St Bede's Catholic High School

Teacher of Science (Chemistry and Physics Specialism an advantage)

Job Description and Person Specification

School Vision

"To provide a transformative Catholic education ensuring that our pupils are empowered to serve the common good by living the values of Love, Faith and Hope"

Mission

"I am the vine, you are the branches. Whoever remains in me, with me in them, bears fruit in plenty"

John 15:5

At St Bede's we believe that we are part of God's creative process, providing the opportunity for each individual to flourish in order to serve the Common Good

Employment details	
Job title	**Teacher of Science (Chemistry and Physics)**
Reports to	**Curriculum Leader of Science**
Term	**Permanent – 1.0 fte**
Salary	**MPR1 – MPR6**

Job Description

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Support the Curriculum Leader wherever possible, e.g. through attendance at departmental meetings, in the organisation and planning of Science specific trips and extra-curricular activities.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- **Set high expectations which inspire, motivate and challenge pupils by:**
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

- **Promote good progress and outcomes for pupils by:**
  - Being accountable for pupils' attainment, progress and outcomes.
  - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
  - Guiding pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
  - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

- **Demonstrate good subject and curriculum knowledge by:**
  - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
  - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.

- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

- **Plan and teach well-structured lessons by:**
  - Imparting knowledge and developing understanding through effective use of lesson time.
  - Promoting a love of learning and children's intellectual curiosity.
  - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.

- **Adapt teaching to respond to the strengths and needs of all pupils by:**
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
  - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
  - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.

- **Make accurate and productive use of assessment by:**
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Making use of formative and summative assessment to monitor pupils' progress.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
  - Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

- **Manage behaviour effectively to ensure a good and safe learning environment by**:
  - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
  - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

- **Fulfil wider professional responsibilities by:**
  - Making a positive contribution to the wider life and ethos of the school.
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
  - Deploying support staff effectively.
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - Communicating effectively with parents with regard to pupils' achievements and wellbeing.

Personal and professional conduct

- 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 rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard pupils' wellbeing, 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 which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.

Person Specification

Qualifications and training	
Essential	**Desirable**
• PGCE / QTS. • Good academic achievement including a relevant honours degree	• A postgraduate qualification, e.g. a master's degree. • A first aid certificate.
Skills and experience	
Essential	**Desirable**
• Experience of teaching relevant subject at Key Stages 3 and 4 (includes trainee placements) • Conducting assessments, keeping records and producing reports on pupils. • Implementing safeguarding procedures in schools.	• A successful track record with GCSE classes • Experience of working in (trainee placements appropriate) a Catholic Secondary School. Organising and participating in extracurricular activities. • Experience of planning, organising and taking part in trips/visits that link to the Science Curriculum at Key Stage 3 and 4
Knowledge	
Essential	**Desirable**
• A clear understanding of the Science curriculum and examination specifications across key stage 3 and 4. • Strong subject knowledge to enable answer subject-related questions raised by pupils. • An ability to use different teaching methods and adapt to cater for pupils' different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning. • A commitment to improving, monitoring and evaluating teaching and learning • A commitment to Assessment for Learning • High expectations for pupil attainment, personal development and conduct • A commitment to delivering the curriculum for our Gifted and Talented children and equally for our children with learning differences	• An understanding of relevant legislation and educational developments.

• A commitment to best practice in pastoral support and student welfare • A commitment to extracurricular activities and curriculum enrichment • A commitment to the organisation, planning and delivery of Science specific trips, visits and extra-curricular activities	

Personal traits
The successful candidate will be
• Punctual, with a good attendance record. • Accountable and reliable • An excellent communicator, verbally and in writing. • Organised. • An excellent time manager. • Hardworking, with high expectations of themselves and their professional standards. • Committed to CPD. • Able to work both independently and as part of a team. • Able to maintain successful working relationships with other colleagues. • Able to plan and resource effective interventions to meet curricular objectives. • Driven and energetic.
The successful candidate may also be
• Committed to the value and promotion of their subject. • Dedicated to promoting their professional development, and that of others. • Able to promote good behaviour consistently. • Able to plan and take control of situations. • Committed to contributing to the wider school and its community. • Able to effectively promote the school's ethos and vision. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. • Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.
Additional requirements
The successful candidate will have
• An enhanced DBS certificate and barred list check. • Evidence for their previous work experience. • References.