

SAFFRON VALLEY COLLEGIATE

ROLE PROFILE



JOB TITLE: **Teacher of Science**

ROLE PROFILE

Job Title:	TEACHER of Science
Department:	Children, Young People and Education
Division:	SAFFRON VALLEY COLLEGIATE (SVC)
Grade:	Teaching Main Scale/Upper Pay Scale and TLR 2b
Hours (per week):	Teachers' terms and conditions
Reports to:	Head teacher
Role Purpose and Role Dimensions:	<ul style="list-style-type: none">▪ To be accountable for the attainment, progress and outcomes of pupils;▪ For teachers of secondary pupils: delivery of subject specialism(s);▪ To support the development of behaviour for learning;▪ Promoting the development of the literacy and numeracy skills of all pupils;▪ To implement and deliver appropriate differentiated and personalised learning programmes;▪ To contribute to raising standards of pupil attainment;▪ To enable pupil progression and transition to appropriate educational provision.
Commitment to Diversity:	As a member of the staff team, to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">▪ Parents/carers;▪ Local authority officers;▪ National advisory organisations within appropriate curriculum areas (including examination boards);▪ Relevant external agencies.
Key Internal Contacts:	<ul style="list-style-type: none">▪ Head of Provision;▪ Pupils;▪ PRU staff team;▪ SVC colleagues;▪ Local Governing Body
Financial Dimensions:	Delegated subject budget
Other Considerations:	All staff are employed by Saffron Valley Collegiate, and can be deployed at any location within the Collegiate. Decisions will be made with due regard to the needs of the young people/service and the expertise and experience of the individual staff member.

Is a satisfactory disclosure and barring check required?

Enhanced DBS check

Key Accountabilities and Result Areas:

Promoting the development of academic achievement and progress

Key Elements:

This will involve:

- Setting high expectations which inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions;
- Planning and teaching well-structured lessons;
- Adapting teaching to respond to the strengths and needs of all pupils, including those with special educational needs, pupils with English as an additional language, young people with disabilities and gifted and talented learners;
- Being accountable for the attainment, progress and outcomes of the pupils;
- Using relevant data to monitor progress, set targets, and plan subsequent lessons;
- Giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback;
- Demonstrating a critical understanding of developments in the subject and curriculum areas;
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy;
- Promoting the development of the numeracy skills of all pupils;
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge of all pupils;
- Contributing to and support the implementation of Individual Learning Plans and other individual action plans;
- Preparing pupils for external examinations and other assessments;
- Taking responsibility for improving teaching through appropriate professional development; responding to advice and feedback from colleagues.

Promoting the development of behaviour for learning

This will involve:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Collegiate's behaviour for learning policy;
- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies; using praise, sanctions and rewards consistently and fairly;

- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary;
- Providing the necessary, personalised support conducive to promoting the well-being of each pupil.

Supporting online learning

This will involve:

- Supporting pupils with online learning activities.
- Using the managed learning environment (MLE) as a vehicle for creating lesson resources, and learning plans, and communicating with staff and pupils.
- Monitoring the e-learning activities of identified pupils.
- Keeping an ongoing and up-to-date knowledge of e-learning resources within their subject area.

Additional responsibilities

This will involve:

- Attendance at staff meetings;
- Attendance at internal network meetings, as requested;
- Contributing to pupil review meetings by providing verbal and/or written reports;
- Ensuring effective communication with other staff members with regard to examination entries;
- Playing an active part in the implementation of the organisation's development plan, relative to own experience;
- Playing a full part in the development of the SVC; supporting its mission and ethos.

Additional expectations for post-threshold teachers

The framework of professional standards states that post-threshold teachers should:

- *Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member.*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.*

General

This will involve:

- Within the performance management process, identifying training needs, engaging in training activities and responding to actions suggested to improve performance.

