



BRANNEL SCHOOL

EXCELLENCE | CREATIVITY | COMMUNITY



Deputy Head of Science

Internal Recruitment Pack
M1-UPS3 (plus TLR2B)

Exceptional Educational Experience

HEAD OF SCIENCE

Purpose of the Role

The Deputy Head of Science will assist the Head of Science to lead the implementation and delivery of a broad, balanced, personalised, and appropriately differentiated Science curriculum that meets the needs of all students. The postholder will be accountable for leading, managing, and developing the Science department, ensuring high-quality teaching and learning across all key stages.

The Deputy Head of Science will create a learning environment that enables all students to achieve their individual potential, raising standards of attainment and achievement within the subject. They will contribute to the school's responsibility to provide high-quality opportunities for both academic and personal development and will monitor and assess student progress through their own teaching and through departmental systems.

Key Responsibilities

Operational and Strategic Planning

The Deputy Head of Science will assist the Head of Science to lead the development of schemes of work, resources, marking policies, and teaching strategies within the department. They will create, implement, and evaluate a clear departmental development plan aligned with whole-school priorities.

The postholder will plan and prepare lessons and courses that reflect high expectations and strong subject knowledge. They will contribute to whole-school self-evaluation processes and support the development of effective links with external agencies and partners.

The Deputy Head of Science will assist the Head of Science to ensure the effective deployment of teaching staff, support staff, and departmental resources. They will work collaboratively with colleagues to ensure resources are used efficiently for the benefit of students and the wider school.

Curriculum Leadership

The Deputy Head of Science will assist the Head of Science to ensure that the department delivers a curriculum that aligns with the school's strategic aims and meets the needs of all learners. They will lead ongoing curriculum development, ensuring it remains relevant to students, examination requirements, and wider educational priorities.



Staff Development and Leadership

The Deputy Head of Science will actively contribute to the school's professional development programme and take responsibility for their own continued development, including subject knowledge and pedagogy.

They will assist the Head of Science to lead performance management processes for members of the Science department, supporting staff to improve and develop. The postholder will ensure the effective deployment of classroom support and contribute to the recruitment and induction of new staff.

Data and Assessment

The Deputy Head of Science will assist the Head of Science to ensure that accurate and up-to-date records of student progress and attainment are maintained. They will use performance data effectively to evaluate outcomes, identify areas for improvement, and implement appropriate actions.

The postholder will track student progress across the department, ensuring that assessment information informs teaching and supports improved outcomes. They will produce reports on student progress and examination performance, including analysis of value-added measures, as part of the school's quality assurance cycle.

Communication

The Deputy Head of Science will communicate effectively with parents and carers, keeping them informed of student progress and achievement. They will also liaise with external agencies and partners where appropriate.

The postholder will follow school policies for communication and contribute to events such as open evenings, parents' evenings, and transition activities with partner schools.

Pastoral Responsibilities

The Deputy Head of Science will act as a Form Tutor where required and will promote the progress, wellbeing, and development of individual students and tutor groups.

They will work closely with pastoral leaders to ensure the effective implementation of the school's support systems, monitor student progress, and maintain accurate records. The postholder will identify and respond to student needs, liaising with staff, families, and external agencies where appropriate.

They will contribute to students' spiritual, moral, social, and cultural development and apply the school's behaviour systems to ensure a positive learning environment.



Teaching Responsibilities

The Deputy Head of Science will teach students in line with their educational needs, setting and marking work both in school and beyond. They will assess, record, and report on student progress, providing clear and constructive feedback.

The postholder will ensure that key whole-school priorities, including literacy, numeracy, and the effective use of technology, are embedded within teaching. They will maintain high standards of behaviour, engagement, and academic expectations.

They will undertake assessment in line with school and external examination requirements and provide accurate, timely feedback to support student progress.

The Deputy Head of Science will demonstrate continued professional growth, meeting and sustaining the relevant professional standards expected of their role.

