

## JOB DESCRIPTION

<b>Department:</b> Science	<b>Location:</b> The Duston School (TDS)
<b>Job Title:</b> Lead Teacher for Physics	<b>Grade:</b> MPS/UPS + TLR 2B
<b>Accountable to:</b> Lead Practitioner for Science	<b>Terms of employment:</b> Permanent

### JOB PURPOSE

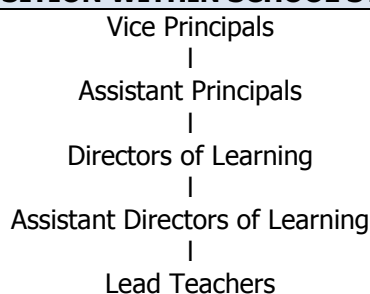
As a lead professional the main areas of responsibility are:

- To provide high quality strategic leadership and management, in relation to specific areas of responsibility working in partnership with other members middle leadership
- Taking account of specific leadership, to work in partnership with other middle leaders to ensure setting, maintaining, monitoring, evaluating and improving standards and achievements in the School;
- To support and share practice beyond the School, and in particular in relation to The Duston Education Trust (TDET) and the Teaching School, in line with specific expertise and requirements;
- To ensure professionalism and the upholding of expectations, policies and procedures within own practice, and support the achievement of this in relation to other staff, pupils and stakeholders;

Within all the areas of responsibility identified above:

- To establish and maintain a culture that promotes excellence, equality and high expectations for all students, ensuring high quality outcomes;
- To work in partnership with relevant professionals;
- To ensure all practice takes full consideration of equality policies;
- To act professionally at all times and promote the vision, ethos and culture of TDS and TDET.

### DESIGNATION OF POST AND POSITION WITHIN SCHOOL STRUCTURE



### MAIN DUTIES AND RESPONSIBILITIES

#### **Principal Responsibilities**

To carry out the general and specific professional duties as set out in the current School Teachers' Pay and Conditions Document

To formulate policies which take forward teaching and learning within the subject

To be acquainted with all curricular and administrative matters related to the department

With other middle leaders, participate in, contribute to and/or lead pedagogic and strategic discussions in order to support and sustain improvements both within the subject and at a whole school level, within the context of the School's Development Plan

#### ***Specific Leadership Responsibilities***

#### **Strategic Leadership and Management**

- Along with other subject leads, ensure that further whole faculty improvements and developments in teaching and learning take place

- To ensure that standards of pupil attainment and achievement in physics are sustained
- To be accountable for pupil progress and development within physics
- To develop and enhance the teaching practice of subject staff
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying within physics in accordance with the aims of the school and its policies
- To be accountable for the leadership, management and development of physics
- To effectively manage and deploy teaching and support staff, financial and physical resources within religious studies support its designated curriculum
- To regularly meet with subject leads to discuss and decide upon subject and appropriate whole faculty issues, in line with the school and faculty's stated ethos and strategic vision
- To devise an annual subject plan and implement strategies within physics
- in support of the Faculty Development Plan (FDP)
- To implement strategies to ensure the efficient running of physics, in support of school policies and Procedures

### **Quality Assurance**

- Establish process of setting targets within physics and to work towards their achievement
- Establish common standards of practice within physics
- Contribute to lesson observations
- Implement school procedures on quality assurance and ensure adherence to these in physics
- To monitor and evaluate standards and progress in teaching and learning within physics to sustain high standards of achievement and provide job satisfaction for colleagues
- Ensure that the physics quality assurance procedures meet the requirements of the faculty SEF and FDP

### **Information Management**

- Make use of analysis and evaluate performance data provided
- Produce reports within the quality assurance cycle for physics
- Produce reports on examination performance – including value added data

### **Pastoral Support**

- Monitor and support the overall progress of pupils within physics
- Monitor pupils' attendance along with their progress and performance in relation to targets set for those pupils, ensuring that follow-up procedures are adhered to and appropriate action taken where necessary
- Ensure the School's behaviour management procedures (and any complementary subject measures) are implemented in order that effective learning can take place within physics

### **Communication**

- To draw together members of the physics with a joint sense of purpose and a specific identity, so that effective and focused teaching and learning can be achieved
- Liaise with partner schools, higher education, industry, exam boards and other relevant bodies
- Represent the subject's views and interests

### **Curriculum Provision and Development**

- Liaise with the Director of Learning to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the FDP
- To organise departmental meetings so that professional dialogues can be achieved, information disseminated and good practice shared
- Monitor and respond to curriculum development and initiatives at national and local level
- To organise department INSET so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies
- Maintain teaching resources within physics

