

## Key Information

**Post Title:** Teacher of Science

**Contract type:**

**Salary:** Main Pay Scale (M1-M4)

**Reports to:** Subject Lead

**Location:** Healing Academy, Grimsby

**Additional information:**

**We warmly welcome applications  
from Early Careers Teachers (ECTs)**

## Purpose of Post

- To carry out the professional duties of a teacher as directed and in accordance with the school's policies under the direction of the Principal and teachers standards
- Develop the emotional skills of children in order to ensure that they are able to receive the best teaching and learning in the classroom.

# Job Description : TEACHER OF SCIENCE

## Main duties and responsibilities

In addition to the responsibilities of class teacher as set out in the school teachers' pay and conditions document you will also undertake the following duties and responsibilities:

### **Teaching & Learning**

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
  - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
  - use a range of teaching and learning strategies and resources, including elearning, adapted to meet learners' needs effectively; and
  - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context
- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider learning.

### **Leadership and Management**

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them

### **Pupil Support**

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluate their own teaching critically to improve effectiveness
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Communicate effectively with learners and colleagues;
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of school contexts
- To act as a champion for the safety of all students, ensuring that safeguarding and promoting the welfare of children is a priority in every aspect of the role.

# Person Specification : TEACHER OF SCIENCE

<u>Specification</u>	<u>Essential</u>	<u>Desirable</u>	<u>Evidence</u>
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A relevant Undergraduate Degree</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development in subject area</li> <li>Evidence of continuing professional development in teaching and learning</li> <li>Safeguarding Certificate</li> <li>At least a 2:1 in a relevant Undergraduate Degree</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching in similar secondary environment</li> <li>Experience of teaching KS3 and KS4</li> <li>Experience in raising pupil progress</li> <li>Excellent classroom practitioner</li> <li>A good understanding of curriculum developments in Science</li> </ul>	<ul style="list-style-type: none"> <li>Experience in running extra-curricular activities, both subject and non-subject related.</li> <li>Experience of teaching pupils with SEND</li> </ul>	
<b>Professional knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>An understanding of the strategies required to motivate, engage and inspire students</li> <li>Well-developed IT skills to enhance teaching and learning</li> <li>Knowledge and understanding of safeguarding procedures in relation to children and young people.</li> <li>Up to date subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continually improving one's own teaching and learning</li> <li>Understanding of the strategies needed to establish consistently high aspirations, outcomes and behaviour</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Excellent verbal and written communication</li> <li>Good time management and the ability to multitask</li> <li>Flexibility, commitment and reliability</li> <li>Ability to develop positive relationships and act as a role model to staff and students</li> <li>Understanding of and significant contribution to the whole school extra-curricular programme</li> </ul>		
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills</li> <li>Resilience, motivation and commitment to driving up standards of achievement</li> <li>Confident, positive, self-motivated and determined</li> <li>Readiness to reflect and self-evaluate, and the ability to change, develop and improve</li> <li>High levels of honesty and integrity</li> <li>Supports our DANCE values</li> <li>Personal humility, and compassion</li> </ul>		