



Grange Park School
Borough Green Road
Wrotham
Kent
TN15 7RD



JOB DESCRIPTION

JOB TITLE	Head of Science
SALARY POINT	Teachers Main Scale / Upper Pay Scale + SENA + TLR Permanent / Full-time
REPORT TO:	Executive Headteacher/ Head of School / Senior Leadership Team
LIASION WITH:	Head/HofS/SLT, teaching/support staff, LA representatives, external agencies and parents.
RESPONSIBLE FOR:	Curriculum provision, quality of teaching and learning and outcomes in science, leadership of the department including teachers and technicians

Main Purpose of Job

All pupils at Grange Park School have a diagnosis of Autism Spectrum Condition; teachers must demonstrate an understanding and knowledge of this in their teaching practice and be able to:

Purpose: The Head of Science, along with the Senior Leadership Team is responsible for providing the strategic direction and development of the subject, leading and managing staff, the effective, safe and efficient deployment of resources and securing and sustaining high quality teaching and learning in the subject; all leading to aspirational and successful outcomes for Grange Park students.

General expectations of leaders at Grange Park School:

- To be seen as role models for all staff (not just those who you line manage or for whom you are responsible)
- To be ready to support staff, students and parents at all times
- To be seen as reliable, approachable and discreet
- To be a team leader and a team player
- To be flexible and adaptable
- To be committed to safeguarding and promoting the welfare of children and young people.

General responsibilities and duties:

- To undertake the full range of duties and responsibilities as required by the Executive Headteacher / Head of School, commensurate to the post title, which the Executive Headteacher deems appropriate
- To promote the educational success and outstanding outcomes of all our students through strong leadership
- To support the Head of School in achieving outstanding progress outcomes for all students, to act as a conduit for leadership decisions and to deputise for the Head of School as and when required to do so.
- To provide professional leadership and management of the subject team in order to secure the highest quality teaching, effective use of resources and improved standards of learning and achievement for all students.
- To be a consistently 'good' and often 'outstanding' teacher who meets the relevant set of personal professional standards for the specific pay phase and takes responsibility for personal professional development.
- To attend and report to the Teaching and Learning Committee and the Full Governing Body as appropriate.
- To uphold the Standards for All agenda.
- To implement School Policies and Procedures, for example Equal Opportunities, Health and Safety, COSHH, Safeguarding etc.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in line with national requirements and are updated where necessary.

Specific duties:

Have knowledge and understanding of

- The school's mission statement, aims, priorities, targets and improvement plan
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- To be aware of and evaluate the different courses that are available, selecting the most appropriate for Grange Park students to maximise progress and student aspirations. To advise the AP of changing requirements of examination boards and subject specialist guidance.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- New subject-specific pedagogies and research and their potential impact.
- The implications of the Code of Practice for SEND for teaching and learning.

Planning & target-setting

- Uphold expectations and targets for students as set by the school.
- Contribute to the creation and update of context sheets to promote high quality personalised teaching, learning and interventions.
- Work with the SENCO, and any other staff with Additional Educational Needs expertise, to ensure that individual education plans are used by teachers to set subject specific targets and match work well to students' needs.
- Establish, with the science team, short, medium and long term plans for the development and resourcing of the curriculum area at both key stage 3 and 4.
- Identify realistic and challenging targets for improvement and be clear about actions to be taken, the relevant timescales and criteria for success.
- To ensure that the curriculum fully meets the needs of all students and is effectively delivered in all respects.

Teaching & Managing Student Learning

- Ensure curriculum coverage, continuity and progression across the range of subjects for all students, including those of high ability and those with additional educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively.
- Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Ensure teachers promote the progress of every student within each lesson, across sequences of lessons and throughout modules/schemes of work.
- Ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- Ensure effective coverage of the SMSC agenda across the subject curriculum.
- Support colleagues in creating a safe and purposeful environment conducive to outstanding learning for all students.

Assessment & Evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Support and lead on the school policies and practices for assessing, recording and reporting on students' achievement, and for using this information to assist students in setting targets for further improvement in your department.
- Evaluate the teaching of the range of courses within Science and use this analysis to identify effective practice and areas for improvement.
- Implement whole school systems for recording and reporting individual student performance.
- Ensure students are entered for their public examinations and support them in their preparation including PPE and internal examinations.

Student Achievement

- Establish clear targets for students' achievement, and evaluate attainment and progress for all students.
- Use data effectively to identify individual students and student groups who are underachieving and, where necessary, create and implement effective plans of action to support these students.