General Responsibilities

The postholder will demonstrate and promote the values of the Trust at all times. They will work collaboratively with colleagues to meet the needs of all students and uphold the highest standards of professionalism in line with the Trust's Code of Conduct.

They will take responsibility for their own professional development and attend meetings and training as required. The postholder will adhere to all Trust policies and procedures, promote equality and diversity, and contribute to a safe and healthy working environment.

They will maintain the highest standards of confidentiality in relation to all information regarding students, staff, and the school, in line with data protection regulations, and will be committed to safeguarding and promoting the welfare of children and young people.

Note:

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. The postholder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job. This job description may be amended at any time in consultation with the postholder.



Special conditions of employment:

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education' . The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and subject to satisfactory pre - employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.



Qualifications and Professional Development

Essential	Desirable
Qualified Teacher Status (QTS) and relevant degree.	National Professional Qualification or equivalent leadership qualification
Evidence of sustained professional development, including leadership or instructional development.	Further postgraduate study in English, education or leadership.
Secure understanding of statutory requirements, including safeguarding, curriculum and assessment.	Experience of professional learning within a trust-wide or system-led model.

Experience

Essential	Desirable
Successful experience of middle leadership within a secondary school, with evidence of improving teaching quality and pupil outcomes over time.	Experience of working within a multi-academy trust or shared curriculum model.
Experience of developing teachers through coaching, mentoring or professional dialogue.	Experience of supporting curriculum implementation across more than one setting.
Experience of leading teams through change and securing sustained improvement.	Experience of contributing to trust-wide networks or system leadership activity.
Experience of using data and qualitative evidence to evaluate impact and inform action	

Knowledge and Skills

Essential	Desirable
Strong knowledge of secondary Science pedagogy, assessment and effective classroom practice.	Understanding of trust-wide curriculum design and implementation models.
Clear understanding of how curriculum intent is translated into classroom practice.	Experience of codifying subject pedagogy or agreed teaching approaches.
Secure understanding of evidence-informed teaching and learning.	Familiarity with instructional coaching.
Strong understanding of inclusion, adaptive teaching and securing high expectations for all pupils	
Secure knowledge of safeguarding and child protection responsibilities.	

Leadership and Management Skills

Essential	Desirable
Ability to lead and develop others through coaching, modelling and professional dialogue.	Experience of leading professional development beyond own department
Ability to communicate clearly, build shared understanding and secure consistency of practice.	Experience of supporting early career teachers or new staff at scale.
Ability to evaluate teaching and learning accurately and act decisively where improvement is required.	
Proven ability to use evidence and data to inform decision-making and improvement planning.	
Ability to work collaboratively while maintaining clarity of expectation and accountability..	

Personal Qualities

Essential	Desirable
A relentless commitment to excellence and high expectations for all.	
Integrity, resilience, and emotional intelligence.	
A reflective practitioner who embraces feedback and continuous improvement.	
Commitment to equality, diversity, and inclusion.	



Applying to CELT

We welcome internal applications via My New Term.

If you would like any more information, please contact Tristan Muller-Forster, Headteacher, at tmuller-forster@brannel.celtrust.org

We want every candidate to know exactly what to expect from our recruitment process. All CELT application packs clearly set out key information: salary, interview dates, and application deadlines. All line managers involved in recruitment are trained to recognise and reduce bias, ensuring a fair and consistent experience for every applicant.

Cornwall Education Learning Trust is an equal opportunities employer and is also committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All offers of employment are subject to the satisfactory completion of safer recruitment checks and references including an enhanced DBS check.



Safeguarding

Safeguarding is the golden thread through CELT - safeguarding is everyone's responsibility. We promote an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for our learners.

A whole-school approach to safeguarding means listening to the voices of everyone in the school community. This includes learners as well as parents, carers and school staff.



Amy Daniels
Director of Inclusion

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and an Enhanced Disclosure and Barring Service (DBS) check.