

Solway Community School

Post: Subject Teacher - Science

Responsible to: Subject Leader Science

Job Purpose: to teach Science

Responsible for: the standards of achievement and attainment within their classes

Professional duties:

All teachers are expected to conform to and meet the core teacher standards set out by the TDA. Post threshold teachers are expected to meet the Post threshold standards in addition to those of the core teacher.

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Teaching:

In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils:

- be responsible for what is taught in Science
- ensure that the quality of teaching & learning in Science is as high a possible
- work with the subject leader in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department
- work with the subject leader in the long, medium and short term planning for learning for pupils of all abilities
- liaise with colleagues from the learning support department in support of pupils with special educational needs
- to ensure that planning for learning takes into account individual education plans and PSPs
- In consultation with the Teaching & Learning Co-ordinator ensure the delivery of high quality teaching within the dept and support the delivery of high quality teaching & learning across the school
- teaching, according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils;
- work with the subject leader to ensure the integration of cross-curricular themes into schemes of work
- work with other colleagues to enhance the development of extra curricular activities

Other activities:

Work with the subject leader to devise, implement, monitor and evaluate the impact of the departmental improvement plan based on identified priorities to raise achievement and standards of attainment

- keep up to date with national developments in the subject area and teaching practice and methodology
- actively monitor and respond to curriculum development and initiatives at local, regional and national levels
- promoting the general progress and well-being of individual pupils and of any class or group of pupils within the department.
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- making records of and reports on the personal and social needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and co-operating with persons or bodies outside the school; and
- participating in meetings arranged for any of the purposes described above;
- support the development of the school website and e-learning materials to support PE
- work with members of the community and partner primary schools to support creative partnerships
- be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well being of children and young people
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Assessments and reports:

- assist in the process of the setting of targets within the department and to work towards their achievement
- Use assessment to track, monitor and intervene appropriately

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- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- monitor and follow up the progress of pupils within the subject area

Appraisal:

- to contribute to the school procedures for lesson observation
- participating in arrangements made in accordance with regulations made in accordance with the most recent Regulations for the appraisal or review of his performance and that of others

Review, induction, further training and development:

- reviewing from time to time his/her methods of teaching and programmes of work;
- participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified
- in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training;

Educational methods:

- advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety:

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- manage pupil behaviour and discipline within the dept, including the use of detentions , with support from senior colleagues as appropriate and in accordance with school policy
- ensure that departmental accommodation is safely and effectively used to create a stimulating environment for pupil learning, including an awareness of Health & Safety requirements in Science

Staff meetings:

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Public examinations:

- participating in arrangements for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for pupils' presentation for and supervision during such examinations;

Management:

- Contributing to the selection for the appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods, pursuant to the Induction Regulations
- co-ordinating or managing the work of other staff such as support staff working alongside the classteacher; and
- taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration:

- participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
- attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
- a teacher should not routinely undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.