Managing Staff & Other Adults

- Organise and run meetings and supply minutes to the Head of School.
- Develop the science department/team, especially those members of staff who are TLR holders and lead teachers. Work closely with your staff ensuring a fair delegation of responsibilities as appropriate to advance the science department.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriately evaluating practice, and developing an acceptance of accountability.
- Contribute to required updates and reports to SLT.
- Attend meetings as requested
- Support staff in achieving constructive working relationships with students.
- Undertake Performance Reviews as required by the school policy on appraisal and use the process to develop the personal and professional effectiveness of the teacher.
- Lead professional development through example and support and co-ordinate the provision of high quality professional development by appropriate methods, drawing on other sources of expertise as necessary.

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Assist in the recruitment and selection of teaching and support staff for the curriculum area.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.

Managing Resources

- Establish staff and resource needs and advise the Head of School and senior leaders of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and department plans.
- Lead on managing the department budget.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure all school, regional and national Health and Safety requirements, including risk assessments, are complied with.

Strategic Leadership

- Develop a vision for the curriculum area which ensures continual improvement, maximum effectiveness and outstanding outcomes.
- Be responsible for the creation and monitoring of the Department Improvement Plan.
- Create a climate, which enables other staff to develop and maintain a positive attitude towards, and confidence in, their professional role.
- Develop and implement practices to ensure all relevant parties are well informed about subject policies and plans and the curriculum area's success in meeting objectives and targets.

General

- Oversee the development and organisation of any relevant extra-curricular activities and visits which extend learning beyond the classroom and which promote higher aspirations. This will include appropriate fieldwork activities as well as enrichment and curriculum enhancement.
- Be open to the possibilities of outreach work within the KSENT Trust
- Any other appropriate and reasonable activity as may be directed from time to time by the Executive Headteacher.

Notes

- The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms and duties and working time.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder

Personal Specification

<u>Essential</u>	<u>Desirable</u>
Qualifications	
<ul style="list-style-type: none"> • Qualified Teacher status • First degree or equivalent • Ready to study for the NPQML 	<ul style="list-style-type: none"> • Evidence of additional further educational or professional qualifications or development
Experience	
<ul style="list-style-type: none"> • Successful teaching experience (or teaching practice) • Have an understanding of the learning needs of children with ASC and be able to differentiate the work to engage them and promote learning. • Able to demonstrate successful teaching and learning strategies to personalise learning and help every pupil to achieve their potential • Experience of implementing classroom strategies to challenge all pupils including those with Additional Educational Needs • Experience of teaching Key Stages 3, 4 and 5 • Able to demonstrate the delivery of cross curricular themes within subject teaching • Demonstrate the ability to plan effectively whilst retaining the flexibility to change according to circumstances • Experience of the use of ICT to enhance learning 	<ul style="list-style-type: none"> • Experience of teaching Key Stages 3, 4 and 5 • Experience of teaching the examination courses currently offered by the department • Experience of working to raise self-esteem of pupils as independent learners • Experience of using innovative approaches in the classroom
Knowledge & Understanding	
<ul style="list-style-type: none"> • Good knowledge of the subject • A thorough understanding of how to structure delivery to ensure all pupils progress appropriately • Knowledge of the use of data to support and develop learning and teaching • An understanding of current wider educational initiatives 	<ul style="list-style-type: none"> • Knowledge of innovations in teaching and learning • Knowledge of new and emerging technologies
Decision-making Skills	
<ul style="list-style-type: none"> • The ability to investigate, resolve problems and make decisions • This will include an ability to: • Collect and weigh evidence, make judgements and take decisions in line with good educational practice • Think creatively and imaginatively to solve problems and identify opportunities 	

Communication Skills	
<p><i>Personal quality:</i></p> <ul style="list-style-type: none"> • The ability to communicate clearly and take into account, where appropriate, the views of others 	
<p><i>Professional quality:</i></p> <ul style="list-style-type: none"> • The ability to effectively communicate orally and in writing to a range of audiences • The ability to negotiate and consult 	
Self-Management Skills	
<ul style="list-style-type: none"> • The ability to plan time and organise work effectively • This will include an ability to: <ul style="list-style-type: none"> ○ Prioritise and manage time ○ Work under pressure and meet deadlines ○ Be self-motivating and set personal goals 	
School Ethos	
<ul style="list-style-type: none"> • An ability & commitment to develop and maintain the ethos of the school in partnership with the Head • Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education 	
Personal Attributes	
<ul style="list-style-type: none"> • Reliability and integrity • Adaptability to changing circumstances & ideas • Energy and enthusiasm 	