



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

## Science Teacher

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

### How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### About the role...

#### Main purpose of the role:

- The education and welfare of designated groups of students, having due regard to the requirements of the National Curriculum, the Academy's aims, objectives and schemes of work and any policies of the Governing Body
- To facilitate and encourage learning which enables students to achieve high standards
- To promote and safeguard the welfare of students

#### Key accountabilities:

- To promote and safeguard the welfare of learners
- Embrace the principles and practices of:

#### Every Child Matters

- Inclusion
- Assessment for Learning
- School's policy for Learning and Teaching

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships

#### Planning and Setting Expectations/Achievement:

1. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught
2. Set appropriate and demanding expectations for students' learning building on prior attainment

3. Identify students who have special educational needs and know where to access support to give positive and targeted support and achieve expected outcomes. Implement and keep records on Individual Education Plans

### **Assessment and Evaluation**

1. Assess how well learning objectives have been achieved and use this assessment for future teaching
2. Mark and monitor class and homework providing constructive oral and written feedback, setting targets for students' progress
3. Understand the demands expected of students in relation to the National Curriculum and to Examination Board requirements

### **Relationship with Parents and the Wider Community:**

1. Prepare and present informative reports to parents
2. Provide opportunities to develop students understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context
3. Liaise with agencies responsible for students' welfare

### **Manage Own Performance and Development**

1. Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach
2. Share corporate responsibility for the implementation of school policies and practice
3. Set a good example to the students they teach in their presentation and personal conduct
4. Evaluate their own teaching critically and use this to improve their effectiveness
5. To demonstrate, and take, an active role in the wider life of the school

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

Establish effective working relationships with professional colleagues including, where applicable, associate staff.

### **Managing Resources**

Select and make good use of text books, ICT and other learning resources which enable teaching objectives to be met.

### **Decision Making:**

The post holder will make decisions, following Academy policy, but will also liaise with their team leader. The post holder will liaise with other members of the Leadership Team through regular meetings to ensure that a consistent vision for learning and teaching is promoted.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Winifred Holtby Academy, as your employer and you as an employee of the Academy. In addition to the Academy's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Academy's H&S policy.

### **GENERAL:**

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy

2. The above duties may involve heaving access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times
3. The post holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy
4. To promote the Academy's Equal Opportunity Employment Policy
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation of the Academy's Safety Policy and Programme
6. Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration

### **As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

### **About you...**

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

#### **Qualifications and Training**

##### Essential

- Qualified Teacher Status or Degree & Relevant Experience
- Successful completion of or ability to work towards completing ECT induction year

##### Desirable

- Qualifications that will enhance the further development of the school, e.g., sports coaching, ability to play a musical instrument, foreign language etc

#### **Experience, Knowledge and Skills**

##### Essential

- Good teaching performance in the classroom with students of a relevant age
- Successful experience of working as a member of a team
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Excellent Literacy and Numeracy skills
- Specialist skills in a National Curriculum area
- Good ICT skills to effectively support learning
- The ability to use initiative, creativity and flair in the classroom
- A knowledge and commitment to safeguarding and promoting the welfare of students
- A thorough knowledge of the National Curriculum and assessment.
- An understanding of the National Frameworks related to teaching
- Committed to raising standards within the Academy

##### Desirable

- Successful experience of teaching students with SEN/EAL

- Skills in areas which will further support and develop extra-curricular activities in the Academy
- An interest in developing a role as a subject leader

### **Values and Personal Competencies**

#### Essential

- Ability to establish professional, effective working relationships with a range of partners/colleagues and students
- Ability to establish good professional relationships with all stakeholders.
- Good level of self-motivation
- High standards of written skills.
- Has the ability to work under pressure and meet competing deadlines
- Projects a professional image for the Academy
- Flexible approach to the Academy
- Excellent time keeping and attendance
- Committed to the values and vision of the Trust.
- Team focused with the ability to work independently and take initiative.
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.
- A role model of the Trust's Values

Winifred Holtby Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to a Disclosure and Barring Service (DBS) check.