

<b>TITLE OF POST:</b>	<b>Lead Practitioner Science (Chemistry Desirable)</b>
<b>GRADE:</b>	<b>Lead Practitioner Scale (Leadership Scale)</b>
<b>DATE OF APPOINTMENT:</b>	<b>September 2019</b>
<b>LINE MANAGER:</b>	<b>Deputy Head Teacher</b>

### **Purpose of the Job**

1. With the Deputy Headteacher, to raise the standards of achievement and expertise in:
  - a. Science outcomes
  - b. Teaching and learning across the Curriculum Area and across the school

### **Overarching Leadership Role**

- Helping to develop the school's strategic plan for improving Science provision and outcomes
- Providing support and guidance to colleagues in their implementation of the strategies
- Providing support and guidance to colleagues involved in driving the improvement of Science
- Contributing to the formulation, monitoring and evaluation of relevant aspects of the School Improvement Plan
- Undertaking responsibilities commensurate with the post as can reasonably be directed by the Head of Science, Deputy Headteacher, Head of School and/or Executive Headteacher

### **Specific Responsibilities**

Specific responsibilities will be determined based on the strengths of the successful candidate. Some of the responsibilities may include, but are not limited to:

1. To be responsible for the co-ordination and evaluation of specified whole school priorities which lead to improvements in Science, including:
  - with the Head of Science, to design, implement and manage the long, medium and short term planning of teaching, learning and assessment in Science for designated Key Stages
  - with the Head of Science, to organise, manage and lead interventions to support the outcomes of students in specific cohorts
  - to lead on the training of teaching across the Department
  - research into effective practice and local/national developments in the teaching of Science
  - developing and co-ordinating training and support programmes
  - reporting on the progress made within the development of the curriculum
2. To work within the TLQ Team in the following areas:
  - teaching and curriculum initiatives
  - Classroom Visits
  - School Review process (including MACs)
  - developing and reviewing Teaching and Learning policy and practice
3. As part of the TLQ team, to be responsible for the organisation of relevant aspects of the planned Twilight and INSET programmes, including Staff Development Workshops

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Due to the evolving nature of the school structure all job descriptions may need to be adjusted, through consultation, to meet the needs of the school. This process may be informed by the professional review.

All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DFE.

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## SELECTION CRITERIA

### General

1. Qualified teacher status
2. Relevant professional development
3. A proven track record of having an impact in an emerging or middle leadership and management role in a secondary school or other education setting
4. A proven track record of successful teaching
5. Experience of having successfully led and managed change

### Knowledge and Skills

6. Evidence of enthusiasm for learning and the ability to promote the quality of teaching and learning
7. Sound knowledge of recent and planned developments in education
8. An understanding of issues relating to equal opportunities

### Relationships

9. A proven ability to establish good working relationships with colleagues, students, parents and the local community
10. Ability to motivate and enthuse others at all levels within the school
11. An ability to communicate effectively in oral and written forms

### Personal Qualities/Attributes

12. A positive, enthusiastic outlook, embracing risk and innovation
13. Commitment and dedication to social justice, equality and excellence
14. Engagement in collaborative partnership working, within and beyond the school
15. Integrity in relation to their own and the school's practice
16. Courage and conviction to achieve the best outcomes
17. Respect and empathy towards others
18. Resilience, perseverance and optimism in the face of difficulties and challenges
19. Decisiveness, consistency and focus on solutions
20. Drive for improvement and challenging underperformance
21. Capacity to be flexible adaptable and creative
22. Capacity to receive and act on feedback to build on strengths and improve personal performance