### **Staffing**

- To support the professional development of subject staff, providing feedback for them in such a way

that supports their progress against performance management objectives

- Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs
- Have responsibility for appropriate and effective deployment of both teaching and support staff
- Make appropriate arrangements for classes when staff are unexpectedly absent, liaising with the cover supervisor/relevant staff to secure adequate cover
- Participate in interview processes when required and ensure effective induction of new staff in line with school procedures
- To ensure appropriate support, guidance and advice is provided for NQTs and trainee teachers within physics, to invest in the future of the profession through evidence of good practice

#### **Liaison**

- Lead development of subject links with partner/primary schools
- Effectively promote physics at Open Evenings

#### **Resources**

- With the Director of Learning allocate resources and rooms in order to achieve sustainability and cost-effectiveness
- To have an oversight of Health and Safety within the subject areas to enable colleagues to work safely and efficiently
- To manage the physics budget so that it is spent in line with learning priorities and the principles of best value

#### **Strategic Leadership**

In relation to specific areas of responsibility and joint development work with the wider middle leadership team in relation to TDS and the wider development of TDET, as required:

- Articulate and maintain clear values, moral purpose and vision in relation to TDS and TDET, and that strategic planning is effectively linked to the vision, ethos and goals;
- Strategically plan and set challenging targets for improvement ensuring clear success criteria and a focus on impact;
- Rigorously monitor and evaluate practice and progress in relation to targets and use to inform future planning/ next steps and to support self-evaluation judgements;
- Draw on own knowledge, expertise and skills and those of other leaders, teachers and staff in order to maximise outcomes and impact in line with agreed targets and the long term vision;
- Demonstrate professional personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community, and as a middle leader model these expectations to other staff;
- Effectively use leadership responsibilities and relevant whole school policies, to ensure teachers and staff are effectively supported and challenged to achieve their full potential, and held to account for their practice;
- Access relevant professional development opportunities in order to ensure up-to-date knowledge and understanding is maintained, to maximise opportunities to use findings from research and development, and to learn from internal and external good practice;
- Lead on or contribute to the development of relevant policies and procedures focused on supporting the achievement of high standards, statutory and legal requirements and ensure that these are shared with governors, staff, pupils and parents as required

#### **Educational Excellence**

In relation to specific areas of responsibility and joint development work in partnership with the wider middle leadership team in relation to TDS, and the wider development of TDET, as required:

- Inspire and influence others to believe in the fundamental importance of education in young people's lives, to promote the value of high quality education and to ensure the focus on a learning community;
- Ensure individual teachers and other relevant staff are committed to and held to account for continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on pupils' outcomes

- Ensure performance management procedures effectively identify strengths and areas for development and are rigorously used to address areas of under-performance, support staff to improve, and provide the opportunity for excellent practice to be recognised and valued
- Ensure appropriate continuing professional development is provided in line with the identified areas for development in relation to individual teachers and staff, and where appropriate in relation to specific teams and whole school priorities. Effectively use this to enable all staff to have a deep analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, and that this is used to provide high quality learning opportunities for all students
- Maximise the opportunities for teachers and staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact
- Where required, ensure governors understand the strengths and priorities for development and the expected impact of these on standards
- Ensure relevant financial plans maximise the potential for impact and are in the best interests of all students and their achievements, and provide value for money

### **Operational Management**

In relation to specific areas of responsibility and joint development work in partnership with the wider middle leadership team, in relation to TDS and the wider development of TDET, as required:

- Ensure that relevant systems, organisation structures and processes are well considered, efficient and effectively communicated
- Ensure that relevant systems and processes enable the provision of a safe, calm and well-ordered environment for all students and staff, and that all leaders and staff understand their individual and collective roles in achieving this and are held accountable
- Effectively manage own time and the identification of priorities in order to maximise the day-to-day achievement of both operational and strategic responsibilities
- Work in partnership with other leaders to enable day-to-day requirements regarding discipline, emergencies, parent contact, assemblies, and public relations are effectively managed, and enable the smooth running of TDS
- Effectively manage, as appropriate, conflict or staff issues that arise and provide ongoing support and effective relationship management in order to build self-esteem and confidence and maximise the benefits of team working
- Ensure strategic planning and policy requirements are implemented through daily practice and, where appropriate, that procedures are in place to monitor and evaluate their effectiveness, and that staff, students and other stakeholders are held to account in relation to these
- Produce relevant reports, analysis and evaluation information, to enable the identification of strengths and priorities for development, and enable SLT to fulfil their responsibilities in relation to decision making and accountability
- Effectively plan for, lead, chair or facilitate individual or team meetings in order to maximise strategic planning, analytical thinking, and communication and maximise the impact of individual and joint development work, good practice, coaching and holding to account
- As appropriate, contribute to the recruitment of new staff or to internal development opportunities, ensuring equality of opportunity
- Ensure safeguarding practice meets statutory requirements, provides effective support for students, and is embedded within relevant policies, procedures and day-to-day practice
- Effectively distribute leadership, maximising opportunities for teachers and staff to work together to achieve clear success criteria and measurable targets, to hold each other to account for their decision making and outcomes, and to share good practice
- Support the continuing professional development of teachers and staff, and that this effectively links into performance management
- Maximise opportunities for student leaders to be involved in and contribute to day-to-day practice and procedures, including ongoing development and monitoring of these
- Maximise the contributions of other professionals and external providers in order to support development priorities, and day-to-day practice

