

## JOB DESCRIPTION

### Main Scale Teacher

### Science –With specialism in Biology preferred



Job Purpose	<p>Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher.</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student attainment.</p> <p>To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Reporting to	Head of Science
Responsible for	The provision of a full learning experience and support for students. No Line Management responsibilities.
Liaising with	Principal, Leadership Team, Post Holders in Science, teachers and support staff, external agencies and parents as necessary.
Working Time	Full time as specified within the STPCD
Salary/Grade	Classroom Teachers' Pay Scale, MPS/UPS
Working Hours	As specified in the STPCD
Disclosure Level	Enhanced DBS All staff receive training on the Child Protection and Safeguarding Policies each September.

### Teaching and Learning

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, SMSC, FBV, careers etc. and Academy subject specialism(s) are reflected in the teaching / learning experience of students.
- To undertake a designated programme of teaching in line with faculty schemes of work.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update as necessary subject materials.
- To use a variety of delivery methods which will stimulate learning appropriately differentiated to student needs and demands of the syllabus/specification.
- To maintain discipline in accordance with the Academy's procedures for Positive Behaviour Management, and Restorative Practice and to encourage good practice with regard to punctuality, behaviour, standards of work, coursework and homework.
- To undertake assessment of students as requested by external examination bodies, faculty and Academy procedures.
- To mark, grade and give written / verbal and diagnostic feedback as required.

### Curriculum Planning and Provision:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within the faculty.

- To contribute to the faculty's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Mission and Strategic Objectives.
- To assist and contribute to the development of Cultural Capital and wider curricular enrichment opportunities for students.
- To contribute to a second subject beyond the faculty at least to Key stage 3 and/or 4 as needed according to Academy policy.

#### Staffing

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review/Appraisal process.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

#### Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the faculty in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek / implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

#### Communication and Liaison

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links and other links with external agencies, for example for SEND /PP/More Able needs.

#### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Faculty/Post Holders to identify resource needs and to contribute to the efficient / effective use of physical and virtual resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, faculty and the students.

#### Pastoral System

- To be a Form Tutor to an assigned group of students and including delivering PSHE.
- To promote the general progress and well-being of individual students and of the form group.
- To liaise with the Head of Year to ensure the implementation of the Academy's Pastoral system.
- To register students, accompany them to assemblies and participate in the production of tutor group assemblies on a rota basis, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as

to how these may be resolved.

- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to delivering PSHE within form time, according to Academy policy.
- To apply the Positive Behaviour Management systems so that effective learning can take place.
- To contribute to developing opportunities and demonstrate a passion to enrich the lives of our students and contribute to the development of Cultural Capital /enrichment opportunities to enhance the life opportunities for our students.

#### Health and Safety

- To be aware of and comply with policies and procedures relating to safeguarding, health, safety, and security, confidentiality and data protection; and report all concerns to the appropriate person.
- To ensure the welfare of both students and staff in accordance with the Academy's Health and Safety policy and First Aid Policy.
- To ensure the health needs of students are met by ensuring that the agreed medical and / or dietary procedures are carried out in line with their EHCP's and HCP's or any First Aid Procedures.

#### Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship via 'Thought for the day'.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....  
(Teacher)

Signed .....  
(Principal)

Dated .....  
(Teacher)

Dated .....  
(Principal)

**Person Specification**  
**Main Scale Science Teacher (Biology specialism)**



Criteria	Essential (E) Desirable (D)	Source (see below)	
<b>Qualifications and experience</b>			
Good Honours degree in or Biology, Chemistry or Physics or other equivalent	E	A	
UK Qualified Teacher Status or equivalent	E	A	
Relevant experience of working in a Secondary school as a teacher and evidence of successful teaching practice in all three disciplines (but with specialism in Biology preferred) at least at KS4	E	A, I, R	
<b>Professional experience and practice</b>			
Recent experience and impact in raising students' attainment and progress in Science (Biology, Chemistry and/or Physics) or other related subjects in a school	E	A, I, R	
Recent experience and impact in teaching Combined Science GCSE	E	A, I, R	
Recent experience and impact in teaching single science GCSE in one or more areas	E	A, I, R	
Experience of teaching A Level with a specialism in Biology preferred	D	A, I, R	
Evidence of continued personal and professional development and reflective practitioner	E	A, I, R	
Confidence in dealing with students across different age ranges at least at Key Stage 4 and 5.	E	A, I, R	
Demonstrate an understanding and proactive approach to safeguarding, equal opportunities, health and safety and other policies and practices	E	A, I, R	
Act upon advice and feedback	E	A, I, R	
Demonstrate an ability to coach and mentor others	D	A, I, R	
Experience of or knowledge of working in a multi-cultural and diverse school	E	A, I, R	
Recent experience in contributing to enrichment activities and/or opportunities for students to enhance their cultural capital within and/or beyond the curriculum	D	A, I, R	
Ability to teach a second subject outside the faculty, at least at KS3 if required	E	A, I, R	
Ability to teach PSHE as part of the form tutor role	E	A, I, R	
<b>Knowledge and Skills</b>			
Demonstrates a passion for learning and an outstanding practitioner	E	A, I, R	
Secure commitment and vision for Science and all disciplines within	E	A, I, R	
Demonstrates ability to work well in collaboration with others	E	A, I, R	
Communicates effectively with students, colleagues, stakeholders	E	A, I, R	
Effective time management and organisational skills	E	A, I, R	
Motivates and inspires students and parents	E	A, I, R	
Knowledge of assessment, recording and reporting	E	A, I, R	
Knowledge and use of Arbor /Class Charts and other MIS/data management systems to monitor students well-being and progress	D	A, I, R	
Ability to meet students' needs in terms of differentiated planning and delivery of English and to ensure delivery of SMSC, FBV, Literacy and numeracy	E	A, I, R	
Excellent ICT and Literacy skills	E	A, I,	
Knowledge and use of TEEP or other similar pedagogy model	D	A, I	

Personal Attributes and qualities			
Personal impact, presence and ability to inspire students	E	, I, R	
Adaptability to changing circumstances	E	I, R	
Enthusiasm, resilience, reliability and integrity	E	I, R	
Tact and a good sense of humour	E	I	
Ability to work under pressure and meet deadlines	E	I, R	
High commitment to challenge students to achieve their potential	E	A, I	
Approachable and caring	E	I, R	
Dealing sensitively with staff, students and stakeholders	E	I, R	

A- Application, I – Interview, R – Reference

November 2024