



Longdon Hall School

JOB DESCRIPTION: **Head of Science/Science Class Teacher**

Reports To: **Headteacher**

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of Job:

1. To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all pupils in consultation with the Headteacher;
2. Improve the quality of pupils' learning in Science;
3. Contribute to the development and innovation and / or implementation of Science policy and procedure;
4. Have lead responsibility for Science across the school and develop plans which identify clear targets and success criteria for its development and / or maintenance;
5. Teach a range of subjects as necessary to ensure the effective delivery of the school's curriculum. Work may sometimes be undertaken outside the main teaching area - this may include off site locations including college settings;
6. In consultation with the Headteacher undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum;
7. To share the school's responsibility to support and promote the learning, personal development and well-being of all students.

General Responsibilities

In fulfilling the requirements of the post, the post holder will demonstrate essential professional characteristics, and in particular will:

- Safeguard and promote the welfare of children and young people;
- Work in accordance with professional practice, statutory and legal requirements and the policies of Longdon Hall School;
- Take on specific tasks related to the day to day administration and organisation of the school;
- Take responsibility for specific areas of work which will be reviewed annually then negotiated and agreed within the performance management cycle and school improvement process;
- Take on any additional responsibilities, which might from time to time be determined;
- Support all staff in achieving the priorities and targets of the school improvement plan and monitor the progress of those which relate to Science;

- Ensure that parent/carers are well informed about the curriculum, targets, children's progress and attainment in Science across the whole school.

Knowledge and Understanding

Have knowledge and understanding of:

- The school's vision, aims, priorities, targets, curriculum policies and action plans;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils attainment and progress;
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- The implications of the code of practice of special educational needs for teaching and learning.

Specific Roles and Responsibilities

Have knowledge and understanding of:

- To play a key role in the development of SEN provision within Longdon Hall School;
- To work with schools, parents, key agencies and the young people with SEN to ensure effective and successful inclusion of pupils including those with a diagnosis of ASC within Longdon Hall School;
- To support the development of teaching approaches, behaviour management, classroom strategies, resources and whole school policies for children with complex needs and diagnoses within the school.
- To initiate and model autism specific teaching strategies for Teachers/Teaching Assistants in conjunction with Longdon Hall School's therapy team, relating to individual pupils within the classroom and whole school;
- To enable access to learning and social opportunities for pupils with SEN through the delivery of teaching, support, families and the young person;
- To work with key partners in Longdon Hall School's therapy service (Speech and Language Service, Psychotherapy and Educational Psychology) in order to deliver and implement a multi-disciplinary approach to support individualised packages for young people with SEN;
- To support the SLT and therapy team in the continued successful development of supporting young people with complex diagnoses such as ASC / Attachment Disorder within the school environment.

Planning and Target Setting Expectations

- Set appropriate and achievable expectations and targets for pupils in relation to standards of pupil achievements and the quality of teaching;
- Work with the Headteacher and any another other staff to ensure that Individual Education Plans are used to set subject specific targets and match work well to pupil's needs;
- Establish with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of all subjects taught, which:
 - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment:

- are based on a range of comparative information and evidence, including the attainment of pupils;
- identify realistic and challenging targets for improvement;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, time skills and criteria for success.

Teaching and Managing Pupil Learning

Ensure:

- Curriculum coverage, continuity and progression in all subjects taught for all pupils, including those of high ability and those with special educational needs;
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in subjects taught, and communicate such information to pupils;
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different pupils;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning;
- Provision of a stimulating learning environment, in which displays are relevant, well maintained and an aid to learning;
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and NC content;
- Effective development of pupil's core literacy, numeracy and information technology skills;
- Effective development of pupils individual and collaborative study skills necessary for them to become increasingly independent when out of school;
- Support the Headteacher in determining, organising and implementing the curriculum in Science, and its assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- Support the Headteacher in establishing a learning environment that helps pupils develop learning skills in order to learn more effectively become successful learners for life;
- Be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline;
- Take responsibility for the development and monitoring of the curriculum provision for Science, liaising appropriately with the Headteacher, support staff and class teachers;
- Support the Headteacher in the monitoring of the quality of teaching and children's achievements across the key stage, including the analysis of performance data;
- Take responsibility for assessment in Science, ensuring that statutory and school requirements are fulfilled;
- Collate assessment information, in conjunction with the Headteacher, and monitor the school's performance in relation to local and national results and the school's own targets.

Assessment and Evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;

- Establish and implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- Ensure that information about pupil's achievements in previous classes and schools is used effectively to secure good progress;
- Monitor the pupil progress made lessons, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Pupil Achievement

- Establish clear targets for pupil achievement and evaluate progress in science and achievement by all pupils, including those with special educational and communication needs;
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with Parents/Carers and Wider Community

- Establish a partnership with parents/carers to involve them in their child's learning in science as well as providing information about curriculum, attainment, progress and targets;
- Develop effective links with the local community, including business and industry, in order to enhance teaching and develop the pupil's wider understanding;
- Communicate effectively, orally and in writing with parents, Acorn Directors, external agencies and the wider community including business and industry.

Managing own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals;
- Take responsibility for your own professional development;
- Undertake CPI training as directed by the school.

General

- Take on specific tasks related to the day to day administration and organisation of the Science Department as requested by the Headteacher;
- Take on any additional responsibilities within the school which might from time to time be determined;
- Create and maintain positive and supportive relationships with staff, parents and all other stakeholders;
- Engage with appropriate training opportunities to promote professional effectiveness in this role.

Managing Resources

- Establish resource needs and advise the Headteacher of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money;

- Deploy, or advise the Headteacher on the deployment of support staff involved in the teaching of all subjects, to ensure the best use of subject, technical and other expertise;
 - Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
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- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
 - Use accommodation to create an effective and stimulating environment for teaching and learning;
 - Ensure that there is a safe working and learning environment in which risks are properly assessed.

The post holder will support the school by:

- Being aware of and complying with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate designated person;
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop;
- Contributing to the overall ethos/work/aims of the school;
- Appreciating and supporting the role of other professionals;
- Attending relevant meetings as required;
- Participating in training and other learning activities and performance management as required;
- Assisting with the supervision of pupils out of lesson times, including before and after school and at breaks / lunchtimes as required;
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.

Health and Well-Being

The post holder will:

- Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people;
- Know how to identify potential child abuse or neglect and follow safeguarding procedures;
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Team Working and Collaboration

The post holder will:

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.