



## Job Description

**Job Title:** Head of Biology

**Reporting to:** Curriculum Leader of Science

## Job Purpose

The Head of Biology will be responsible for the planning, delivery, and assessment of the Biology lessons within their department. They will lead curriculum design in Biology. They will ensure that teachers successfully implement the curriculum through high standards of teaching and learning and achievement. They will ensure that students make progress, are nurtured, and supported to achieve their personal best. They will monitor and evaluate practice regularly to ensure that the quality of education students receive is strong.

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, implement and review an appropriate curriculum, specific to Biology, within the framework of the National Curriculum and statutory requirements which is broad and balanced, relevant, and differentiated, which also incorporates whole-school policies and cross-curricular areas.
- Keep up to date with educational reforms to ensure that the curriculum and qualifications offered are fit for purpose to allow our students to achieve their high aspirations.
- Create departmental policies on such matters as methodology, marking and assessment, reporting, homework, etc. in-line with whole-school policies.
- Develop schemes of work which are inspiring for learners and teachers alike and prepares students thoroughly for academic success at GCSE and A-Level.
- Reflect, review, and evaluate each academic year to maintain positive progress within Biology.
- Promote excellence in teaching and learning within the department to ensure all students develop their potential.
- Encourage a collegiate approach to teaching and learning within the department through the department's CPD programme.
- Catch success, carry out drop-ins and other departmental monitoring and review processes as part of on-going quality assurance and evaluation.
- Analyse progress and attainment data to make data driven changes to curriculum design, student intervention and set changes.
- Implement appropriate systems to track students' progress to inform and improve the effectiveness of teaching and learning so that outcomes are positive.
- Facilitate extracurricular opportunities for students through subject specific enrichment activities.
- Utilise the analysis of data – especially comparative data in relation to pupil outcomes – to drive improvements in the quality of education offered.
- Ensure that individual student progress is regularly assessed, recorded, reported, and used to inform responsive teaching strategies.
- Set personal targets and take pride and responsibility for one's continuous professional development.
- Ensure that training needs within the department are identified, appropriately met, and that all members of the department are active in their own personal and continuous professional development.



### Teaching and Learning:

- Be a reflective classroom practitioner who strives to continuously develop their craft.
- Have evidence of excellent subject and curriculum knowledge.
- Have a sound understanding of teaching and learning pedagogy.
- Knowledge of educational changes, recent developments and key initiatives.
- Have the willingness to 'take risks' through 'creativity' within the classroom.
- Have the confidence and desire to teach across the age and ability range.
- 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.

### Community Ethos

- Willingness to contribute to the wider-life of the school.
- 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.
- 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.
- Exceptional communication skills.
- A team player at all times, including during challenging circumstances.
- Embracing 'wellbeing' through a healthy work life balance.
- Willingness to take on board negative feedback and acting upon it positively and decisively.
- Emotional intelligence to deal with people sensitively and calmly to resolve potential conflict.

### Additional Duties

- Take responsibility for one's own 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 UK 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 and A-Level	√		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.*