



## **Barton Court Academy Trust**

**Name:**

**Job description:**

**BCAT Specialist Science Teacher**

**Employed for:**

**Full Time**

**Employment Duties:**

Carry out the duties as set out in the School Teachers' Pay and Conditions Document, following Teacher National Standards, and having due regard for School Policies. Carry out duties as set out in this JD and continue to meet the criteria as set out in the BCAT Specialist Science teacher person specification and meet the criteria for BCAT Specialist Science Teacher performance related bonus

**School:**

To work in any school within the Trust as directed by the Trust in the area/school of most need. Placement in one school will be for a minimum of 1 academic year.

**Professional Relationships:**

**Responsible To:**

Lead Teacher

**Responsible For:**

**Overarching purpose:**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. All teachers play a lead role in promoting the Safeguarding policies and practices of the school to ensure that a culture of safeguarding is prevalent across all work of the school.

**Specific Purpose:**

To deliver outstanding lessons and contribute to the wider educational agenda, inspiring learners and raising standards.

**A. TEACHING****1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. Plan and teach well structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- 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 pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, 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**

- 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 pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- 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 policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

### **B. PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Must have proper and professional regard for the ethos, policies and practices of BCAT Trust and all school within the Trust, and maintain high standards in their own attendance and punctuality.
- Must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **C. SAFEGUARDING**

To promote safeguarding at all levels of the School as a teacher. A key focus of this role is to Safeguard all students at all levels across the school community. **It is expected that teachers will support Lead teachers and the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

#### **Policy and Procedure**

- Act as a champion of the school's safeguarding policy and procedures and make sure you access these and understand them
- Be aware of your responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your teaching classes/form classes and within your designated curriculum area and promote your teaching as a vehicle to safeguard students.

#### **Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out the role of teacher effectively with respect to safeguarding

- Refresh knowledge and skills at least annually to remain up to date with any developments relevant to the role of teacher and your responsibilities for safeguarding
- Obtain access to relevant resources

**All members of staff have a responsibility to:**

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

**D. Specific duties for Specialist Science teacher**

- To have excellent punctuality with less than 3 lates in any academic year (less than one per old term)
- To have excellent attendance with 5 days or less absence due to either sickness or family related/personal absences. Attendance at CPD or medical appointments as per Trust policy will not count towards the 5 days.
- Students in the teachers own individual classes must make expected or more than expected progress in all external examinations (GCSE/A Level)
- Students in the teachers own individual classes must be on track to make expected or more than expected progress as determined by school Monitoring and Tracking Data
- The teacher must be at least a good teacher and a role model to others as evidenced by the Trust METAL (Monitoring and Evaluating Teaching and Learning) programme
- The teacher must have good behaviour management techniques and classes be well-behaved and engaged as evidenced by student surveys, METAL programme, outcomes and behaviour statistics.
- The teacher's marking and assessment must meet or exceed the minimum standards set by the school and will be evidenced by the Trust METAL programme
- The teacher must continue to meet all aspects of the person specification for the job role when advertised

- The teacher must continue to meet all aspects of this Job Description
- The teacher must continue to meet the Teachers Standards (and as appropriate Post Threshold Standards)
- The teacher must continue to maintain good subject knowledge
- The teacher must not have any management action warnings or any other discipline warnings on record.

To carry out, as requested from time to time, any other relevant duties as may be reasonably required by the Executive Headteacher and Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher / Headteacher the other.

Signed: ..... Date: .....