**Vacancy Details**

**Head of Science**

**MPS/UPS + TLR 2b (£5,355)**

**Full time**

**Required September 2024.**

**Closing Date: 8th May 2024**

Do you want to work in a school where behaviour is exceptional and you are able to teach as the expert in the room? Do you want to lead and teach in a school where staff are valued, supported and developed? Will you be an excellent leader, teacher and member of staff that colleagues can rely on? Will you put our students and their futures first?

Ridgeway Secondary School is rapidly becoming a great school, a place where the very best staff want to work with amazing students in a supportive environment. Read our 2021 Ofsted report and then come and visit us. You will see for yourself, the incredible progress that we have made in such a short space of time and the amazing learning and working environment that we have created.

**Not suitable for ECTs.**

You will have the highest expectations, knowledge, skills and commitment to teaching and learning and will help refine and shape an outstanding Science curriculum and extra-curricular offer that makes a positive difference to our students. You will have integrity, be ambitious, tenacious, caring, driven and a team player. The role will be challenging and exciting, and you will be supported by the Senior Leadership Team and the wider trust with opportunities for progression as both the school and trust grow.

Interested candidates who wish to have an informal conversation about this role are welcome to contact Matthew Ball, Headteacher. Further information, including job description, person specification and application form, are available from the school website [www.ridgewaysecondary.org.uk](http://www.ridgewaysecondary.org.uk), alternatively please email [slt@r](mailto:slt@r)ss.shiresmat.org.uk

Ridgeway is an equal opportunities employer, and all appointments are subject to appropriate checks for child protection and safety. Applications should be made via the Ridgeway application form addressed to the Mrs M Evans – PA to SLT.

**Appointment will be subject to references and an Enhanced DBS check in line with school safeguarding policy.**

Shires Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all

staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS

check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education, Shires Multi Academy

Trust is required to conduct an online search as part of our due diligence on appointed candidates. This may

help identify any incidents or issues that have happened, and are publicly available online, which the Shires

Multi Academy Trust might want to explore with you. The Trust is committed to the promotion of

equal opportunities and diversity. Ridgeway Secondary School is a company limited by guarantee - Registered in England No. 7610791.

**Job Description**

**JOB DESCRIPTION – Head of Science**

**Title of Post: Head of Science**

**Salary Scale: MPS/UPS + TLR 2b (£5,355)**

**Responsible to: Deputy Headteacher/Headteacher**

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Responsible for: Teaching and learning across the department, modelling best practice and

development of staff within Science. Outcomes in Science. A curriculum offer that excites and engages all learners. Creation of a Development Plan that drives improvement and change.

Accountabilities: To be met in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document and the professional standards for teachers

**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 and implement strategies which take forward teaching and learning within the Department.
* To be acquainted with all curricular and administrative matters related to the department.
* With other senior staff, participate in, contribute to and/or lead pedagogic and strategic discussions in order to support and sustain improvements both within the faculty and at a whole school level, within the context of the School’s Development Plan.
* To support actively the school’s strategic vision and gain a commitment to this ethos amongst all staff within the department.

**Purpose of the Role:**

Through the role of curriculum leader, the Head of Science will actively support the school’s vision and will also:

* Along with other subject leads and members of the Leadership team of the school ensure that further whole school improvements and developments in teaching and learning take place.
* Ensure that standards of pupil attainment and achievement in Science are excellent.
* Be accountable for student progress and development within Science.
* Develop and enhance the teaching practice of department staff.
* Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying within the Science department in accordance with the aims of the school and its policies, determined by the Governing Body and Headteacher.
* Be accountable for the leadership, management and development of Science.
* Effectively manage and deploy teaching and support staff, financial and physical resources within the Science department to support its designated curriculum.

**Main Duties/Accountabilities**

**Strategic Planning:**

* To meet with the leadership team to discuss and decide upon Department and appropriate whole school issues, in line with the school’s stated ethos and strategic vision.
* To devise a Development Plan and implement strategies within the Department in support of the School’s Development Plan (SDP).
* To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.
* To coordinate and develop the extra-curricular provision to include all students across a wide offer.

**Quality Assurance:**

* Establish process of setting targets within the Science department and to work towards their achievement.
* Establish common standards of practice within the department.
* Contribute to lesson observations.
* Implement school procedures on quality assurance and ensure adherence to these in the Department.
* To monitor and evaluate standards and progress in teaching and learning within the department, to sustain high standards of achievement and provide job satisfaction for colleagues.
* Ensure that the department’s quality assurance procedures meet the requirements of the school’s SEF and SDP.

**Information Management:**

* Make use of analysis and evaluate performance data provided.
* Produce reports within the quality assurance cycle for departments.
* Produce reports on examination performance.
* To report to governors on student progress, attainment and departmental priorities.

**Pastoral system:**

* Monitor and support the overall progress of students within the department.
* Monitor student attendance along with their progress and performance in relation to targets set for those students, ensuring that follow-up procedures are adhered to and appropriate action taken where necessary.
* Ensure the School’s behaviour management procedures are implemented in order that effective learning can take place within the department, supporting colleagues where necessary.
* To play an active role in the House system.

**Communications:**

* To draw together members of the department team with a joint sense of purpose and a specific identity, so that effective and focused teaching and learning can be achieved.
* Ensure all members of the Science department are familiar with its aims and objectives.
* Liaise with partner schools, industry, exam boards and other relevant bodies.
* Represent the Department’s views and interests.

**Curriculum provision and development:**

* Liaise with the Deputy Headteacher to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the Department Development Plan.
* To organise Department meetings so that professional dialogues can be achieved, information disseminated, and good practice shared. Through these meetings and through example, the Head of Science will lead staff in trends within teaching and learning, including the use of ICT, so that developments and improvements in these areas can be sustained.
* Monitor and respond to curriculum development and initiatives at national and local level.
* Organise Department INSET and CPD 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 department teaching resources.

