KS3 Science Lead
JOB DESCRIPTION
MPS/UPS plus TLR2A

Role Purpose:

We are looking to appoint a KS3 lead for science, who can help drive student attainment even further, raise the profile of science across the Academy and the wider school community, and ensure we instil a passion for the study of science in all our KS3 students.

Key Accountabilities:

Reporting to the Head of Science faculty, this post holder will be accountable for:

LEADERSHIP RESPONSIBILITIES

- Strategically lead on improving progress and attainment in science.
- Be accountable for planning, monitoring, and implementing the science curriculum in order to inspire, motivate and influence staff and students.
- Lead on the planning and writing of KS3 assessments; analyse KS3 data; plan, implement and monitor the impact of intervention strategies to raise attainment in science
- Embed an understanding of the importance of science to individuals and the community and society as a whole into the curriculum, including through enrichment activities.
- Implement the school improvement plan at a subject area level, routinely quality assuring, monitoring and evaluating success towards outcomes.
- Take on specific leadership and management tasks related to the day-to-day administration and organisation of the subject and school

CURRICULUM, TEACHING AND LEARNING

- Ensure whole school teaching and learning priorities are embedded within science
- Effectively mentor and appraise those colleagues for whom you have responsibility within the whole school appraisal policy.
- Lead teaching and interventions within science to improve progress.
- Be accountable for managing staff workload and wellbeing within your subject area.
- Take responsibility for supporting teachers in your subject area and consistently follow school policies and practice and provide support where appropriate.
- Consistently model the teaching of good or better lessons that motivate, inspire and improve student attainment and embed an Open-Door ethos across the subject area.
- Plan and implement a knowledge rich curriculum and classroom environment amongst all staff and students through vocabulary, reading, and written work.

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People Development Director	
Version	1.0

- To develop CEAIG links within science that inspire students to continue to study science post 16.

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QUALITY ASSURANCE

- Lead on the use of Pam and quality assurance in science
- Strategically use Pam to identify staff strengths and areas for improvement.
- Use Pam to monitor staff progress towards improvement targets.
- Be accountable for Pam and quality assurance so that staff reach at least career related expectations on the mastery rubric.

CULTURE

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager or members of SLT.

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to *think big* for yourselves and for the world around you;

- We want everyone to *do the right thing* in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong *team spirit*, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	- Show energy, enthusiasm and passion for what you do - Demand the highest quality in all that you do, and in the work of your team - Willing to champion new ideas and think beyond the status quo - Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better - Be open to new ideas and change where it will have a positive impact on the organisation - Show a willingness to embrace different ideas and ways of thinking to improve E-ACT - Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work - Commitment to self-development, and developing your wider Team - Ability to self-reflect on yourself, your performance, and to think about how this could be improved further - Ability to encourage ideas from others in order to improve the organisation and build your team's confidence

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Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement
E – Essential

Assessed at
A – Application Stage

D – Desirable
I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	X
	Knowledge of excellent behaviour management strategies	X		X	X	X
	Knowledge of external agencies		X	X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills		x	X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of and compliance with policies and procedures relevant to child protection, health and safety.	X		X	X	X
	Understanding of statutory frameworks relating teaching		x	X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience supporting a child/children in a school setting and the relevant age range	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X

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				X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Be able to de-escalate challenging behaviour	X				
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X

	Experience of leading and motivating a team		X	X	X	X