

Teacher of Science - Job Description

Post Title:	Teacher of Science
Salary:	The Kingston Academy Teaching Pay Scale (MPS/UPS Outer London +1% above National Pay Scales – spine point dependent on experience)
Reporting to:	Curriculum Leader for Science
Hours:	Full-Time

Core Purpose

The Teacher's role is to carry out the responsibilities as a subject teacher and Form Tutor, and to support the ethos and vision of The Kingston Academy.

General Duties

- To support The Kingston Academy's ethos by ensuring the values and principles of the school are at the heart of learning and relationships.
- To maintain the highest possible personal, presentational and professional standards as an example to colleagues and pupils.
- To assist in the setting of The Kingston Academy's targets and the implementation of The Kingston Academy Development Plans.
- To promote good relationships and communications between all members of The Kingston Academy and the wider community and to attend relevant school and community meetings (including parents' evenings and promotion / information events).
- To participate in meetings at the school which relate to the school curriculum, administration and the organisation of the school (including pastoral arrangements).
- To support and share in the delivery of year group and house assemblies.
- To ensure the highest possible academic outcomes for all pupils taught and to contribute fully to the development of an enriching, relevant and innovative curriculum delivered in the extended school day and week.
- As a Form Tutor to support the personal development and academic progress of the pupils in your form group through mentoring and intervention support.
- Maintaining good order and discipline among the 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.

Accountabilities as a Subject Teacher

- Teachers are responsible for creating learning environments where each pupil can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them.
- Teachers will take an active part in the school's rewards programme celebrating achievement and, where necessary, applying behavioural sanctions.
- Teachers are expected to engage with the widest range of educational technologies in line with The Kingston Academy's policy on teaching and learning.
- The lessons taught will be planned by TKA staff to fulfil the school's aims and all teachers share responsibility for this planning and development.
- Teachers will use the full range of monitoring and assessment techniques to ensure learning and progress are maximised. They will participate fully in the assessing and tracking of progress towards academic and personal (character) development targets and support interventions where there is underachievement.
- Teachers are expected to prepare and mark pupil work and internal and external examinations as directed by their Subject Leader/Head of Department and in line with school policies.
- Teachers will use a full range of creative teaching styles and activities which sustain pupils' concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning.

- Expert subject knowledge and links with Kingston University and Kingston College will be used to inspire pupils and build their understanding and to prepare them for progression to the next stage of education, training or employment.
- By directing and engaging support staff colleagues, teachers are responsible for the support of vulnerable pupils and the maintenance of highly supportive learning environments.
- By attending parents' consultation evenings and other meetings with colleagues in their teams, each teacher will play an effective part in the communication of individual pupil progress and in the development of curricular courses, enrichment and extra-curricular activities.
- All teachers have a responsibility within the subject for shared development of schemes of work; for development of engaging and challenging resources; for developing and using tools for assessing pupil progress and other self-evaluation tools; for ensuring that research informs the development of their pedagogical approach to teaching and learning; for contributing to and participating in cross subject interdisciplinary developments.
- To be responsible for improving and developing their own professional learning both within the subject and in pedagogy (including the achievement of relevant professional qualification e.g. Masters and leadership qualifications such as MLDP and NPQH).
- To participate in performance development processes.
- Contribute to, and participate in, staff development.

Accountabilities as a Form Tutor

- All teachers are Form Tutors and are expected to be the first point of contact between the school and parents and will be responsible for knowing well each individual child in their group. Form Tutors meet with parents on consultation evenings and on other less formal occasions and are responsible for fostering good home/school relations.
- Form Tutors will be responsible for ensuring the various individual needs of their tutor group are met.
- Form Tutors will lead Form time with their group and deliver the PSHE/Inspire Smart as directed by the Deputy Head and the relevant Head of Year.
- Form Tutors will support individual consultation or guidance during self-directed activity sessions and at other times.
- Form Tutors will support induction from previous phases of education and prepare and guide on transition to next phases and, in the longer term, maintain relationships with graduates from The Kingston Academy.
- Form Tutors ensure that pupil attendance is monitored and general administration is carried out for their group.
- Form Tutors prepare reports and references and have responsibility for monitoring records of pupils' progress. They take responsibility for monitoring and supporting children's learning through individual action planning and interventions where there is underachievement.
- Form Tutors carry out supervision at break time and at other times published in advance.
- Form Tutors supervise after school detention as part of the school duty rota which will be published in advance.
- Supervising and, so far as is practical, teaching any pupils whose teacher is not available to teach them.
- Form Tutors are expected to support and share in the delivery of the year and house assemblies and supervise their groups as necessary.

