



Job Description

Job Title: Teacher of Science (Biology)

Reporting to: Curriculum Leader for Biology

Job Role

To deliver outstanding teaching and learning in Science and therefore guide students to achieve excellent outcomes. To work with others from within the science department to deliver and contribute to the curriculum and to ensure a coordinated approach in its successful implementation. To work with the science department to engage and inspire students to appreciate the subject and its application inside and outside of the classroom.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current Teachers' Pay and Conditions document, and in the context of professional standards for teachers.

Key Responsibilities

- Plan and deliver a sequence of lessons to the highest standard.
- Promote a culture of ambition and aspiration to ensure all students meet and exceed their potential.
- Provide a nurturing environment which supports students to develop as learners.
- Embed effective and impactful teaching and learning strategies.
- Cultivate a positive learning environment through constructive classroom management.
- Contribute to the development of schemes of learning which reflect the whole-school and department curriculum vision.
- Engage with continuous professional development (CPD).
- Analyse progress and attainment data to inform curriculum design, student intervention and wider external support.
- Monitor students' progress to implement responsive teaching strategies.
- Provide opportunities for students to take part in additional subject specific enrichment.
- Contribute to the Personal Development Curriculum.

Teaching and Learning:

- Demonstrate strong subject and curriculum knowledge.
- Demonstrate a sound understanding of teaching and learning pedagogy.
- Be a reflective classroom practitioner who strives to continuously develop their craft.
- Have the confidence and desire to teach across the age and ability range and tailor lessons to students' needs
- Have the willingness to 'take risks' through 'creativity' within the classroom.
- Be able to use positive engagement techniques for learning in an environment of mutual respect, which allows pupils to feel safe, secure and promote their self-esteem.
- Knowledge of educational changes, recent developments and key initiatives.



Community Ethos

- Willingness to contribute to the wider school life.
- Commitment to ensure visible presence across the school during duties to safeguard students.
- Act as a role model within the community by upholding and embracing the school's ethos and values.
- Ensure that school policies – including those relating to Race Equality, Equal Opportunities, Code of Conduct and Health and Safety – are adhered to.

Personal Qualities

- Promote our school values of Ambition, Reflection, and Kindness.
- Approachable, with a strong moral compass.
- Exceptional communication skills.
- The ability to inspire, enthuse and motivate both students and colleagues.
- Potential and desire to take ownership of personal growth and development to ensure #betterneverstops.
- Excellent organisational and time management skills.
- Resilience and the ability to cope well under pressure.
- Ambition for oneself, students and the school community.
- Empathy with young people from all backgrounds, with a commitment to inclusion.
- A team player at all times, including during challenging circumstances.
- Embracing 'wellbeing' through a healthy work life balance.
- Willingness to take on board feedback and act upon it positively.
- Emotional intelligence to deal with people sensitively and calmly.

Additional Duties

- Take responsibility for one's own continuous professional development.
- Play a full part in the life of the school community by supporting its distinctive aims and ethos, whilst encourage staff and students to follow this example.
- Engage actively in the performance management process.

The job description should be seen as enabling rather than restrictive and will be subject to regular review.

Please note that this school is committed to safeguarding and promoting the welfare of children and young people. It expects all staff and volunteers to share this commitment.

Confidentiality

During your employment you may see, hear, or have access to, information on matters of a confidential nature relating to the work of The Westgate School or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.

Data Protection

During your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of UK GDPR 2018 and the relevant policies and procedures.



Safeguarding Children

In accordance with the School's commitment to follow and adhere to the Department for Education's guidance entitled "Keeping Children Safe in Education" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment, which, always focuses upon the best interests of the students and the school.

You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times.

Freedom of Information

The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School's GDPR policies and procedures.

No Smoking / Intoxicants Policy

No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased, or owned by The Westgate School. No smoking or intoxicants are permitted in School vehicles or in any vehicle parked on School premises. Smoking of any product and the consumption of alcohol are strictly forbidden.



PERSON SPECIFICATION

Application Form AF; Work-related task T; Interview I; Certificate C; References R

| Skills | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| Teach GCSE | ✓ | | AF/T |
| Ability to take initiative, lead, motivate, inspire, and support students to achieve excellence | ✓ | | AF/I/T |
| Excellent interpersonal and group skills | ✓ | | AF/I |
| Good organisational and planning skills | ✓ | | AF/I |
| Able to ensure that technologies are used effectively to improve learning | ✓ | | T |
| A range of strategies for creating a positive climate for learning | ✓ | | AF/T/I |
| Excellent organisational and planning skills | ✓ | | AF/I/T |
| Evidence of good/outstanding classroom practice with a proven record or exam success | ✓ | | AF/T/R/I |
| A sound knowledge and understanding of current curriculum developments | ✓ | | AF/I |
| Ability to undertake self-evaluation and plan and execute improvements | ✓ | | AF/I |
| The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students | ✓ | | T |
| Have the capacity to manage own workpressure and that of others effectively | ✓ | | AF/I |



| Qualities | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| The ability to inspire young people to learn and engage parents in supporting student learning | ✓ | | AF/I |
| A willingness to be involved in extended curriculum opportunities in the subject area and across the school | | ✓ | AF/I |
| Knowledge of changes to SEND | | ✓ | AF |
| The ability to manage time effectively and prioritise work | ✓ | | AF/I/R |
| A commitment to personal and professional development | ✓ | | AF/I/R |
| Be a successful team player and be able to make sound judgments | ✓ | | AF/I/R |
| Patience, whilst having a sense of humour | ✓ | | AF |
| Reflective practitioner | ✓ | | AF/I |
| A commitment to inclusive education | ✓ | | AF/I |
| Ability to work under pressure and meet deadlines | ✓ | | AF/I |
| Able to learn and develop pedagogy and practice from others in your team | ✓ | | AF/I/R |
| An ability to understand and appreciate your current strengths and the ways in which these might be further developed | ✓ | | AF/I |
| The ability to form and maintain appropriate relationships and personal boundaries with students | ✓ | | AF/I/R |
| An ability to take on board negative feedback and act on it positively | ✓ | | I |



| Equal Opportunities | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| Commitment to ensuring inclusion, addressing diversity and access | ✓ | | AF/I |
| Must be able to recognise discrimination in its many forms and willing to put equality policies into practice | ✓ | | AF/I |

| Experience | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| An understanding of the use of assessment to inform planning | ✓ | | AF/I |
| Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance | ✓ | | AF/I |
| Experience of working with students with social, emotional and learning difficulties | | ✓ | AF |
| Experience of performance management cycles and systems | ✓ | | AF |
| Recent experience of teaching the subject to all Key Stages | | ✓ | AF/I |
| Promotion of the subject across the curriculum | | ✓ | AF/I |

| Education and Qualifications | Essential | Desirable | Assessed |
|--|-----------|-----------|----------|
| Degree level qualification | ✓ | | AF/C |
| QTS Status and experience of teaching across at least two Key Stages in training | ✓ | | AF/C |
| Post-Graduate Qualification | | ✓ | AF/C |
| Relevant professional development over the last two years | | ✓ | AF/C |

In line with Keeping Children Safe in Education (KCSIE) 2022, online searches are carried out on all shortlisted candidates for all positions at The Westgate School. The searches are carried out to identify any incidents or issues that have happened, and are publicly available online, which we might want to explore at interview. An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful appointment.