



CHESTNUT GROVE ACADEMY - JOB DESCRIPTION

TEACHER OF SCIENCE

Grade/TLR:	Teachers / No TLR
Contract:	Permanent
Weeks/Hours	32.5
Conditions:	Teachers National Pay & Conditions
Reports To:	The post is professionally responsible to the Headteacher but will report to and take direction from; the Head of Science on a day to day basis.
Location:	Within the School site

1.0 Context & Main Purpose of Role

Context:

Chestnut Grove Academy is a high performing convert academy which prides itself on enabling students of all abilities and backgrounds to reach their potential. Academic success is a key strength of the academy with strong performance at both GCSE and A Level. The student capacity is approximately 1300 students.

Our learning environment has been transformed with state of the art facilities for both staff and students as a result of moving into new buildings in 2017.

Chestnut Grove Academy is part of the Wandle Learning Trust. A Multi-Academy Trust which builds on the success of the Wandle Teaching School Alliance, of which we are the lead strategic partner with Chesterton Primary School.

2.0: Main responsibilities of the post:

2.1. Operational & Strategic Planning

- 2.1 To deliver an appropriately broad, balanced, relevant and differentiated Science curriculum for students up to A level in the specialist area;
- 2.2 To monitor and support the overall progress and development of students as a teacher and as a Form Tutor; this include keeping good order and discipline in the Science laboratory, and setting the highest possible expectations of academic achievement;

- 2.3 To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- 2.4 To provide extra-curricular enrichment activities, including organising and accompanying appropriate field studies to comply with the requirements of the National Curriculum and external examination syllabuses;
- 2.5 To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- 2.6 To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in Science and to contribute to the Department's Improvement Plan;
- 2.7 To participate in the overall development of the Science Department.

3.0 Teaching

- 3.1 To undertake a designated programme of teaching, ensuring a high quality teaching and learning experience which meets internal and external standards;
- 3.2 To teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere;
- 3.3. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records and report on them as required;
- 3.4 To provide, or contribute to oral and written assessments, reports and references relating to individual students and groups of students;
- 3.5 To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students;
- 3.6. To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the syllabus.
- 3.7. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- 3.8. To track student progress and use information to inform teaching and learning
- 3.9 To plan and prepare courses, lessons and appropriate subject materials, including practical assignments, following the school's policy;

4. Resources:

- 4.1. To assist the Head of Science to identify resource needs and to contribute to the efficient and effective use of physical resources;
- 4.2. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- 4.3. To ensure the effective/efficient deployment of classroom support;

5. Quality Assurance:

- 5.1. To contribute to the process of monitoring and evaluation of the department in line with agreed school procedures:
- 5.2. To review regularly methods of teaching and programmes of work;

6. Information, Communication and liaison:

- 6.1. To maintain appropriate records and to provide relevant accurate and up-to-date information for the school management system, registers etc.
- 6.2. To communicate effectively with the parents of students and, where appropriate, with persons or bodies outside the school, following agreed policies.
- 6.3. To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Action-planning days and liaison events with partner schools;

7. Pastoral System

- 7.1. To be a Form Tutor to an assigned group of students;
- 7.2. To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole, alerting appropriate staff to problems;
- 7.3. To register students, accompany them to assemblies, encourage their full attendance at all lessons and participation in other aspects of school life.
- 7.4. To evaluate and monitor the progress of students and keep up-to-date student records as required; this includes participating in Academic Monitoring;
- 7.5. To contribute to the Health curriculum according to school policy;
- 7.6. To apply the school's Behaviour Management Policy and systems so that effective learning can take place.

8.0 Other Key Responsibilities

- 8.1 Any other appropriate activity reasonably requested of you by the Headteacher or member of SLT
- 8.2 To play a full part in the life of the school community, to support its ethos and to encourage students, staff and colleagues to do the same.
- 8.3 To be fully aware of and understand the duties and responsibilities from the *Children's Act 2004* and *Working Together* in relation to child protection and safeguarding children, young people and vulnerable adults.
- 8.4 To ensure that the line manager or designated safeguarding officer is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- 8.5 To be fully aware of and abide by all relevant school policies (ie Health & Safety, GDPR, Code of Conduct).
- 8.6 To be aware of, and support difference and ensure Equal Opportunities for all

9. PERSON SPECIFICATION

QUALIFICATIONS; EXPERIENCE & KNOWLEDGE

9.1 Essential Qualifications

- Qualified Teacher Status
- Relevant qualifications to teach Science up to an advanced level
- Appropriate qualifications to teach a specialist Science subject to A level and general Science at Key Stages 3 and 4;

9.2 Competencies & Skills

- Evidence of effective and successful teaching of Science across a wide range of ability.

- The ability to motivate and inspire students to achieve the highest possible standards in Science.
- Excellent classroom/laboratory management skills.
- Ability to analyse and use data to set and monitor targets;
- Excellent organisational skills;
- Good I.C.T. skills;
- Able to evidence and demonstrate a creative approach to engaging and inspiring students;

9.3 Personal Traits

- Excellent inter-personal and communication skills in speech and writing.
- An excellent record of attendance and punctuality.
- Ability to be proactive, self-starting, enthusiastic and committed.
- Ability to work under own initiative and take ownership for key tasks.

Although some specific responsibilities may be fixed as part of an individual's job description, there will be a regular audit of tasks and responsibilities within this job description to ensure they meet the needs of the business in the future. Some tasks or aspects of responsibility may change over time in response to internal and external changes or to maximise opportunity for professional development and the need to ensure a collaborative approach to all aspects of work. Any significant changes to this job description will be discussed with the individual.