

Post: Second in Science	Line Manager: Head of Science
Scale: TLR 2a	
<p>Purpose of Post</p> <ul style="list-style-type: none"> Supporting the Head of Science in all aspects of the role. Ensuring students follow a curriculum which is agreed with RET advisers where applicable and prepares them for external examination demands. Promoting outstanding outcomes and a love of learning, driven by consistently effective teaching. 	
<p>Key Tasks</p> <p>1. Strategic Leadership</p> <ol style="list-style-type: none"> Implementing department policy and practice in line with whole-school and Trust expectations. Using data to inform policies, practices, expectations, targets and teaching methods. Leading the development key stage 3 science in line with whole-school SDP. Monitoring and evaluating progress in achieving the department's plans and targets. Ensuring the correct risk assessments are in place for all key stage 3 practical's and equipment and in line with health and safety guidelines. <p>2. Supporting the <i>curriculum</i> to ensure that for a named key stage it:</p> <ol style="list-style-type: none"> Is in line with national and Trust developments. Systematically develops skills, knowledge, concepts and attitudes demanded by external examinations. Promotes progression and continuity. Develops numeracy and literacy, including SPAG, and the technical language of the subject. Develops students' broader understanding of the subject. Promotes learning outside the school and classroom contexts, as appropriate to the subject. Promotes school and Trust values, particularly in respect of diversity and equalities. Is recorded in the required school and Trust format. Is regularly and systematically evaluated, in light of national changes and assessment/exam data. Is systematically amended, where required, in light of the above evaluation. <p>3. Target-Setting, Tracking, and Intervention, ensuring:</p> <ol style="list-style-type: none"> Staff and students know school and Trust expectations of: progress at key stage 3; what constitutes hard work in lessons and homework; what student behaviour is and is not acceptable. Staff know how and when current attainment (therefore progress over time) is assessed and recorded. Current attainment data at key stage 3 is systematically analysed, with underachievement identified by student 'group' and teaching group, using question-level analysis to identify common weaknesses. <p>4. Securing and sustaining <i>effective teaching</i>, ensuring:</p> <ol style="list-style-type: none"> All teachers know national, school and Trust expectations for teaching (including marking and assessment). All teachers are trained in effective lesson planning, pedagogy, classroom management, and marking approaches, in line with school and Trust expectations. Teaching is planned and delivered, and learning assessed, in line with the above expectations. Supporting the development of those new to the profession. 	