Contributing to service development and improvement

Data Protection

This will involve:

- Being aware of the PRU's responsibilities under the Data Protection Act 1998 for the security, accuracy and relevance of personal data held on such systems and to ensure that all administrative and financial processes comply with this.
- Maintaining records and archive systems, in accordance with departmental procedure, policy and statutory requirements

Confidentiality:

This will involve:

- Treating all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the PRU's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities:

The PRU has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

This will involve:

Being responsible for their own Health & Safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out such other duties as may be necessary from time to time.

Person Specification

Job Title:

TEACHER of Science

Essential qualifications, knowledge and experience:

- A DfE recognised teaching qualification and QTS/QTLS or working towards (within an agreed timeframe);
- Level 4 equivalent qualifications;
- Evidence of successful teaching within a mainstream school or alternative provision.
- An understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- A good understanding of the promotion of equality, diversity and inclusion in an education environment.

Essential knowledge

- A secure knowledge of the relevant subject(s) and curriculum areas;
- A secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- A clear understanding of how to adapt teaching to respond to the strengths and needs of all pupils to maximise progress and achievement;
- A working knowledge of methods to make accurate and productive use of assessment.

Essential personal qualities:

- Evidence of the ability to engage, inspire, motivate and challenge pupils;
- Evidence of the ability to manage behaviour effectively to ensure a good and safe learning environment;
- To consistently demonstrate the ability to relate well to children and adults, (including parents and carers), forming and maintaining appropriate professional relationships and boundaries;
- To be able to work constructively as part of a team, understanding roles and responsibilities and your own position within these, and work unsupervised, with a high level of initiative;
- To be able to work creatively and develop ideas in a collaborative and collegiate manner, as a performance driven team player;
- Demonstrate a commitment to improving own practice;
- Ability to demonstrate resilience and respond creatively to changing demands.

Specific requirements:

- All teachers will be subject to an enhanced DBS check;
- Teachers providing individual tuition, (especially those within the Springboard service), should hold a full, clean driving licence and/or have access to a means of transport for use during the working day, to enable travel between locations, with the minimum loss of time.
- All teachers will be prepared to work on any site within the SVC.

Head of Science

ADDITIONAL RESPONSIBILITY ROLE PROFILE

Terms:

- Permanent appointment.
- TLR 2b.
- Time allocation: non-contact time TBD.

Immediate line manager:

Headteacher

Role purpose and role dimensions:

- Lead on the development of science teaching and learning across the SVC.
- Provide information and support to teachers (and other relevant staff) to enable them to effectively deliver accredited courses to pupils.

In addition to the requirements of a teacher within SVC this will involve:

- Supporting the development and implementation of an action plan to improve the teaching and learning of science, and the development of numeracy skills of all learners across the PRU;
- Supporting the identification and implementation of appropriate accreditation for science;
- Considering ways to develop the employability skills, interest and aptitude of all pupils, with regards to STEM learning pathways and careers;
- Promoting the study of science to girls;
- Having due regard to health and safety, e.g. providing advice to staff regarding COSHH;
- Communicating with teachers to determine their learning needs;
- Participating in lesson observations/learning walks/work scrutiny, as directed by the Headteacher;
- Acting as a performance management reviewer, if required;
- Participating in appropriate CPD activities, including attendance at relevant internal and external network meetings, cascading learning and translating it into support for learners.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out such other duties as may be necessary from time to time.

Head of Science

Person specification

Essential knowledge/qualifications

In addition to the knowledge/qualifications required of a teacher within SVC, the post holder should be:

- An experienced teacher.
- A consistently Good/Outstanding teacher of mathematics.

Essential skills/personal qualities

In addition to the skills/personal qualities required of teacher within SVC, the post holder should:

- Demonstrate the ability to lead, innovate and inspire colleagues.
- Demonstrate the ability to translate personal learning into practices designed to improve the outcomes of learners across the collegiate.
- Have evidence that they use their learning to keep up-to-date with developments that impact on teaching and learning within the subject.
- Demonstrate the ability to identify priorities for the subject, as part of the school improvement cycle.
- Be proficient in analysing data to be able to identify priorities for school improvement and evaluate the effectiveness of initiatives.
- Demonstrate the ability to identify and address underperformance.
- Support the performance management framework and be able to act as a reviewer, if required.