

The Tame River Educational Trust and Droylsden Academy are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Description - Science KS3 Facilitator

Post – Science KS3 Facilitator

Scale – TLR 2b

Responsible to – Curriculum Leader - Science

Main Purposes of the Job:

Effective Subject Leadership results in:

- Students who show sustained improvement in their subject knowledge, understanding & skills in relation to prior attainment;
- Teachers who work well as a team, support the aims of the department and understand how they relate to the school's aims;
- Parents who are well informed about their child's achievements in the subject(s);
- Senior Managers who are kept informed of the needs and achievements of the subject(s).

Summary of Responsibilities and Personal Duties

A. Strategic Direction & Development of the Department

- Working to the Curriculum Leader to ensure the development of a successful Key Stage 3 Science curriculum area which improves the quality of education provided to, and which raises the attainment of students studying Science at Key Stage 3.
- Contribute to SMSC and Citizenship Education, generally through our Life Skills programme.
- Analyse and interpret national, local and department data and other evidence, to inform policy and practice.

B. Teaching & Learning

- Ensure KS3 Science teachers deliver high-impact lessons as outlined in the Gold Standard
- Working to the Curriculum Leader, take leadership and management responsibility to develop quality teaching and learning within the Science Faculty, primarily at Key Stage 3.
- KS3 Facilitator (Leadership and management responsibility) to ensure good to outstanding progress in KS3, supporting the Curriculum Leader in ensuring the quality of T&L in Key Stage 3.
- Ensure the needs of all KS3 pupils are met, including SEND students.
- Implementation of the KS3 national curriculum: ensuring that all NC objectives are met and that the curriculum is ambitious (broader and deeper than the KS3 NC) with plentiful opportunities for practical work and increasing Cultural Capital.
- Ensure teachers are clear about KS3 schemes of work, teaching objectives and lesson sequence, and ensure that teachers follow the agreed schemes, suitably adapting them for their students.



- Advise on pedagogy at KS3.
 - Implement clear policies and practices for assessing, recording and reporting on student achievement through target setting and use of prior attainment.
 - Evaluation the teaching of the subject at KS3 through the CQC
- C. Leading & Managing Staff
- Work to the Curriculum Leader.
 - Deputise in their absence.
 - Share professional development of subject staff through example and support.
 - Work with the Head of Learning Support and SENDCo to ensure the effective use of EHCPs and LSPs.
 - Help KS3 staff to achieve constructive working relationships with pupils and within the staff team.
 - Support the Curriculum Leader with implementation of the CQC including Learning Walks, work scrutiny and quality assurance responsibilities.
 - Make effective contributions to the development of the co-curricular programme.
- D. Efficient & Effective Deployment of Staff & Resources
- Work with the Curriculum Leader to establish staff and resource needs within the curriculum area and for the subject.
 - Advise the Curriculum Leader on effective staff development.
 - Ensure the efficient management and organization of learning resources including ICT.
 - Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- E. Accountability
- To the Curriculum Leader
 - To SLT and the Governors.
 - Work closely with parents to develop positive school links.
 - For KS3 progress in Science
 - For the success of the KS3 Science curriculum.

Health and Safety

The person appointed must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures.

Droylsden Academy is a non-smoking site.

The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.



Job Description – Classroom Teacher

The Academy has over 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Curriculum and subject area.

*This post provides classroom teaching within one **main**, specialist subject. You would also be a Form Teacher for a class of students. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a, year group and whole-school team.*

As you would expect, we are looking for good to great teachers, who can support the values of our Academy in your politeness, hard work and honesty. Students will flourish, as a result of your teaching and consistently high expectations.

Post - Classroom Teacher

Scale – MPS/UPS

Responsible to - Curriculum Leader, Assistant Curriculum Leader & Head of Year

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams.

Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5)

- Teach in line with policy and towards the Teacher Gold Standard (TGS).
- Plan work in accordance with the school and faculty curriculum intent.
- Plan in accordance with the subject's schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS.
- Liaise with relevant 'expert' colleagues on the planning of units of work for effective collaborative delivery.
- Teach literacy (and numeracy) as part of your subject, within the requirements of our '*Power of Language Strategy*' [POLLS], (Strand 5 of the TGS).
- Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.
- Take account of pupils' prior levels of attainment and build on prior learning to meet agreed academic targets.
- Set work for students absent from school for health or disciplinary reasons or who are in our On Board Centre.
- Set work during very rare periods of your own absence from school.
- Set extremely high standards for pupils' behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school's Behaviour and Teaching & Learning Policies and to the TGS Strand 1 '*Being in Charge of your Class and Form*'.
- Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able.
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
- Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.



Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)

- Maintain notes and plans of lessons undertaken and of students' work and progress.
- Mark, monitor and return work in line with school policy, the TGS Strand 3 'Assessing Well' and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
- Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar.
- Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
- Complete reports in line with policy and as specified in the published calendar.
- Attend parents' evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
- Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.
- Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

Pupil Development

- Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
- Undertake the responsibility for a form group as part of one year group as required, including tutor/pupil interviews.
- Be the first point of contact for pupils and parents of pupils in your form group.
- Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
- Monitor (and set targets for) the personal, social and academic progress of individuals in your Form.
- Ensure excellent attendance, punctuality and behaviour from all in your Form.
- Lead/support at least one co-curricular club.
- Promote and develop Student Character as part of our Character Pillar Programme.
- Lead/support one Elective as part of our Year 7 Elective Programme, as required.

Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

- Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
- Support the values of the school: politeness, hard work and honesty.
- Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.
- Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers' Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master's in Expert Teaching).
- Treat all members of the community, colleagues and students, with respect and consideration.
- Treat all students fairly, consistently and without prejudice using warmth and strictness.
- Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school's high standards.
- Attend school events as required.
- Take pride in all you do and allow pupils to do the same.
- Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.



- Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
- Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Curriculum Action Plans.
- Read and adhere to the mission and core educational purposes of the Tame River Educational Trust.
- Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
- Undertake duties as required.
- Ensure that all deadlines are met, as published in the school calendar.
- Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Head of Year or Curriculum Leader.
- Be proactive and take responsibility for matters which secure health and safety.
- Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

Health and Safety

The person appointed must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures.

Droylsden Academy is a non-smoking site.

The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.

