

**JOB DESCRIPTION**

**Job Title:** Science Teacher

**Salary:**  up to £31,000 per annum

**Work Pattern:** Full-time 35 hrs per week

**Primary Purpose:** To and promote and provide a safe and positive learning environment for pupils to thrive. To set high expectations which inspire, motivate, and challenge pupils and ensure they receive quality scientific learning experiences that promote good progress and outcomes including Science at GCSE level. To plan and teach well-structured lessons to pupils that responds to strengths and takes full account of their ages, characteristics, needs, and aptitudes so that they can make good progress and thrive in their education, personal and social development. To make accurate and productive use of assessment to promote learning progress, pupil’s self-efficacy and confidence, and enable better outcomes.

To fulfil wider professional responsibilities and work as part of the team to make a positive contribution to wider life and ethos of the school. This includes developing effective professional relationships with all stakeholders. The deployment, support and development of support staff and colleagues, and contributing to improving teaching and learning, pupils progress, achievement, and the overall wellbeing of pupils.

**Responsible to:** Assistant Principal

| **MAIN DUTIES** | |
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| 1. | Take an active role in articulating and delivering the organisation’s trauma informed and attachment aware approach, to educating children and young people. |
| 2. | To be a compassionate professional who always operates within agreed legal, ethical and professional boundaries when working with children and young people and ensure that this is embedded within the education and wellbeing provision. This includes maintaining care, confidentiality and respect and following all policies and procedures. |
| 3. | To work as part of a team carrying out a full range of duties to ensure the smooth and safe running of the provision. |
| 5. | Contribute to developing an innovative, creative curriculum, ensuring that it is inclusive, child centred and fully meets individual needs. |
| 6. | Deliver, and contribute, to children and young people experiences in the seven areas of learning, making it relevant and meaningful to their age, need, abilities, characteristics and transitions to further learning and education, training, employment, independence and to develop them as British citizens. |
| 7. | Undertake a range of assessments to establish baseline scores, set SMART targets and monitor subsequent progression. |
| 8. | Plan, deliver and track all learning experiences and progress and identity integrated and embedded learning that takes place ‘everywhere’ |
| 9. | Fully prepare interesting and engaging, differentiated learning opportunities which are aligned to our curriculum and achieve personal development and educational progress. Enable young people to identify, understand and recognise the links and associations between themes/areas of learning and their value to them as a young person and their future. |
| 10. | Teach Science up to GCSE level to groups using a variety of teaching resources and approaches that are appropriate for the individual learners. |
| 11. | Encourage learning and value students’ work, giving positive and developmental feedback. Actively contribute to learning and development plans. |
| 12. | Prepare our young people to take external examinations including functional skills, vocational qualifications and GCSEs so that they achieve their potential. |
| 13. | Maintain good relationships by applying the SEMH framework within the positive behaviour policy, focusing on reward, affirmation and restoration. |
| 14. | Take an active role in monitoring performance, using the recording and monitoring systems, and develop strategies and procedures which support and evidence attainment. |
| 15. | Develop relationships with local authorities, parents and carers (as appropriate), including sharing information, writing reports and attending meetings and reviews about students’ learning, progress and achievements. |
| 16. | Contribute to the development of associated policies and practices and promote monitor and evaluate provision within the school/college including benchmarking and maintaining a thorough knowledge of all the school’s policies and procedures. |
| 17. | Participate fully in the agreed Performance Management procedures. |
| 18. | Maintain personal conduct, inside and outside of the company, that does not conflict with the professional expectations of the organisation. |
| 19. | Work across several sites, including sites run by partner organisations and community settings, to deliver the curriculum (including 5 Ways to Wellbeing) to facilitate inclusive learning. |
| 20. | Undertake regular CPD, participate in peer learning and attend regular supervision, with their line manager, on an agreed basis. |
| 21. | Carry out any other duties as are reasonably within the scope and purpose of the post as directed by the Senior Management. |

**PERSON SPECIFICATION**

Method of Assessment- A= Application Form, I =Interview O=Teaching Observation

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| **Qualifications** | **Desirable/ Essential** | **Assessment**  **Method** |
| Degree level qualification in a relevant curriculum related subject area. | E | A |
| Evidence of further subject-based professional development | E | A |
| QTS/QTLS | E | A |
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| **Experience** |  |  |
| Experience in teaching Physics, Chemistry and Biology to KS3 and KS4 | E | A/I |
| Relevant teaching experience at KS3 and KS4 for children & young people with SEND needs for a minimum of 2 years | E | A/I |
| Experience of teaching children & young people with SEMH needs and challenging behaviours for a minimum of 1 year. | D | A/I |
| Experience of successfully applying a range of teaching and trauma informed strategies to young people with complex needs | E | A/I/O |
| Good understanding of effective and engaging teaching methods to engage, enthuse and motivate children & young people | E | I/O |
| Thorough understanding of monitoring and target setting to improve personal development & learning outcomes | E | A/I |
| Willingness to be fully involved in developing and delivering an innovative and interesting curriculum | E | A/I |
| Excellent knowledge of using ICT to further learning opportunities and support data recording. | E | A/I/O |
| **Knowledge &Skills** |  |  |
| Excellent knowledge, understanding and application of child development and learning practices and theories. A comprehensive understanding of the significant and complex barriers to learning that children & young people with SEMH face | E | A/I/O |
| A willingness to thoroughly understand the business requirements of Raise the Youth as a Community Interest Company that re-invested funds into the education and well-being of disadvantaged children & young people | E | I |
| Belief in, and application of, effective and inclusive team working across the organisation | E | A/I |
| A commitment to inclusive learning and opportunities for all our children and young people | E | O |
| Excellent communication skills- verbal and written- being able to adapt as appropriate. | E | A/I/O |
| A commitment to supporting our children & young people to raise their educational achievements and improve their health and well-being. | E | A/I |
| To use innovative, engaging and creative approaches to planning and teaching the curriculum that fully meet the needs of the learners. | E | A/O |
| The ability to manage time effectively and prioritise work | E | I/O |
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| **Personal Attributes** |  |  |
| A friendly, enthusiastic, positive and confident approach with a forgiving and compassionate nature. | E | I |
| Use critical thinking, creativity and imagination | E | I |
| High levels of personal resilience, perseverance and highly developed emotional intelligence | E | I/O |
| Reliable and consistent approach to behaviour change, following the organisation’s ethos and policies, underpinned by trauma informed and attachment aware principles | E | I/O |
| Accurate recording and safeguarding of confidential information | E | A/I |
| Work as part of the Raise team to reduce risk, improve health and well-being and promote a positive learning experience | E | A/I |
| Take responsibility and is committed to own learning and professional development | E | A/I |
| Responds well to change | E | I |
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| **Organisational requirements** |  |  |
| This post has been designated an essential car user post. Applicants should have a full driving licence and access to transport. The post holder must be able to use their vehicle for business and to transport young people and their families. | E | A/I |
| A total commitment to safeguarding of children & young people, staff and the community. | E | A/I |
| Completion of all relevant training to develop and enhance professional practice | E | A/I |
| This post will require working outside of core hours. The post holder must be willing and able to do this to fulfil their duties and deliver the services. | E | A/I |
| Providing reports or information for the Senior Management or Board of Directors when required. | E | A |