan
- Understanding professional responsibilities in relation to school policies and practices
- Setting a good example to the students in presentation and personal and professional conduct
- Evaluating own teaching critically and use this to improve effectiveness
- Participating in school system of appraisal
- Participating in arrangements for further training and professional development, including INSET
- Attending and participating in faculty/departmental and other meetings as required

### **Relationship with colleagues**

- Establishing and maintaining effective working relationships with colleagues including support staff. Advising and co-operating with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

### **Resources**

- Selecting and making good use of textbooks, ICT, internet and other learning resources which enable teaching objectives to be met

### **Health & Safety**

- Being familiar with and complying with the School's Health and Safety policies
- Being responsible for the health & safety of students when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- Preparing risk assessments as appropriate
- Taking class register on SIMS and informing the office of any concerns

### **Other**

- Undertaking any other professional requirements specific to this post



# Person Specification – Teacher of Biology

## Qualifications & Experience

- Educated to at least GCSE Grade C standard or equivalent in English and Maths
- Education to at least Grade C in Science A Level or equivalent
- Evidence of Continuing Professional Development in Biology inside and/or outside the education system
- Evidence of experience at teaching Biology at GCSE and A Level

## Knowledge & Skills

- Strong interpersonal skills and ability to build and form good relationships with students, colleagues and parents / carers
- Broad Knowledge and understanding of key Biology texts
- Keen grasp and passion for Biology appropriate learning pedagogy
- Knowledge and understanding of how students learn and barriers to learning
- Knowledge of Equal Opportunities and approaches to inclusion
- Knowledge & understanding of Child Protection and Safeguarding procedures
- Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents / carers and other professionals
- Effective ICT skills
- Ability to absorb and understand a wide range of information
- Ability to maintain accurate records and systems
- Ability to deal with confidential data / issues appropriately

## Personal Qualities

- Evidence of management and leadership qualities
- The ability to plan, organise, assess, monitor and evaluate in order to support student progress
- Initiative and ability to prioritise one's own work
- Ability and desire to go above and beyond to provide students with extra-curricular opportunity as appropriate and in liaison with the Head of Science
- Able to follow direction and work in collaboration with line manager and colleagues
- Able to work flexibly to meet deadlines and respond to unplanned situations
- Evidence of management and leadership qualities
- The ability to plan, organise, assess, monitor and evaluate in order to support student progress
- Initiative and ability to prioritise one's own work
- Able to follow direction and work in collaboration with line manager and colleagues
- Able to work flexibly to meet deadlines and respond to unplanned situations
- Efficient and meticulous in organization
- Desire to enhance and develop skills and knowledge through CPD
- Commitment to the highest standards of child protection
- Recognition of the importance of personal responsibility for Health & Safety
- An understanding of and commitment to whole-school issues in a co-educational multi-ethnic school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school