



## **Maternity Cover – Head of Science**

### **Core Purpose of Second in Science Faculty:**

Love Your Neighbour (Luke 10 v25-37) is our Bible-based vision which underpins everything we do at Townsend Church of England School. Together with our Respect for All and Achievement for All policies, Townsend is a school where everyone is welcome, and everyone is enabled to flourish.

The Head of science is an exciting opportunity at Townsend, you will be responsible for driving the vision and ethos of science so that it continues to grow and improve.

### **About the Role:**

1. To ensure the school's Science curriculum enables all our students to achieve to the very best of their ability.
2. To secure and sustain high-quality teaching, learning and assessment in science. Leading moderation and standardisation of work across the range of qualifications offered by the department.
3. To plan co-curriculum opportunities to make the best use of facilities available within the constraints of the school calendar.
4. To ensure that the schemes of work and resources used for the teaching of science are high quality, appropriate and accessible and secure good progress for students of all abilities and backgrounds.
5. Ensuring consistent record keeping and data analysis across the department in order to identify and intervene to address the underachievement of individuals or identified groups.
6. To work with staff, students and parents and use the school's systems to manage student behaviour and to reward effort and achievement in the department.
7. To promote Science and to maintain a high profile for the subject and the department in the school and local community.
8. To liaise with key staff such as the SENCO, Exams Officer, the Pastoral Team and SLT to ensure that the needs of students are best met, and the department contributes towards the smooth running of the school.
9. To plan effective use of the department resources ensuring that they provide value for money and manage the department budget.



10. To oversee the day-to-day running of the Science Department, including ensuring cover work is set if required.

### **Safer Recruitment**

1. This role will require the post holder to have an enhanced DBS check.
2. It is the individual's responsibility to promote and safeguard the welfare of children and young people s/he is responsible for or comes into contact with.

### **General**

1. Play a full part in the life of the school community; support the school's priorities and ethos and encourage students to follow this example.
2. Undertake continued personal professional learning activities, as agreed with your Line Manager / CPL coordinator.
3. Participate in subject team activities arranged for open evenings.
4. Undertake duties as per the published rota.
5. To be a form tutor as directed.
6. Undertake a reasonable share of cover lessons in accordance with the published cover policy.
7. Undertake any other responsibilities or tasks as reasonably requested by the Headteacher.

### **Upper Pay Spine**

1. In addition to the above, teachers who have progressed to the Upper Pay Spine will be expected to undertake additional responsibilities. The scope of these should increase along with UPS progression.
2. Teach consistently good or better lessons, with the aim of improving to deliver an increasing number of outstanding lessons.
3. Contribute to developments within the subject/year team and lead on appropriate aspects, as agreed by their line manager.
4. Undertake induction, coaching and mentoring of identified staff or trainees, in line with the school's policy.
5. Contribute to the whole school's professional development programme as appropriate.
6. Provide guidance, support and mentoring for identified students, as agreed with their line manager.



## Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

## Second in Science Faculty Person Specification

Attributes	Essential	Desirable	Evidence
<b>Qualifications &amp; Experience</b>			
QTS (or training towards QTS)	✓		A
Successfully completed Induction Year	✓		A
Evidence of recent Professional Development	✓		A
Further study or qualification		✓	A
Evidence of contribution to staff training and development		✓	A
<b>Knowledge &amp; Skills</b>			
Excellent classroom practitioner	✓		IP
Ability to articulate characteristics of effective teaching	✓		IP
Knowledge and understanding of current and future initiatives in education		✓	A/IP
Understanding of the learning needs of all students	✓		A/IP
Ability to lead and implement new ideas	✓		A/IP
Use of ICT, particularly to promote teaching and learning	✓		A/IP
Ability to enthuse, inspire and motivate others	✓		A/IP
Experience of, ability to, use student performance data to raise achievement		✓	A
Ability to communicate effectively with a range of audiences	✓		A
Good administrative and organisational skills	✓		A

<b>Personal/Professional Qualities</b>			
Self-motivated, with ability to use initiative	✓		R/IP
Approachable, caring, flexible and supportive	✓		R/IP
Ability to contribute to and be part of a team	✓		R
Can work under pressure, with a high level of commitment and determination	✓		R
Ability to lead by example, and make decisions	✓		R
Commitment to extra-curricular activities	✓		A/R
<b>Safer Recruitment</b>			
Knowledge and understanding of requirements and responsibilities for safeguarding and promoting the welfare of children and young people (including an enhanced DBS check)	✓		A/R/IP
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		A/R/IP
Emotional resilience in working with challenging behaviour	✓		A/R/IP
Appropriate motivation to work with young people	✓		A/R/IP

**A**     =     **Application Form**  
**IP**    =     **Interview Process (this will include teaching a lesson)**  
**R**     =     **Reference**

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_