

JOB DESCRIPTION

Job Title: Curriculum Leader of Science **Responsible to: Assistant Principal**

Purpose of the job:

- Be accountable for the learning and achievement of all students following Science programmes within the academy.
- To provide high quality leadership and management for Science education within the academy.
- To develop effective partnerships with all members of the Children's Services team to secure high levels of student progress.

Science Department Information

The science department at Ormiston Sheffield Community Academy is a vibrant, friendly team of dedicated subject specialists. The departmental staff have excellent working relationships with each other and a history of supporting and working with ITT providers and ECTs. Our mission is to inspire and nurture a love of science in all of our students. We are a fully resourced department with seven large fully equipped laboratories, including interactive whiteboards and desktop PCs. Two full time experienced technicians are at the heart of our dynamic team, assisting staff with the day-to-day delivery of excellent science lessons. We offer a broad curriculum from KS3 to KS5, including A levels and BTEC Applied Science, and enrichment opportunities enhance this curriculum offer. This is an exciting environment in which to work and the team are always looking to enhance their skills, creativity and competencies in the teaching and learning of science.

Key Responsibilities/Activities

Teaching and learning:

To provide high quality subject and personal development curriculum lessons which:

- Ensure that students acquire new knowledge and skills, develop ideas and increase their understanding.
- Enable students to develop their learning habits of concentration, working productively both independently and collaboratively, and producing work which is well presented.
- Ensure students know the progress they are making and how they need to improve because their work is assessed thoroughly and constructively and used as the negotiated basis for their individual learning plans.

Through:

- Well planned lessons and modules in which assessment for learning is integrated into the planning process.
- Lessons which are well matched to students' needs with an appropriate level of challenge.
- Well organised and skilful use of resources, including time, information learning technology and learning assistants.
- Homework which reinforces and extends the learning done in class.
- Consistent and effective behaviour management.

Leadership and management:

- To take responsibility for ensuring they are up to date in terms of their knowledge of the subject(s) they teach, the related teaching methodologies and the external examination requirements for their subject(s).
- To attend assemblies, register students and assist with supervision before, during and after the working day.
- To attend meetings arranged for staff, with parents and, when appropriate, with outside agencies/providers.
- To supervise and, so far as is practicable, teach students whose teacher is not available.
- To assess, record and report on the personal development and academic attainment and achievement of students.
- To ensure that work is always set for classes when absence is foreseeable.

Performance management and professional development:

- Participating in the academy's arrangements for performance management, professional development and the academy's arrangements for quality assurance and internal verification.
- Those new to teaching will also be required to participate in the arrangements for induction, supervision and training for teachers new to the profession.

General Responsibilities/Activities:

As a subject and personal development curriculum teacher to identify and exploit opportunities within their teaching to promote:

- Equality of opportunity and the tackling of discrimination.
- Achievement and the enjoyment of learning, safety and safeguarding, behaviour, adopting healthy lifestyles, contribution to the wider community and the development of skills for their future economic wellbeing.
- Students' spiritual, moral, social and cultural development.
- Community cohesion and ensure that the requirements of Academy Policy in all matters are observed in the department's own practice and procedures.

Working Time

A teacher employed full-time must

- be available to work for 195 days in any school year as specified by the Principal
- perform duties specified by the Principal for 1265 hours in any school year
- in addition to 1265 hours, work such reasonable hours as may be necessary to enable her/him to effectively discharge their professional duties

The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties appropriate to the grade for the post as the Principal may from time to time reasonably determine. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding.

This position is subject to an enhanced Disclosure and Barring Service Check and suitable references for the successful applicant.

Curriculum Leader of Science - TLR 1C

Purpose of the role:

- To oversee the leadership and management of Science in line with the academy expectations for curriculum leaders and their teams.
- To meet with the Assistant Principal at least once per fortnight to update them on student progress, changes to the curriculum, staffing issues, quality assurance etc.
- With the assistance of other department post-holders, produce the Department Development Plan and SEF.
- Create a highly effective team by motivating Science staff, particularly through personal example, clearly led department meetings and thoughtful delegation and deployment.
- Adherence to the academy's rigorous procedures for recording, monitoring, analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track student overall attainment and achievement on a regular basis with a particular focus on Year 11;
 - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
 - Identify when intervention is necessary and organising intervention programmes alongside post holders in the department.
- Linking this data to performance management.
- Well-informed advice based on their knowledge of national developments in science, curriculum innovation, the learning environment, resources for learning and Health and Safety matters, including risk assessments.
- To promote good discipline and orderly conduct in the Science area through partnerships with Progress Co-ordinators and those members of the Children's Services Team who provide intervention support for students.
- The leadership qualities to ensure that high quality Science schemes of work are based on personalised learning principles and are in place for the start of each academic year (with the support of post holders) having been revised to reflect new developments/requirements of examining boards/National Curriculum.
- Sound financial management of the departmental budgets that have been set.
- Collaboration with Assistant Principals and Vice Principals regarding:
 - The arrangement for the performance management and professional development of all members of the Science team; and
 - The academy's arrangements for quality assurance and internal verification.
 - To oversee the arrangements for all Science related extracurricular activities, including off site visits.

Job Ref:	Job Title: Curriculum Leader of Science	Grade: MPS + TLR (1C)
Education and Qualifications	Essential <ul style="list-style-type: none"> • Good Honours Degree • Qualified teacher status Desirable <ul style="list-style-type: none"> • Further qualification in subject area or education 	
Experience	Essential <ul style="list-style-type: none"> • Enthusiastic and experienced classroom practitioner • To be able to teach Science at KS3, KS4 and KS5 • Track record of exam success 	
Skills	Essential <ul style="list-style-type: none"> • To be adaptable to changing circumstances and new ideas • Have enthusiasm, energy, self-confidence and perseverance • Ability to motivate others, think creatively and imaginatively • A secure commitment to the continuing development of Science within the academy • To acknowledge and utilise the experience, expertise and contribution of others • To set standards and provide a role model for students and other staff in the teaching and learning of Science • To think creatively and imaginatively and be able to identify opportunities • To have resilience and determination • To be committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them • To lead enrichment activities and external fieldtrips for students • To analyse, understand and interpret relevant information and data such as benchmark information Desirable <ul style="list-style-type: none"> • To have a confident and assured understanding of the use of relevant learning technologies 	
Interpersonal Skills	Essential <ul style="list-style-type: none"> • To have high quality communication skills with the ability to develop positive relationships with students, parents and teachers • To use every opportunity to promote Science to students, parents and the wider community 	