



Job Description

Post Title:		Senior Leader of Science and Whole School STEM
Job Purpose:		<p>In addition to the requirements of a class teacher:</p> <p>Senior Leader of Science and Whole School STEM will support the Academy by providing 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 Teacher and Leadership Team
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 L8-L12

MAIN (CORE) DUTIES: *The job description below will be developed to suit the skills of the successful candidate*

To manage, develop and lead the subject of science to ensure the highest possible standards of academic excellence for all pupils. To lead on STEM and contribute to whole school evaluation and improvement

Specific Responsibilities

- To lead and manage with the provision of an appropriately broad, balanced, relevant and differentiated curriculum for targeted pupils in accordance with the aims of all policies
- To lead and manage the development and enrichment of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Department
- To lead and manage the raising of standard pupil attainment and achievement and to monitor, track, and support pupil progress in relation to individual targets and ensure appropriate action is taken when necessary
- To lead and manage colleagues to implement appropriate and effective intervention strategies to ensure that the vast majority of all pupils within, optimise their performance and to measure the impact of those strategies
- To lead and manage colleagues to formulate aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of the pupils
- To lead and manage the maintenance of accurate and up-to-date departmental data on the management information systems and to produce reports and analysis on a range of activities
- To lead and manage colleagues through the implementation of all aspects of target setting, tracking and assessment.
- To lead and manage with effective communication/consultation as appropriate with the parents of pupils, other staff and relevant external bodies for intervention
- To support the management of the Department on a day-to-day basis and act as a positive role model, to promote teamwork and ensure effective working relationships
- To manage the Department's quality control systems including setting targets , standardising and establishing common standards of practice in line with the Department's plans and policies
- To keep up to date with national developments, teaching practice and methodology and to lead and manage the Department in responding to initiatives and developments
- To actively seek to improve standard of teaching and learning for progress within the Department
- To actively seek to implement the graduated response model for supporting pupils in this subject area
- To lead on the development of Science, maths, technology and English through collaboration with other departmental leads to ensure that STEM is a focus in the Academy
- To be responsible for producing and collating information and evidence related to science and STEM for external inspections including Ofsted
- To contribute to the continued development and up-dating of the School Improvement Plan and, ensuring that actions relevant to the science and STEM are effectively communicated, actioned and monitored
- To attend relevant SLT meetings and briefings

- To attend whole school events as required

Whole School Responsibilities

- To be a member of the Senior Leadership Team, therefore undertaking SLT responsibilities as directed by the Headteacher and Deputy Headteachers
- To support the Senior Leadership Team in meeting whole school priorities and in realising the School's shared vision
- To agree/set and vigorously support the achievement of pupil progress targets in order to make a contribution to whole school targets ensuring the effective use of performance data
- To work effectively with the School SENCO in order to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all pupils
- To support and assist colleagues to ensure that they understand and are actively implementing the key aspects of the School's Behaviour for Learning Policy
- To ensure opportunities are explored to develop pupil's awareness and use of literacy beyond the classroom particularly in relation to the entomology of words used in science
- To ensure that all colleagues know and understand the key school improvement targets and the part they play in achieving these.

Teaching

- To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of pupils
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for pupils which meets internal and external quality standards
- To prepare and update subject materials, programmes of study and assessment materials
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good

practice with regard to punctuality, behaviour, standards of work and homework

- To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required in line with School policies.

General

- To act as a positive, professional role model to staff and pupils
- To work in line with all school and Trust policies and procedures and to be pro-active in ensuring own awareness of the contents of these
- To always behave in a manner consistent with the employee code of conduct and act as a positive ambassador for the Trust
- To safeguard and promote the welfare of children within the school, to include adhering to all specified procedures
- To carry out duties with full regard to SWIFT Academies equality policies and objectives
- To comply with Health and Safety policies, organisational statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others
- Any other duties of a similar nature related to the post which may be required from time to time.

We are passionate about safeguarding the welfare of pupils and maximising their life chances. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service criminal records check for work with children.

This job description describes in general terms the normal duties which the post-holder will be expected to undertake and has been compiled with reference to the Teachers' Standards. The duties should not be considered as exhaustive and may vary or be added to from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

PERSON SPECIFICATION

Senior Leader of Science and Whole School STEM

Key

- A - Application Form including letter of application
- S - Selection process including Teaching Exercise
- R - Employment references
- C - Certificates
- D - Enhanced Disclosure and Barring Service Criminal Checks

	Qualifications, Education and Training	Essential/ Desirable	Stage Identified
1.	Graduate in relevant subject with Qualified Teacher Status	E	A, C
2.	Well-structured supporting letter indicating beliefs, understanding of important educational issues and styles of management	E	A
3.	Working towards further professional qualifications	D	A, C, S
4.	Commitment to and track record of CPD relevant to subject area	E	A, S
5.	Honours Degree	D	A, C
6.	Evidence of active interest in staff development through appraisal and school improvement planning		
	Experience and Knowledge	Essential/ Desirable	Stage Identified
5.	Excellent, up-to-date subject knowledge	E	A, S
6.	At least good classroom practitioner	E	A, S, R
7.	Experience of tracking pupil progress and using data to inform lesson planning	E	A, S, R
8.	A proven track record of ensuring pupil progress and of examination success	D	A, S, R
9.	Excellent knowledge of classroom practice, pedagogy and national policy around education	E	A, S

10.	Experience in the delivery of ITT/CPD	D	A, S, R
11.	Experience in a management role	D	A, S, R
12.	Experience of monitoring and evaluating staff performance	D	A, S, R
	Skills	Essential/ Desirable	Stage Identified
13.	Ability to communicate effectively with a range of audiences, both verbally and in writing	E	A, S, R
14.	Commitment to raising standards and achieving the best outcomes for pupils	E	A, S
15.	Ability to employ a range of teaching methods and adjust these to meet individual pupil need	E	A, S, R
16.	Ability to promote a high standard of literacy, articulacy and proper use of standard English within lessons	E	S
17.	Ability to provide effective and constructive feedback to pupils	E	S
18.	Ability to coach, mentor, support and challenge pupils	E	S, R
19.	Ability to create effective and positive working relationships with colleagues and senior staff	E	R
20.	Ability to establish and maintain an appropriate environment for learning within the classroom	E	S, R
	Personal Attributes	Essential/ Desirable	Stage Identified
21.	Commitment to own professional development and willingness to undertake training	E	A, S, R
22.	Flexible and positive approach to tasks and working arrangements	E	S, R
23.	High level of personal effectiveness including organisational and communication skills	E	S, R
24.	Ability to act as a positive role model and demonstrate high personal standards	E	S, R
25.	Commitment to safeguarding pupils and suitability to work with young people	E	S, R, D
26.	Self-motivated and enthusiastic	E	S, R

27.	Willingness to engage in the Appraisal Process	E	S, R
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Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references