

## Job description

<b>Job title</b>	Teacher of Science
<b>Responsible to</b>	Headteacher, Director of Learning, Senior Leadership Team
<b>Hours of work</b>	Full time
<b>Type of contract</b>	Permanent
<b>Salary</b>	MPS/UPS
<b>Base</b>	Chesterfield High School

General
<p>This job description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teachers Standards:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf</a></p> <p><b>Specific duties:</b>            Teachers should make the education of pupils their first concern and they are accountable to achieve the highest possible standards in work and conduct. Teachers act with honesty and integrity. They have strong subject knowledge, maintain up-to-date knowledge and skills as teachers and are self-critical, forge positive professional relationships and work with parents and carers in the best interests of their pupils.</p>
1. Teaching
<p><b>The post holder will:</b></p> <p><b>Set high expectations that inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>• Demonstrate consistently, the positive attitudes, values and behaviour that are expected of pupils.</li> </ul> <p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes.</li> <li>• Analyse pupils' data and exam performance to inform planning and intervention.</li> <li>• Plan teaching to build on pupils' capabilities and prior knowledge.</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs.</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> <p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.</li> <li>• Demonstrate an understanding, of and take responsibility for, promoting high standards of literacy, oracy and the correct use of standard English, whatever the teacher's specialist subject.</li> <li>• If teaching early reading, demonstrate a clear understanding of systemic synthetic phonics.</li> <li>• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>

**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 according to the school's timetable 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).

**Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to adapt teaching appropriately, using approaches that 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 and/or disabilities, those of high ability, those with English as an additional language, and be able to use and evaluate distinctive teaching approaches to engage and support them.

**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 within the agreed time and encourage pupils to respond to the feedback.
- Follow the school's assessments reporting policies.

**Manage behaviour effectively to ensure a positive and safe learning environment**

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting positive and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour for learning 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 that 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.

**Fulfil wider professional responsibilities**

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

**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 that 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 always rooted in mutual respect and 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 that exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

### **Personal Tutor**

#### **The post holder will:**

- Act as a personal tutor within the year system.
- Be responsible for the well-being and academic progress of their personal tutor group.
- Act as the first point of contact for parents.
- Monitor and improve attendance rates for the tutor group.
- Be responsible for the school's reward system within the tutor group.
- Meet regularly with the progress leader and attend year team meetings.
- Support inter-form and extra-curricular activities as arranged by the pastoral team.
- Ensure that pupils follow the school's uniform policy.
- Ensure that pupils follow the school's rules and policies
- Set a positive example in terms of dress, punctuality and attendance.

### **Safeguarding**

To be aware of and work in accordance with the Trust's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures that may be noted during the course of duty.

In common with all staff and pupils of the Trust, the post holder should be aware of the Trust's policies and implement them as appropriate.

Mersey View Learning Trust is committed to safeguarding and promoting the welfare of its pupils and expects all those working at our schools to share this commitment.

The Trust is required under law and guidance to check the criminal background of all employees. Decisions to appoint will be subject to consideration of an enhanced disclosure, including a Barred List check from the Disclosure and Barring Service. Because of the nature of the work for which you are applying, this post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on whether a conviction or caution should be disclosed can be found on the Ministry of Justice website which can be accessed here:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

#### **Other duties**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and pupils to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## Person specification

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful postholder will:</p> <ul style="list-style-type: none"> <li>Be educated to degree of equivalent level in a relevant subject plus teaching qualification. (A)</li> </ul>	
<b>Skills and Experience</b>	<p>The successful postholder will have/be the following:</p> <ul style="list-style-type: none"> <li>Evidence of successful teaching experience or teaching practice. (A,I)</li> <li>An excellent classroom practitioner. (I)</li> <li>Excellent knowledge and understanding of current issues in science education. (A,I)</li> <li>Strong commitment to the values and ethos of the school/Trust. (A,I)</li> <li>Ability to communicate well with pupils, parents and staff. (A,I)</li> <li>Good ICT skills. (A,I)</li> <li>A team player. (A,I)</li> <li>Evidence of reflective practice leading to improved skills. (A,I)</li> </ul>	<ul style="list-style-type: none"> <li>Experience of extra-curricular activities. (A,I)</li> </ul>
<b>Personal and Professional qualities</b>	<ul style="list-style-type: none"> <li>Commitment and enthusiasm. (I)</li> <li>Readiness to identify and respond to new challenges (A,I)</li> <li>Flexibility. (I)</li> <li>Good organisational and time management skills. (I)</li> <li>Understanding of own strengths and areas for development. (A,I)</li> </ul>	

**A** = Application

**C** = Certificate

**I** = Interview

**L** = Lesson Observation

The above qualities will be assessed through a comprehensive recruitment process, that involves application analysis, scrutiny of reference and interview.

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent and must be eligible to work in the UK.