**Staffing:**

* To support the professional development of department staff, providing feedback for them in such a way that supports their progress against performance management objectives.
* To line manage responsibilities within the department, ensuring productivity and effective use of management time/roles.
* 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 Administrator/relevant staff to secure adequate cover.
* Participate in interview process when required and ensure effective induction of new staff in line with school procedures.
* To ensure appropriate support, guidance and advice is provided for ECTs and student teachers within the Department, to invest in the future of the profession through evidence of good practice.

**Liaison:**

* Effectively promote the Department at Open Evening and relevant school events.

**Resources:**

* With the leadership link, allocate resources and rooms to achieve sustainability and cost effectiveness.
* Have an oversight of Health and Safety within the Department areas to enable colleagues to work safely and efficiently.
* Control the Department’s budget so that it is spent in line with learning priorities and the principles of best value.

**Pastoral system:**

* To be a Form Tutor to an assigned group of students.
* To promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole.
* To liaise with a Pastoral Leader to ensure the implementation of the school’s Pastoral System.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* To evaluate and monitor the progress of students and keep up to date student records as may be required.
* To contribute to the preparation of action plans and progress files and other reports.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
* To contribute to PSHE and citizenship and enterprise according to school policy.
* To apply Behaviour Management systems so that effective learning can take place.

**Commitment to Safeguarding Children:**

* Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:
* Having excellent knowledge of the school safeguarding policy and procedures regarding child protection.
* Becoming aware of the signs and symptoms of abuse by attending relevant safeguarding training.
* Understanding and support the school by attending training relevant to current national safeguarding issues such as The Prevent Duty, Child Exploitation, Female Genital Mutilation.
* Reporting all causes for concern to the Safeguarding team using detailed and accurate information.
* Ensuring the safety of all students in the school learning environment both indoor and outdoor.
* It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead (or in the case of staff to report to the Headteacher).

**School Ethos:**

* To play a full part in the life of the school community, to support its values and ethos and to encourage staff and students to follow this example.
* To promote actively the school’s corporate policies.
* To comply with the school’s Health & Safety policy and undertake risk assessments as appropriate.
* To comply with the school’s GDPR policy.
* To comply with the school’s Code of Conduct for employees.

**Equalities:**

* To understand and comply with the Equality Information and Objectives Policy.
* The Trust is committed to the promotion of equal opportunities and diversity.

Whilst every effect has been made to explain the main duties and responsibilities of

the post, each individual task undertaken may not be identified.

**Signatures:**

The school will endeavour to make any necessary reasonable adjustments to the job and

working environment to enable access to employment opportunities for disabled job

applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis

and following consultation with you, may be changed to reflect or anticipate changes in the

job requirements which are commensurate with the job title and grade. The job description

should be seen as enabling rather than restrictive and will be subject to regular review.

**Special Requirements:**

An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful applicant. Where applicable, a prohibition from

teaching check will also be completed.

Signed ………………………………….. Signed …………………………………….

(Issued by - Headteacher) (Received by – staff member)

Dated …………………………………… Dated ………………………………………

**Head of Science: Person Specification**

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| Education and Qualifications | Essential | Desirable |
| Qualified teacher status | ✓ |  |
| Degree or relevant qualification | ✓ |  |
| Commitment to personal/professional development | ✓ |  |
| Experience | Essential | Desirable |
| Compelling record of success at middle management level |  | ✓ |
| Proven experience of leading and developing teams and in building productive relationships | ✓ |  |
| Experience of using School management systems e.g. QA, performance  management |  | ✓ |
| Experience of academic leadership | ✓ |  |
| Proven track record of ensuring excellent academic standards | ✓ |  |
| Experience of using data management systems |  | ✓ |
| Knowledge and Understanding | Essential | Desirable |
| Knowledge of Safeguarding and other child-related legislation | ✓ |  |
| Ability to analyse and use data effectively | ✓ |  |
| Up to date knowledge and understanding of the Education Inspection Framework | ✓ |  |
| Up to date understanding of teaching and learning and curriculum research | ✓ |  |
| Understanding of how to lead change | ✓ |  |
| Skills and Attributes | Essential | Desirable |
| Ability to establish good working relationships and effective teamwork | ✓ |  |
| Willingness and ability to embrace change | ✓ |  |
| Good communication skills | ✓ |  |
| Excellent role model for staff and students | ✓ |  |
| Ability to generate ideas and drive initiatives | ✓ |  |
| Assured communication and presentation skills | ✓ |  |
| Attention to detail | ✓ |  |
| Excellent ICT skills | ✓ |  |
| Outstanding classroom practitioner | ✓ |  |
| Personal Qualities | Essential | Desirable |
| Ability to lead, manage and inspire others | ✓ |  |
| Highly motivated and able to motivate and inspire staff | ✓ |  |
| Enthusiastic and committed to support others beyond the school day | ✓ |  |
| A forward-thinking approach | ✓ |  |
| A passion for teaching and learning | ✓ |  |
| Excellent interpersonal skills with a range of stakeholders | ✓ |  |
| Ability to be reflective and self‐critical | ✓ |  |
| Display calmness under pressure and have a sense of humour | ✓ |  |
| Ability to meet deadlines | ✓ |  |
| Drive, adaptability and resilience | ✓ |  |
| Ability to be discrete and understand professional boundaries | ✓ |  |
| Other Requirements | Essential | Desirable |
| Enhanced DBS Disclosure | ✓ |  |
| Ability to understand and demonstrate a commitment to equality and diversity | ✓ |  |
| Appropriate level of safeguarding training | ✓ |  |