

TWEEDMOUTH COMMUNITY MIDDLE SCHOOL

JOB DESCRIPTION

Post Title: Key Stage 3 ScienceTeacher (Maternity Cover)	Director/Service/Sector		Office Use
Grade: MPS	Workplace: Tweedmouth Community Middle School		JE ref: HRMS ref:
Responsible to: Head of Year / SLT	Date: For November 2021	Manager Level:	
Job Purpose: To provide high quality teaching and support to pupils in key stage 2/3 and to ensure that <u>all</u> pupils and groups make good progress. To maintain school's ethos of raising aspiration and inspiring success, thereby giving every pupil the opportunities to be the very best they can be.			
Resources	Staff	Working within KS2 Year and Department Teams	
	Finance		
	Physical	Working within the classroom/school environment	
	Clients	Working with pupils and parents.	

Duties and key result areas:

Main duties and responsibilities

- Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document;
- To raise standards of achievement for all pupils;
- Carry out teaching duties in accordance with the school's policies, schemes of work and the National Curriculum.

Generic Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and supportive;
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across topics to ensure excellent coverage of the curriculum and the differentiated needs of learners are met;
- Plan and prepare homework and other out of class work;
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved;
- Teach lessons to groups of learners, demonstrating the positive values, attitudes and behaviour expected from learners;
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements;
- Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development;
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism to enrich the learning experience;
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners;
- Apply all school policies;
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims;
- Promote the safeguarding and welfare of children. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.

- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

Specific Responsibilities

- To support the Science department by providing up timely pupil and group attainment and progress data, analysis of needs and opportunity for focused in-class intervention;
- To contribute to the development and effectiveness of the department.

In addition, Upper Pay Spine teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation;
- Give advice on the development and wellbeing of children and young people, if required;
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback;
- Make a significant contribution to school improvement, planning and evaluation;
- Be highly competent in all elements of the relevant teachers UPS standards;
- Maintain substantial and sustained achievement and contribution to our educational setting.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the federation: the pay level has been established on this basis.

Work Arrangements

Transport requirements: To be able to travel to and from school

Working patterns: Established school timetable

Working conditions: School/Classroom environment

PERSON SPECIFICATION

Post Title: Key Stage 3 Science Teacher		Director/Service/Sector:	Ref:
Essential	Desirable		Assess by
Knowledge and Qualifications			
<ul style="list-style-type: none">Qualified teacher statusDegree level or equivalent	<ul style="list-style-type: none">Further qualifications relating to education	A, I, R	
Experience			
<ul style="list-style-type: none">Experience & evidence of teaching Key Stage 3 age range as a good/outstanding practitionerScience specialist.Experience of assessing pupils' work against National Curriculum guidelines and using summative and formative assessments to inform monitoring of pupils' progress and target setting	<ul style="list-style-type: none">Experience of successful cross phase liaison.	A, I, R	
Skills and competencies			
<ul style="list-style-type: none">Ability to work effectively and cooperatively with others as part of a teamProven ability to raise standards in the classroomGood communication skillsUnderstanding of issues relating to inclusion and management of pupils with Special Educational NeedsUnderstanding of safeguarding issues	<ul style="list-style-type: none">Use of effective intervention strategiesWillingness and ability to contribute to the school's extra curricular activities provided for pupils	A, I, R	
Physical, mental and emotional demands			
<ul style="list-style-type: none">EnergeticResilientAble to cope with difficult situations and resolve problems		A, I, R	
Other			
<ul style="list-style-type: none">PatiencePerserverance		A, I, R	

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits