



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Teacher of Science

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:

In addition to the generic responsibilities of teaching staff, to be responsible for supporting the Director of Learning in raising the standards of attainment for all students in Science through a high standard of learning and teaching.

- To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress
- To be accountable for the attainment and progress of all students who are taught by the post holder
- To supervise and guide the work of any support staff including Teaching Assistants (TAs) who are assigned to work with post holder's classes/students
- To provide pastoral support and guidance for all students in the post holder's care, classes or form group
- To contribute to the overall development work of the curriculum area team.

Key accountabilities:

All teaching staff at Wolfreton will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy – Appendix 1b which provides the benchmark framework for the expectations of teachers based on their career stage.

1. **Set high expectations which inspire, motivate and challenge students**
 - a. Establish a safe and stimulating environment for students, rooted in mutual respect.
 - b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. **Promote good progress and outcomes by students**
 - a. Be accountable for students' attainment, progress and outcomes.
 - b. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these; guide students to reflect on the progress they have made and their emerging needs.

- c. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - d. Encourage students to take a responsible and conscientious attitude to their own work and study.
3. **Demonstrate good subject and curriculum knowledge**
- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
 - b. Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
 - c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject
4. **Plan and teach well-structured lessons**
- a. Impart knowledge and develop understanding through effective use of lesson time.
 - b. Promote a love of learning and children's intellectual curiosity.
 - c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. **Adapt teaching to respond to the strengths and needs of all students**
- a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
 - d. Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. **Make accurate and productive use of assessment**
- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure students' progress.
 - b. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - c. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
7. **Manage behaviour effectively to ensure a good and safe learning environment**
- a. Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour, Discipline and Rewards policy.
 - b. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - d. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
8. **Fulfil wider professional responsibilities**
- a. Make a positive contribution to the wider life and ethos of the school.
 - b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - c. Deploy support staff effectively.
 - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

e. Communicate effectively with parents with regard to students' achievements and well-being.

9. Other specific aspects of the role

- a. To attend meetings as part of the agreed meeting cycle.
- b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Curriculum Area and whole school improvement work.
- c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies.
- d. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- e. To ensure that all deadlines are met as published in advance.
- f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Head Teacher (e.g. duties, registering students, emergency cover).
- g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

Core Purpose of a Teacher

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

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

- Degree/Equivalent in relevant subject
- PGCE/Equivalent
- Commitment to further training

Experience, Knowledge and Skills

Essential

- Effective experience as teacher or trainee teacher of KS3 and KS4
- Understanding of current KS3 National Curriculum and of GCSE specifications
- Experience as a teacher or trainee teacher in the role of form tutor
- Highly effective teacher and classroom manager
- Good understanding of a range of teaching and learning strategies
- Potential to contribute to the development of courses

Desirable

- Experience of teaching Science at KS5
- Experience of assessment of students' progress

- Understanding of developing, monitoring and evaluating practice in Science
- Knowledge of new initiatives
- Good ICT skills

Values and Personal Competencies

Essential

- Energy, ambition and enthusiasm
- Self-motivated
- Good organisational skills
- Good interpersonal skills
- Good team member
- Good health and attendance record
- Commitment to personal development
- Commitment to raising standards
- Sense of humour

Desirable

- Ability to contribute to extra-curricular activities

- 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.