Accountability to Senior Leadership

- All teachers have a responsibility to create links for pupils between their subject area and others.
- All teachers have the responsibility to ensure that learning is collaborative, fosters adaptive capabilities, encourages self-motivation and independence, is research based and active, is located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition.

Responsible for contribution to whole school pupil outcomes

Teachers should be responsible for:

- Fostering pupils' enjoyment of learning; their safety; understanding of healthy lifestyles and their contribution to the wider community including opportunities to be of service, their development of life skills and financial awareness.
- Developing pupils' spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values;
- Encouragement of pupils' exploration and understanding of their spiritual and moral development.

Other

- Teachers are required to carry out a reasonable share of break time and lunchtime supervision duties.
- Teachers are required to contribute to the school enrichment programme by running and managing an enrichment club.
- This job description and allocation of responsibilities may be amended, after consultation, from time to time. Performance Development procedures will aid this process by considering the relevance of the teacher's role in the context of the changing needs of The Kingston Academy and the professional development of the teacher.
- The Trust Board and Head Teacher reserve the right to ask teachers to carry out other such duties as may, from time to time, be reasonably assigned operating within their conditions of service. The job specification does not allocate a particular amount of time to any of the above responsibilities.
- The job description applies to all teaching staff in The Kingston Academy.
- Some staff will, in addition, have extra responsibilities, which are described in a supplementary job description.
- All teachers are expected to operate, at all time, within the stated policies and practices of The Kingston Academy.
- Employees will be expected to comply with any reasonable request from the Head to undertake work of a similar level that is not specified in the job description.
- The Kingston Academy will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding

The welfare and safety of pupils are the responsibility of all staff in school. All staff must remain vigilant and any concern for a pupil's welfare must always be reported to the Designated Safeguarding Lead in accordance with the school's procedures as set out in the school's Safeguarding Policy. All staff are responsible for ensuring that they fully understand these procedures and must seek guidance from the Designated Safeguarding Lead if required.

Additional Requirements

- To support and promote the School's vision and values.
- To implement school policies with a commitment to high standards, high expectations and high achievement.
- To be aware of all Safeguarding/Child Protection issues relevant to the department (e.g. planning for School Trips, monitoring of visitors to the School).
- To attend relevant external meetings.
- It is the post-holder's responsibility to carry out their duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

- The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Teacher of Science – Person Specification

Those marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
Qualifications		
Qualified Teacher Status (QTS)	✓	
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓	
A Level Grades – AAB or better		✓
Honours degree or equivalent in the subject that you teach	✓	
Upper second or 1st Class Degree		✓
Knowledge and Experience		
Performance Development/Lesson observation in last 2 years' are good or better	✓	
Performance Development/Lesson observation in last 2 years' are outstanding		✓
Good/Outstanding Behaviour Management Skills	✓	
Has a clear understanding of the diverse needs of pupils and how to raise progress and attainment of all pupils (e.g. the use of intervention strategies)	✓	
Able to demonstrate the potential for future promotion		✓
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information		✓
Has a good understanding of Performance Development	✓	
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities	✓	
Evidence of understanding the 'Every Child Matters' Agenda including diversity, community cohesion and sustainable development	✓	
Personal		
A desire and willingness to make a full contribution to the School's enrichment and extra-curricular programme	✓	
A desire and willingness to act as a role model and 'Character Mentor' and to deliver outstanding lessons	✓	
Must be able to work under pressure, manage own work load effectively and respond swiftly to tight deadlines	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
Demonstrate good judgement	✓	
High expectations of self and others	✓	
Passionate about their subject	✓	
Since leaving university they have undertaken further development of pedagogical knowledge, skills and understanding		✓
Sound understanding of current areas of development in the subject	✓	
Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.	✓	
The ambition to develop each child to his or her maximum potential	✓	
Interpersonal skills which demonstrate an ability to motivate staff and pupils and to convey enthusiasm for teaching and learning	✓	