



Job Description – Teacher of Science

Job Role:	Teacher of Science
Reporting to:	Faculty Leader / SLT / Principal / Governing Body
Hours of work:	Full-time

Job Purpose

- Be responsible for the learning and achievement of all pupils ensuring equality of opportunity for all.
- Monitor and support the overall progress and development of pupils as a teacher and a Form Tutor.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff, and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document*, and *Teacher Standards (updated June 2013)*.

Safeguarding

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school, always upholding the School's policies in respect of Safeguarding and Child Protection.

Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teachers' Standards (updated June 2013). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

1. Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including Pupil Premium pupils, those with special educational needs and disabilities; gifted and talented; EAL; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy (whatever your specialist subject).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities, and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.



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- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

2. Behaviour and Safety

- Establish a safe, purposeful, and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils.
- Use the College Behaviour for Learning policy when managing behaviour in class and around school.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values, and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

3. Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school.

4. Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

5. Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.



6. Pastoral Support

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the Form Group as a whole.
- To liaise with the relevant Achievement Coordinator regarding the implementation of the School's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance to all lessons and their participation in other aspects of school life.
- To work to the Form Tutor Standard Operating Procedures.

7. Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2013.

8. Other

- To have professional regard for the ethos, policies, and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Principal.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. This job description will be reviewed yearly. Nothing will be changed without consultation.



Employee Specification – Teacher of Science

All areas will be assessed by application and at interview.	Essential	Desirable
Educated to degree level in the identified subject (or closely relating to)	✓	
Qualified Teacher Status	✓	
Good Honours Graduate		✓
Able to teach Key Stage 3 and Key Stage 4	✓	
Evidence of professional development	✓	
Familiarity with current educational initiatives and developments	✓	
Able to communicate fluently and effectively (oral and written)	✓	
Able to use a range of strategies to promote learning	✓	
Excellent classroom management skills and ability to encourage good behaviour	✓	
Able to develop positive and meaningful relationships with students	✓	
Able to make appropriate use of ICT for learning	✓	
Understanding of how to use data to inform planning and improve students' performance	✓	
Understanding of a range of assessment for learning approaches, including grades, where appropriate	✓	
Able to communicate with students and their parents/carers about students' progress	✓	
Able to give good quality feedback to students	✓	
Set high standards and expectations in all aspects of school life	✓	
Plan and deliver good/outstanding lessons	✓	
Team-working skills, reliability, and integrity	✓	
Personal organisation	✓	
Strategic planning and coaching skills		✓



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All areas will be assessed by application and at interview	Essential	Desirable
Able to develop best practice through a wide range of imaginative approaches		✓
Participation/development of extra-curricular activities		✓
Knowledge of and commitment to safeguarding	✓	
Ability to work hard as part of a team	✓	
Commitment to equal opportunities	✓	
Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.	✓	