



Job Description

Post Title:	DIRECTOR OF SCIENCE
Grade:	LP8 - LP11 (Leading Practitioner scale)
Main Purpose:	The Leadership of Teaching and Learning in Science alongside Additional Leadership Responsibilities
Additional Purposes:	Wider leadership responsibilities and membership of the Trust's Education Team
Responsible to:	Deputy Head of School (<i>subject to review</i>)
Responsible for:	The team of staff with specific responsibility for teaching Science and additional leadership responsibilities
Relationships with:	<ul style="list-style-type: none">• Fellow Teachers, Middle Leaders & SLT• Sixth Form Team• Trust Central Services• SENCo & Achievement Support Staff• Other Support Staff• Primary Schools• Partner Schools• Other Trust Schools• Students & Families• Governors• LA Inspectors and Advisors

ACCOUNTABILITIES (*examples*):

Curriculum

1. To state the aims and objectives of the curriculum area;
2. To draw up schemes of work according to the National Curriculum and based on school policy;
3. To lead in relation to the appropriate timetable requirements for Science;
4. To provide a curriculum appropriate to the full range of students, including those with Special Educational Needs and gifted students;
5. To provide a curriculum which is designed to meet the needs of boys and girls in equal measure, and where teachers use a range of teaching styles in order to maximise the benefits for all students;
6. To ensure that curriculum, resources and practices in the department comply with the school policy on Equal Opportunities;
7. Promote the highest standards of behaviour in order to promote a calm working environment in the school, and to create an atmosphere conducive to learning;
8. To lead on enrichment activities such as clubs and field trips relevant to the curriculum area;
9. To ensure that the curriculum contributes to the spiritual, moral, social and cultural education of students;

10. To ensure that the curriculum relates to the world of work, and that students are made aware of the relevance of what they are studying to life after school.

Resources:

1. To ensure that the necessary resources for teaching and learning are provided, and to liaise with the appropriate staff members in this respect;
2. Be responsible for a budgetary submission, monitoring and general resource management of the curriculum area;
3. To manage the deployment of staff, and the allocation of students to appropriate groups;
4. To manage a system for the safe-keeping and use of high value assets.

Assessment Recording & Reporting:

1. Maintain and develop a Departmental Scheme for Assessment, Recording and Reporting and to monitor that it is properly observed;
2. Ensure that teachers within the department keep accurate records of assessments which comply with school policy, and National Curriculum requirements;
3. Monitor effective reporting to parents by the department.

Management:

1. Offer constructive, critical appraisal of teaching styles and methods and to promote high teaching standards and quality;
2. To monitor the work of the curriculum area, and to report findings to your Line Manager, and then act upon them;
3. Monitor teaching rooms and their appearance and ensure the highest possible standards of working conditions together with relevant displays of work;
4. Support teachers in effective classroom management and the management of student behaviour according to the school's philosophy, policy and expectations;
5. To involve the teachers in the decision-making process through active participation, consultation and discussion by holding regular meetings and to report back to the appropriate Line Manager;
6. To develop and update a curriculum area handbook based on school policy and practice;
7. To ensure that the curriculum area makes best use of the opportunities provided in terms of the wider community;
8. To ensure that all the work of the curriculum area complies with school policy regarding Health and Safety;
9. To assist and advise regarding the selection of department staff.
10. To ensure that the curriculum relates to the world of work, and that students are made aware of the relevance of what they are studying to life after school.

TEACHER RESPONSIBILITIES:

1. Have a thorough and up to date knowledge of their subject(s) and take account of wider curriculum developments that are relevant to their work;
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);

3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
5. Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
7. Make an active contribution to implementing the policies and aspirations of the school;
8. Be effective professionals who challenge and support all students to do their best;
9. Set and maintain high expectations for student behaviour;
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance.

GENERAL NOTES

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher;
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed;
- These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

Person Specification

POST TITLE: DIRECTOR OF SCIENCE

THE PERSON:

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> • Relevant 'A' levels (or equivalent) and Degree • Qualified Teacher Status or PGCE Pass (or equivalent) 	<ul style="list-style-type: none"> • Good Honours degree (2.1 or better) • Ability to teach at KS5
<u>Experience</u>	<ul style="list-style-type: none"> • Successful teaching record which demonstrates high standards and the ability to raise attainment • Leading colleagues in a departmental initiative or school working group • Experience of supporting and developing the practice of others • Experience of teaching a wide range of abilities • Use of Data in education to track student progress and set targets for improvement • Relevant teaching experience or teaching practice • Experience of teaching a wide range of abilities 	<ul style="list-style-type: none"> • Leading meetings • Position of responsibility within a Science department • Leadership responsibilities
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> • An understanding of effective practice in relation to Science teaching methodology • An understanding of current educational developments • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Statutory National Curriculum requirements at the appropriate Key Stage • The monitoring, assessment, recording and reporting of pupils' progress • The statutory requirements of legislation concerning Equal 	

	<p>Opportunities, Health & Safety, SEN and Child Protection</p> <ul style="list-style-type: none"> • Effective teaching and learning styles. 	
<u>Skills</u>	<ul style="list-style-type: none"> • To be established as an outstanding teacher • Ability to use ICT as a learning/admin tool • Ability to use innovative teaching methods to aid student learning • Effective communication skills, written and verbal • Strong organisational skills 	<ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities
<u>Personal Characteristics</u>	<ul style="list-style-type: none"> • A “people person” • Able to communicate vision to others and bring people with you • A willingness to work hard with enthusiasm and vision • Motivated and optimistic • Resilient • A good sense of humour • Calm under pressure • Well-organised 	
<u>Safeguarding Competencies</u>	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other’s feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	