



Job Description

Post Title:		Director of Science
Job Purpose:		<p>In addition to the requirements of a class teacher:</p> <p>The Director of Science will support the Academy by providing strategic leadership and direction to their specialist curriculum area, and the wider teaching community by:</p> <ul style="list-style-type: none">• ensuring the provision of high-quality teaching and learning;• ensuring high standards and high expectations from students and staff;• providing a mentoring role for curriculum leaders and other teachers, modelling outstanding practice at all times
Reporting to:		Head of School
Responsible for:		Designated teaching staff and other relevant personnel within the Department and wider teaching staff as applicable
Working Time:		195 days per year. Full time
Salary/Grade:		Leadership L9-L13
MAIN (CORE) DUTIES: <i>The job description below will be developed to suit the skills of the successful candidate</i>		

The post holder will assist the Head of School to:

1. Provide leadership and direction to students, staff; parents, governors and the wider community;
2. Promote excellence, equality, high expectations and aspirations amongst all members of the Trust community;
3. Make learning exciting and enjoyable for all students by continuously developing the quality of teaching and learning and providing personalised learning opportunities across the curriculum to ensure the highest outcomes can be achieved;
4. Develop a culture of innovation and creativity in an enterprising environment in which all students, their families and the local community find learning challenging, engaging and motivating leading to high expectations, excellence and outstanding academic/vocational achievements;
5. Work collaboratively with the Head of School, Governing Body and senior leaders to develop excellent provision for students and development for staff;
6. Carry out day to day management, organisation and administration;
7. Develop a culture where students actively participate within their respective academy and wider community;
8. Create a safe learning environment, which is engaging and fulfilling for all students.

Strategic direction and shaping the future

1. Work with the Head of School and Academy senior leaders to implement the Academy's vision and values, ensuring that all aspects of the Academy contribute to realising its vision.
2. Work within the Trust community to translate the Trust's vision and ethos into agreed objectives and operational plans which will promote and sustain school improvement.
3. Embed the vision and values in the Academy's everyday work and practice.
4. Ensure the Academy achieves its performance targets.
5. Challenge, motivate and empower others to attain ambitious outcomes.
6. Motivate and work with others to create a shared culture and positive climate both for students and the local community.

Managing the Organisation

1. Create an organisational structure that reflects the Trust's vision values and ethos, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear strategies and policies for the development of the Trust and its facilities.
3. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the Trust.
5. Implement successful performance management processes and continuing professional development programmes for all staff.
6. Manage and organise the academies environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
7. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
8. Ensure that all safeguarding procedures are followed in all Trust practices.

Leading, Learning and Teaching

1. Develop an inclusive and supportive approach so that the Academy is a place where all students and potential students feel welcome.
2. In collaboration with senior leaders, determine, organise and implement a holistic, imaginative and innovative curriculum, making best use of all available academic and vocational expertise and curriculum opportunities across the Trust.
3. Ensure a consistent and continuous Trust-wide focus on students' achievement and attainment, using data and benchmarks to monitor progress in every child's learning.
4. Ensure that student learning and enrichment, through personalised learning strategies, are at the centre of strategic planning and resource management.
5. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
6. Demonstrate and articulate high expectations, aspirations and standards and set stretching targets for the whole Trust community.
7. Provide experiences that will nurture the development of the whole person, their spiritual, emotional and moral health and well-being, as well as academic or vocational ability.
8. Implement strategies that secure high standards of behaviour and attendance.
9. Ensure learning opportunities and curriculum materials are innovative, inspirational and inclusive, so that all students are motivated and excited about their learning and the future learning pathways they will follow.
10. Promote an effective blended learning system and environment so that students, and parents, can access their curriculum, assessment and welfare information at all times.
11. Monitor, evaluate and review the quality of teaching and learning and ensure that there is a process of continuous improvement.
12. Keep up to date with national and local educational strategies and developments, communicating them to staff and governors and implementing them as appropriate.

Securing Accountability

1. Develop a Trust ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
2. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
3. Work with the Local Governing Body (providing information, evidence of progress against KPIs, objective advice and support) to enable it to meet its responsibilities.
4. Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including Trust Directors, Principal, Governors, Parents/ Carers.
5. Adhere to and promote the Trust's robust self-evaluation and quality assurance procedures.

Strengthening Community and Partnerships

1. Build an Academy culture and curriculum that takes account of the richness and diversity of the Trust's communities.
2. Ensure learning experiences for students are linked into and integrated with the wider community.
3. Ensure a range of community and enterprise-based learning experiences are promoted.

4. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, cultural and mental well-being of and support to students and their families.
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
6. Collaborate with senior leaders in ensuring effective partnerships with businesses and other local stakeholders to promote wider experiences and aspirations for the students.
7. Seek opportunities to engage with parents and carers, community figures, businesses or other local community organisations into the Trust to enhance and enrich the Trust and its value to the wider community.

Developing Self and Working with Others

1. Regularly review own practice, set personal targets and take responsibility for own personal development.
2. Develop and maintain effective strategies and procedures for staff induction, continuous professional development and performance reviews.
3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive Trust culture.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
6. Build a collaborative learning culture within the Trust and actively engage with other schools to build effective learning communities.
7. Manage own workload and that of others to allow an appropriate work/life balance.

This job description and areas of responsibility, as designated by the Head of School after agreement with the Academy, will be subject to annual review.

PERSON SPECIFICATION

Criteria required to undertake the job are provided under specific headings. How the evidence will be tested is indicated under the remaining columns.

Key **E/D:** Essential or Desirable

A: Application Form

I: Interview

R/P: References/Pre-Employment Checks

A	TRAINING AND QUALIFICATIONS	E/D	A	I	R/P
1	Qualified Teacher Status	E	✓		✓
2	Degree (or equivalent)	E	✓		✓
3	Evidence of recent and relevant further professional development	E	✓		✓
B	EXPERIENCE OF TEACHING AND LEADERSHIP	E/D	A	I	R/P
4	Be a Specialist Leader in Education (SLE) within your curriculum area or an outstanding practitioner with at least two years middle or senior leadership experience	E	✓	✓	✓
5	Proven successful track record of examination success and curriculum leadership in specialist curriculum area	E	✓	✓	✓
6	Experience of coaching and developing others both within your specialism and the wider curriculum	E	✓	✓	
7	Experience of monitoring and evaluating teaching/learning and target setting including the ability to accurately analyse data	E	✓	✓	✓
8	Experience of effective working with a range of relevant stakeholders	E	✓	✓	✓
9	Successful sustained experience of teaching in KS3 and KS4 which is at least good	E	✓	✓	✓
10	Evidence of knowledge and understanding of risk management	E	✓	✓	✓
11	Evidence of knowledge and understanding of safeguarding issues	E	✓	✓	
12	Higher degree or post graduate curriculum or leadership and management qualification	D	✓		✓
13	Successful experience of working with the school community in raising the school profile	D	✓	✓	✓
14	Experience of education in an environment that can be challenging	D	✓	✓	✓
C	SKILLS AND KNOWLEDGE				
15	Good knowledge of the school self-evaluation and planning framework and ability to contribute to implementation	E	✓	✓	✓
16	Have an excellent working knowledge of appropriate pedagogy both within your specialism and the wider curriculum, with a clear	E	✓	✓	

	understanding of what quality of education looks like in practice				
17	Good knowledge of leadership and management styles and when to use them	E	✓	✓	✓
18	Able to plan personal workload and set priorities	E	✓		✓
19	Good written and oral communication skills to a range of audiences	E	✓	✓	✓
20	Able to work with parents/carers to understand and meet the needs of individual students	E	✓	✓	
21	A team leader who can ensure the involvement and commitment of all team members	E	✓	✓	
22	Persuasive and confident in a range of different environments	E	✓	✓	
23	Has a sound knowledge of strategies to enhance teaching and learning opportunities within schools/academies	E	✓	✓	
24	Understanding and experience of Performance Management and accountability in a school	E	✓	✓	✓
25	A profound commitment to the vision and ethos of the Trust and the maintenance of excellent standards	E	✓	✓	✓
26	A commitment to equality and diversity	E	✓	✓	✓
27	High standards of integrity and a positive role model for students, staff, parents and the wider community	E	✓	✓	✓
28	Appropriate behaviour, attitude and commitment towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Constructive attitude to use of authority and maintaining discipline 	E	✓	✓	✓
D	PERSONAL SKILLS & ATTRIBUTES				
29	Stamina, resilience reliability and integrity	E	✓	✓	✓
30	An understanding of the value of a successful work life balance for self and others	E	✓	✓	
31	A high level of interpersonal skills with the ability to empathise with different points of view and win respect	E	✓	✓	✓
32	Ability to motivate and inspire others	E	✓	✓	✓

33	Persuasive and confident in a range of different environments	E	✓	✓	✓
34	Aware of opportunities for teaching and learning presented by new technologies	E	✓	✓	✓
35	Full driving license, or access to mobility support	E	✓		✓