- Ensure professionalism and positive promotion of the school and TDET in all aspects of practice and work collectively with other leaders to ensure this is modelled and achieved in relation to all staff and stakeholders

**Notes:**

This job description allocated duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This document is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time according to the changing needs of the school after consultation with the holder of the post.

The post holder may be expected to undertake such further responsibilities consistent with the level of the responsibility of the post according to the school salary policy drawn up in consultation with the Executive Principal.

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Employer**

Name:

Signed:

Date:

**Employee**

Name:

Signed:

Date:

## PERSON SPECIFICATION

<b>JOB TITLE:</b> Lead Teacher for Physics	<b>DEPARTMENT:</b> Science
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<b>Essential</b>	<b>Desirable but not Essential</b>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• A good honours degree or its equivalent;</li> <li>• A PGCE or its equivalent (relevant Phase to the post).</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Completion of an accredited Middle Leadership programme eg NPQML, etc.</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Evidence of recent and successful outstanding experience and impact in challenging circumstances within the relevant Phase.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Previous Middle Leadership Experience within the relevant Phase;</li> <li>• Leadership experience within another Phase;</li> <li>• Experience in delivering leadership development programmes/ support beyond own school;</li> </ul>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• High level knowledge of strategic planning and the use of analytical assessment to support this;</li> <li>• High level knowledge and understanding of outstanding leadership skills and teaching practice, including Ofsted guidance, and strategies to achieve this;</li> <li>• High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of the relevant Phase;</li> <li>• High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement;</li> <li>• Good knowledge and understanding of ICT;</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of a different Phase to the main Phase of experience.</li> </ul>

<b>Essential</b>	<b>Desirable</b> but not Essential
<p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria;</li> <li>• Ability to plan for and carry out accurate self-evaluation, including monitoring and evaluation, which is used to inform judgements and priorities for development;</li> <li>• Ability to effectively use Performance Management, Coaching, Support and Challenge in order to hold others to account and to enable the achievement of continual improvement;</li> <li>• Demonstration of skills and ability in relation to planning for and leading meetings, in relation to one-to-one, group or team situations;</li> <li>• Skills and ability to build positive relationships and to manage conflict;</li> <li>• Evidence of good or better teaching within the relevant Phase, and track record of demonstrating progress and results within the last 2 years;</li> <li>• Good understanding of curriculum developments in relation to the Phase, strategies for raising achievement and experience of monitoring students learning;</li> <li>• Effective written and oral communication skills, including presentation skills, and good or better ICT skills;</li> <li>• Ability to work individually and as part of a team and to motivate and inspire others, including maximising opportunities for sharing good practice;</li> <li>• Ability to delegate and distribute leadership;</li> <li>• Organisational and time management skills;</li> <li>• Ability to work with middle leaders and to build a positive relationships with stakeholders and other professionals;</li> <li>• Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop as a leader.</li> </ul>	<p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"> <li>• High level ICT and Financial Management skills;</li> <li>• Evidence of involvement in school-to-school support.</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Have a love of and infectious enthusiasm for teaching;</li> <li>• Demonstrate a passion for making a difference to the learning outcomes of all students;</li> <li>• Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people;</li> <li>• Ability to work collaboratively or in partnership with others</li> <li>• Have a high capacity to grow and develop as a professional and demonstrate ambition;</li> <li>• Integrity, adaptability and demonstration of resilience and emotional maturity;</li> <li>• High level conceptual thinking, innovative and decisive;</li> <li>• Self-driven and ability to work at a pace;</li> <li>• Demonstrates high level professionalism in all aspects of work;</li> <li>• Excellent sense of humour;</li> <li>• Personal drive and self-starter.</li> </ul>	<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ambition and drive to become an senior middle leader or Specialist Leader of Education (SLE)</li> </ul>