

# **THE BUCKINGHAM SCHOOL**

## **A SPECIALIST SPORTS COLLEGE**



### **JOB DESCRIPTION**

### **&**

### **PERSON SPECIFICATION**

  

### **LEAD PRACTITIONER - SCIENCE**

## LEAD PRACTITIONER ~ SCIENCE

To be accountable for and provide professional leadership and management for the Science Department in order to secure high quality teaching and learning, effective use of resources and monitoring and tracking information to improve standards/achievements for all students.

**Responsible to: Curriculum Leader, Science**

### Line Management Responsibilities:

- Teachers of Science
- KS3, KS4 & KS5 Co-ordinators

### The Role:

These duties are in addition to the responsibilities of a main scale and upper pay scale teacher.

- Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and to be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
- Carrying out the day to day duties of a classroom teacher on an exemplary basis.
- Leading, inspiring and motivating colleagues in developing their teaching and learning through mentoring, coaching and support.
- To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement.
- To undertake research into best practice in other schools
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To develop high quality teaching materials and schemes of learning

## KEY RESPONSIBILITIES

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### Strategic Direction and Development

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To assist in embedding literacy within subject area
- Support Mentoring Support Plans and capability process for staff requiring to improve professional practice within subject area
- Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole-school improvement
- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning
- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues

## Teaching and Learning

- Consistently and effectively use appropriate strategies for classroom management.
- Disseminating good classroom practice
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary
- To teach a timetable within specialism appropriate to the demands of the role and the need of the school

## Leading, Motivating and Developing

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons
- Supporting teachers in subject areas in planning strategies to achieve student progress targets levels and objectives and that student progress target levels are achieved or exceeded.
- Define intervention strategies for subject area
- Carry out subject/quality assurance activities e.g. classroom observations
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction within subject areas)
- Make well founded appraisals of situations upon which asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Lead Practitioner - Science)

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Headteacher)

## PERSON SPECIFICATION

### TRAINING AND QUALIFICATIONS

	Essential	Desirable
Qualified Teacher Status (QTS)	√	
Experience of two schools		√
Degree	√	
Higher Degree		√
Recent participation in a range of In-service		√

### EXPERIENCE OF SUCCESSFUL TEACHING, LEADERSHIP AND MANAGEMENT

	Essential	Desirable
Success in significant leadership role		√
Experience in the leadership of whole school initiatives		√
Experience of successful teaching in more than one secondary Key Stage including post-16	√	

### PROFESSIONAL KNOWLEDGE, QUALITIES AND ABILITIES

#### Knowledge:

	Essential	Desirable
Strategic planning processes	√	
Leading change, creativity and innovation	√	
Strategies for raising achievement and achieving excellence		√
Models and principles of high quality teaching and learning	√	
Strategies for ensuring inclusion, diversity and access	√	
The relationship between managing performance, CPD and sustained school improvement		√
Principles and models of self-evaluation		√
Principles and strategies of school improvement		√
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.		√
The work of other agencies and opportunities for collaboration		√

#### Personal Qualities and Abilities:

	Essential	Desirable
Collect and use a rich set of data to understand the strengths and weaknesses of the school	√	
Inspire, challenge, motivate and empower others to carry the vision forward	√	
Model the values and vision of the school	√	
Demonstrate personal enthusiasm for and commitment to the learning process	√	
Demonstrate the principles and practice of high quality teaching and learning	√	
Acknowledge excellence and challenge poor performance	√	
Foster an open, fair, equitable culture and manage conflict	√	
Develop, empower and sustain individuals and teams	√	
Challenge, influence and motivate others to attain high goals	√	
Accept support from others including colleagues, governors, and the LA	√	
Prioritise, plan and organise themselves and others	√	
Think creatively to anticipate and solve problems	√	

### Strengthening the Community:

	Essential	Desirable
Collaborate and network with local and feeder schools		√
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils	√	

### Other Requirements:

	Essential	Desirable
Application forms should be completed in full	√	
Curriculum Vitae should be attached and be clear and concise	√	
Address the criteria identified in the person specification in a separate letter of application underpinned by an overall philosophy for education	√	

### Confidential Reference and Reports:

	Essential	Desirable
Written reference(s) only will be considered	√	
References will confirm professional and personal knowledge, skills and abilities as referred to above	√	
One of the references to include current Headteacher	√	
Positive recommendations, without reservation, from referees	√	
Good health and attendance record	√	