**MOULTON SCHOOL**





**AND SCIENCE COLLEGE**

**ASSOCIATE ASSISTANT HEADTEACHER: SCIENCE**

**Full Time**

**Lead Practitioner Scale L6-L10**

**£53,642 – £59,250**

We are seeking to appoint from September 2024, or earlier if possible, an able and enthusiastic Associate Assistant Headteacher (Science) to join our very successful science department. The successful candidate will report to the Deputy Headteacher (Academic).

This post presents an opportunity to join a strong and thriving faculty in this Specialist Science College.  It goes without saying that science is a very successful subject area in the school.  There is a strong interest among students, resulting in a high uptake of science subjects in the Sixth Form. The school provides good opportunities for CPD and staff are encouraged to develop good practice.  The Science Faculty is noted for sharing ideas and staff support each other.  As there is a good balance within the team, we are able to consider applicants from any science discipline. The department is at the front of a number of school initiatives and professional development is excellent.

**THE ROLE**

* To lead on the Science College Specialism including:
  + Working within the Science management team to improve outcomes within Science across all Key Stages
  + Teach outstanding Science lessons
  + Increasing parental engagement with Science and school
  + To lead on STEM and to work with the STEM Science lead to develop and deliver enrichment opportunities
  + Increase co-ordination and transition with feeder schools
  + Increase student numbers across all Science A Level courses
  + Improve recruitment and teacher training within Science
  + Develop and deliver in house intervention and revision programmes
* To play an active role in the Senior Leadership Team especially championing the development of Science.
* To support the DHT (Academic) and AHT (Curriculum and Assessment) on Intervention strategies across the school.
* To teach Science across the ability and age range – 37/50 lessons
* To support the Senior Team as required to deliver the school mission

**STRATEGIC DIRECTION AND DEVELOPMENT**

* Make a significant contribution to the development, communication and implementation of the vision for the school
* Promote and uphold the values and ethos of the school to ensure that the highest achievements are expected from all members of the school community.
* To work with the DHT on a strategic plan for ensuring high outcomes across the school
* To develop and deliver a training package for non- specialists and trainees, building capacity in Science

**LEADING TEACHING AND LEARNING**

* Make a significant contribution to ensuring high quality teaching leading to good or better academic progress for students.
* Promote the development of students’ moral, spiritual, physical and social progress
* Ensure the consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students’ ongoing and projected progress
* Ensure that assessment for learning is embedded in all teaching so that students understand fully what they need to do to make the best possible progress.
* Monitor, evaluate and review classroom practice; celebrate and promote excellence, challenge under-performance at all levels and ensure appropriate action is taken in accordance with policies and procedures.

**LEADERSHIP OF PEOPLE**

* Be a role model for staff and students
* Ensure a high level of presence around school and promote high staff morale and ownership of the school’s values and policies.
* Develop high-quality leadership through working with middle leaders

**STUDENT WELFARE**

* Work with SLT to ensure good behaviour around school and in lessons is maintained and staff expectations are high and any consequences or interventions applied consistently.
* Proactively promote the school values amongst the student body
* Maintain an environment which feels safe and enables students to report any concerns or complaints.

**SCHOOL ETHOS AND COMMUNITY**

* Support the Headteacher in the effective communication with all stakeholders in the school community (including parents) so that they are kept informed about, consulted on, and have an understanding of the aims of the school, its policies and procedures and future direction.
* Support solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
* Actively foster a culture where all members of the school community respect others and their physical surroundings.
* Support the personal development of all students and contribute to maintaining a caring climate in which self-confidence, self-respect and social responsibility are encouraged.

**THE SCIENCE FACULTY**

The Science Faculty comprises thirteen teachers (10 full time and 3 part time), supported by two technicians. All staff contribute to the teaching of science and to the development of curriculum resources.  The team is led by the Head of Science, currently supported by KS3 and 4 Co-Ordinator’s.  This results in a wealth of experience and knowledge within a mutually supportive team.

The Science Faculty is housed in a block containing 8 Science laboratories with a prep room and resources area, offering some excellent facilities in a very pleasant working environment. We also have 2 brand new Science Laboratories in our new building. Each laboratory is equipped with a data projector and AV facilities. Each member of the faculty has their own laptop computer and the faculty has a suite of Chromebooks for curriculum use.

**THE SCIENCE CURRICULUM**

**Key Stage 3**

Students study Science for six-hour long periods each fortnight.  They follow a course developed within the Science Faculty, based on the NC and which uses the Hodder AQA Science publication.  There is a strong emphasis on practical, discovery-based learning.

**Key Stage 4**

Most Students opt to study combined science, following the OCR Gateway course.  Two groups of students per year study the OCR Triple Science course.

**Post 16**

Within the sixth form, there is a strong uptake of Biology, Chemistry and Physics as separate subjects to A level.  There is a well-established pattern of Moulton students going on to study science subjects at university.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder. To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the School. Demonstrate awareness/understanding of equal opportunities and other people’s behavioural, physical, social and welfare needs.

**Person Specification**

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|  | Essential | Desirable |
| Qualifications | * Good honours degree level * QTS * NPQSL or; * Commitment to attaining NPQSL | * Further qualifications and/or professional studies relevant to the age-range. |
| Experience | * Substantial and current experience in a key middle leadership post in a secondary school * Track record of achievement in raising educational standards. * Successful experience of using target setting, data analysis and curriculum innovation to improve performance. * Evidence of promotion of innovation in teaching and learning. * Demonstrable success in leading through significant periods of improvement and development * A strong track record of working successfully with the local community and support agencies * Proven experience as an excellent teacher | * Experience of successful KS5 teaching * A proven track record at KS4/5 in more than one Science specialism. * Experience of more than one school |
| Knowledge and Understanding | * A developing understanding of school leadership * Commitment to acquiring the knowledge of current education legislation, national strategies, trends and innovation. * The ability to develop a philosophy of high aspiration and expectation for every student giving cognisance to SEND, equal opportunities, diversity, ethos and student management. * The ability to analyse performance and to articulate reasons behind successful achievement and poor performance and successfully address this. |  |
| Skills and Personal Attributes | * High expectations of self and others * Resilience and motivation to manage day-to-day challenges * Proven ability to lead, coach and motivate a team of staff including professional development and effective management of underperformance. * Strong organisational skills and ability to delegate * Effective and skilled at implementing systematic behaviour management systems with clear boundaries, sanctions, rewards and praise. * Relishes accountability and takes personal responsibility for their own actions * Excellent critical thinking skills; has intellectual curiosity, rigour and a creative approach to solving problems * Proven ability to be able to build effective relationships between pupils, families and staff * An ability to enthuse and engender a desire for learning and passionate commitment to excellence at all levels. * Commitment to inclusive education providing opportunity for achievement for all. * Integrity, openness, energy and enthusiasm. * Strong interpersonal, written and oral communication skills. |  |
| Equal Opportunities | A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity |  |
| Safeguarding | A thorough understanding of up-to-date safeguarding requirements and best practice |  |
| Other Requirements | High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom. |  |

March 2024