

## JOB DESCRIPTION

### SCIENCE TEACHER

#### Statement of Purpose

**The aim of the science faculty is to allow students to develop their skills and knowledge in science in order to fully prepare them for the challenges and opportunities they shall meet in the modern world. Students are encouraged to express their opinions and think critically about how these opinions may be tested and data presented and used. Students are supported to achieve their potential in all areas of school life – the academic, the social, the physical and the personal – so that they are ready both to play a productive part in a democratic society and to move forward to the next stage of education, training or career with confidence, as young people of responsibility and judgment.**

#### The Aims of the School

- To help each student to develop and realise their full potential.
- To help students form and maintain a positive self-image.
- To allow for the students' own curiosity and enthusiasm to be the basis of learning wherever possible.
- To encourage an awareness and understanding of the society in which the students live.
- To care for, and support, students as developing adolescents.
- To encourage students to develop an interest in, and enjoyment of, leisure activities, and to be part of the community.
- To prepare students for life after school and foster a love of life long learning.
- To provide an environment with a positive atmosphere in which students can learn.
- To prepare students for external examinations.

#### General

This post supports the school in its continued drive towards providing excellent teaching, learning and outcomes for our students.

The school philosophy supports the principle of inclusive education providing a broad and balanced curriculum and effective learning opportunities for all students. The entitlement of all children to learn, to make progress and to experience success is central to our work. This entitlement involves individual learning needs being recognised and realised and thereby maximising potential. The role plays a major part in the realisation of our aim of academic excellence.

A thorough understanding of the priorities, aims and objectives of the school is absolutely necessary. At Boldon all staff have both a pastoral and academic role. The organisation and leadership required will include the skills necessary to communicate effectively as a team member.

It is essential that the school works consistently towards agreed goals within our School Improvement Plan in order to raise standards of achievement. This role will support the work of the Senior Leadership Team

**Post Title:** Science Teacher

**Salary Scale:** MPS

**Responsible to:** Faculty Leader

**Knowledge and Understanding:**

- Have a secure knowledge and understanding of Science (relating to degree level).
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Understand progression in their specialist subject(s).
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).
- Have significant ICT skills.

**Planning and Setting Expectations:**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records as appropriate.
- Contribute to Individual Education Plans (IEPs) and Pastoral Support Plans (PSP).

**Teaching and Managing Student Learning:**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained through effective differentiation, and best use is made of teaching time.
- Set high expectations for students' behaviour, establishing and maintain a good standard of discipline through well focused teaching and through positive and productive relationships.
- Use evidence based teaching methods which keep students engaged, including devising differentiated approaches, stimulating students' intellectual curiosity, effective questioning and response, clear presentation, stretch and challenge activities and good use of resources.

**Assessment and Evaluation:**

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Strategy, Key Stage 4 and GCSE courses.
- Ensure student academic data is entered into school systems and analysed when required.

### **Student Achievement:**

- Secure progress towards students' targets.

### **Relations with Parents and Wider Community**

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work related situations.
- Liaise with agencies responsible for students' welfare in accordance with school policy.

### **Managing Own Performance and Development:**

- Take responsibility for own professional development and keep up to date with research and developments in pedagogy and in the subjects taught.
- Understand and execute professional responsibilities in relation to school policies and practices.
- Set a good example to students by personal conduct and presentation.
- Evaluate own teaching critically and use this to improve effectiveness within the schools self review programme.

### **Managing and Developing Staff and Other Adults:**

- Establish effective working relationships with all colleagues.

### **Managing Resources:**

- Select and make good use of all learning resources which enable teaching objectives to be met.

**Innovate | Focus | Achieve**

**PERSON SPECIFICATION**

**SCIENCE TEACHER**

We shall be looking for applicants who can fulfil the following criteria

| <b>Criteria</b>              | <b>Essential</b>  | <b>Desirable</b>  | <b>How Assessed</b>                      |
|------------------------------|---|---|--|
| Qualifications and Knowledge | <ul style="list-style-type: none"> <li>• Degree and Qualified Teacher Status</li> <li>• An excellent knowledge of relevant curriculum areas at KS3-4 including an understanding of assessment, monitoring and how students make progress</li> <li>• Commitment to further professional development</li> </ul>   | <ul style="list-style-type: none"> <li>• Broad knowledge of current educational issues</li> <li>• Experience of teaching Post 16</li> <li>• Understanding of new National Curriculum</li> </ul> | Application Form, Interview, Certificate |
| Skills                       | <ul style="list-style-type: none"> <li>• Ability to apply knowledge and understanding of the characteristics of high quality teaching</li> <li>• Willingness to adopt new strategies for improving and sustaining a high quality of teaching, learning and achievement</li> <li>• Effective communication skills and the ability to relate to people at all levels</li> <li>• An ability to learn from example</li> </ul>   | <ul style="list-style-type: none"> <li>• Work in ways that promote equality of opportunity, participation, diversity and responsibility</li> </ul>  | Application Form, Interview              |
| Personal qualities           | <ul style="list-style-type: none"> <li>• Ambitions for self and students</li> <li>• An effective communicator</li> <li>• The ability to meet deadlines</li> <li>• The ability to build working partnerships with parents and outside agencies</li> <li>• A commitment to abide by and promote all school policies</li> <li>• Self-motivated and well organised</li> <li>• Flexible approach to work</li> <li>• Committed to the principles of equality and diversity</li> </ul> | <ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• An interest and commitment to the whole school community</li> </ul>  | Application Form, Interview              |
| Circumstances                | <ul style="list-style-type: none"> <li>• Enhanced Disclosure and Barring clearance from the DSB</li> </ul>  |   | DBS check                                |