

Saint Ambrose College

State-funded Independent Catholic Grammar School

Principal: Mr D. Rainey B.Ed (Hons)



Job Description

Post: Faculty Leader of Science

Reporting to: The Principal

Science at Saint Ambrose College aims to inspire and enthuse pupils.

Lower School

In the Lower School, the emphasis is on the fun and practical nature of science. Pupils learn the essential skills to allow them to carry out investigations safely in a scientific manner. Through six thematic topics per year, they begin to appreciate the fundamental scientific principles, and develop these ideas to apply them to the real world around them.

GCSE

At GCSE the boys have the option to study the new 9-1 style, terminal separate science qualifications earning grades in Biology, Chemistry and Physics or the AQA Trilogy exams earning two GCSE grades. Either route will allow access to A Level Sciences although the Separate Science route is preferable.

Advanced Level

A level takes the sometimes simplified scientific principles of KS4 and reveals the greater depth and detail of current scientific understanding. Both the pace and content of Biology, Chemistry and Physics A Levels make them some of the most demanding and sought after qualifications. The new linear A Level qualifications have a greater emphasis on maths skills. Extra curricular Activities Pupils regularly participate in local and national scientific competitions such as the Olympiads. An active Biology Society, Engineering Club, Medical/ Forensic Club and Key Stage 3 Science Club allow all pupils the opportunity to develop their scientific interests.

Hale Barns, Altrincham, WA15 0HE.

t: 0161 980 2711 f: 0161 980 2323 e: office@st-ambrosecollege.org.uk www.st-ambrosecollege.org.uk

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Destinations

The value and reputation of Science A levels means that they are able to open very many doors to a vast array of post 18 careers and opportunities for further study. We regularly equip our boys for study at prestigious UK universities including Oxford and Cambridge. A regular cohort study Medicine and Veterinary Science.

The post

The Governors are seeking to appoint a Faculty Leader of Science.

An excellent opportunity has arisen to lead this successful and high achieving key curriculum area. Ability to Teach up to A Level essential.

We are looking for applicants with highest aspirations, passion and expertise to be able to provide the inspiring teaching that will continue our journey to bring positive change throughout the academy and in the Science department. You will be an outstanding Faculty Leader or Subject Leader who has the ability to inspire, challenge and motivate to ensure that students are given the best opportunity to succeed, not only in the classroom but in life.

Applicants

Governors require a teacher who will have:

- A clear vision and understanding of the contribution a Catholic makes to the community locally and globally.
- A strong belief in high quality education at all levels and experience in raising the attainment and progress of learners in line with the expected high standards of St Ambrose College
- A commitment to continuous improvement and innovation, which leads to the teaching of challenging and differentiated lessons and the determination to enhance, deliver and promote the teaching of their subject
- High expectations of academic achievement and behaviour.
- Understanding of recent curriculum initiatives across the key stages of secondary education
- The ability to establish good professional relationships with staff, learners and parents.
- A high level of subject knowledge and skills.

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Core Purpose

- The Governors are seeking to appoint a Faculty Leader of Science who will lead a successful department and strive to maintain and improve student progress and achievement.

Main responsibilities

- To meet the needs and aspirations of all learners through your contribution to the learning environment.
- To be accountable for the department's standards and achievement of targets and to manage efficiently and effectively the resources made available.
- To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements. Have knowledge and understanding of: (a) the college's aims, priorities, targets and action plans. (b) The relationship of the subject to the curriculum as a whole. (c) Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress. (d) The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Planning and setting expectations: (a) Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching. (b) Work with the SENCO, and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs. (c) Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which contribute to whole-college aims, policies and practices.
- Teaching and managing students' learning by ensuring (a) Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs. (b) Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students. (c) Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students. (d) Effective development of students' literacy, numeracy and information technology skills through the subject.
- Effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school. Assessment and evaluation: (a) Analyse and interpret relevant national, local and college data, research and inspection evidence to inform

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policies, practices, expectations, targets and teaching methods. (b) Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement. (c) Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject. (d) Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. (e) Evaluate the teaching of the subject in the college, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

- Student achievement: (a) Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational linguistic needs. (b) Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- Relations with parents and the wider community: (a) Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets. (b) Develop effective links with the local community, in order to extend the subject, enhance teaching and develop the students' wider understanding.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in college development.
- Achieve challenging professional goals.
- Take responsibility for your own professional developments. Managing and developing staff and other adults:
- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, evaluating practice, and developing an acceptance of accountability.
- Appraise staff as required by the college policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs and subject associations. Managing resources:

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- Establish staff and resource needs and advise the principal and senior leaders of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
 - Deploy, or advise the principal on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
 - Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
 - Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
 - Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Strategic leadership:
- Develop and implement policies and practices to ensure governors are well informed about subject policies, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.
 - Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. 3. To use best practices in the tasks you do.
 - Use self-evaluation to enhance students' opportunities for academic progress and personal development.
 - Be responsible for personal development linked to faculty/school objectives and priorities.
 - Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.

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In addition to these responsibilities, the Faculty Leader of Science should also undertake those duties normally expected of all teachers at St Ambrose College. These include:

- A love of the subject and an enthusiasm for discovery in the students.
- Teaching a curriculum subject up to A-level is essential
- To teach a timetable as allocated.
- To set, record and mark homework as designated.
- To give written reports on the progress of students throughout the year as requested by the Principal.
- Ensuring that internal examinations are produced on time, and that the papers used are suitable for the ability of the students.
- Ensuring that good records are kept illustrating the progression of each student within the department
- To be aware of all Health & Safety issues relating to the Department and to exercise due regard to current Health & Safety regulations.
- Attending INSET courses.
- To liaise with parents over issues relating to the subject.
- To attend parents' evenings and any other occasion sanctioned by the College, e.g. Options Evenings, New Parents' Evening, Open Days, Awards Evening, etc.
- To promote the development of each pupils spiritual, moral, social and cultural welfare.
- To uphold the Catholic ethos of the College and to support the application of the Eight Essentials of Edmund Rice.
- To pay due regard to the Staff Handbook and to support College policies as approved.
- To support the daily life of St Ambrose College.
- The above list is not exhaustive and are all are also expected to undertake any other relevant duties requested by the Principal.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

- This job description may be amended at any time by mutual agreement, but in any case will be subject to regular review;
- The post-holder will be subject to a full police and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared.

The school is committed to equal opportunities, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of appointment for post is subject to a satisfactory DBS check.