



**GEORGE
SALTER
ACADEMY**

“OneWorld
in OneSchool” ofsted

Science
Teacher of Science, MPS

Closing Date for applications: Monday 15th January 2018 @ 12.00 noon

Required for September 2018

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We are seeking to appoint a Teacher of Science, to join a friendly, dynamic team. We welcome applications from NQTs. We can offer:

- A happy, friendly, vibrant place to work
- Students who achieve strong academic results, from an ethnically and linguistically diverse community.
- A new purpose built science block as part of a 12.5m refurbishment
- Support, guidance and career development, including a well-established and successful NQT support programme.

You can offer:

- Strong subject knowledge and an appetite to inspire young scientists.
- An enthusiasm for team work and collaboration.
- A commitment to ensuring every student at George Salter Academy is successful.

To discuss the position or arrange a visit, please contact Judith Gregory, (Assistant Principal) e-mail j.gregory@georgesalter.com

For an application form and further details please contact Satty Bhogal (H.R.) on 0121 553 4665 (Ext.263) or email satty.bhogal@georgesalter.com

George Salter Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.





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Job Description – Subject Teacher

Name:

Job Title Teacher of Science

Responsible to: Head of Science

Vision and purpose

- To develop, plan and deliver effective and high quality learning experiences for all students you teach.
 - To be accountable for the learning outcomes and achievement of all students you teach.
 - To develop your professional role within the corporate management structure at the Academy.
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Be accountable for

Subject knowledge and understanding

- Maintain a secure knowledge and understanding of your subject(s) and related pedagogy to enable you to teach effectively at the Academy
- Keep abreast of current developments in good practice exemplified by syllabus/specification/framework development, research and inspection evidence, adapting your practice appropriately.
- Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback and participating in the Academy mentoring and coaching programme if required.

Delivering high quality learning experiences

- Progression in students' learning should be central to all your lesson planning and the development of your schemes of learning. Lessons should be differentiated, homework should sustain student progress and Individual Education Plans should be used effectively.
- Have a knowledge and understanding of a range of teaching strategies to:
 - ◇ deliver learning objectives, personalise learning and adapt your language to suit the needs of the students
 - ◇ demonstrate the ability to manage consistently the learning of individuals, groups and whole classes, implement the Academy rewards system, and maintain good class discipline using the Academy's sanctions, where necessary.
 - ◇ ensure the effective development of students' **literacy**, numeracy, ICT, **thinking skills and personal competencies**, problem solving and team working skills.
 - ◇ Teach engaging and motivating lessons: when present teaching assistants are effectively used.
- Build into learning activities, opportunities to address **Every Child Matters** issues and **Spiritual, Moral, Social and Cultural development** (including Enterprise and Citizenship).
- Have high expectations of learners to ensure they achieve their full educational potential, establishing supportive and constructive relationships with them.
- Establish a stimulating, well organised, purposeful and safe classroom environment in which display is used to support learning: high priority should be given to Health and Safety and Risk Assessments.
- Evaluate the impact of your teaching and feedback to students on their progress, attainment and well-being, modifying your planning and practice when necessary and sharing this with departmental colleagues where appropriate.

Teacher of Science

Assessment, Reporting, Recording/Assessment for Learning

- Have knowledge of a range of approaches to assessment, including questioning, oral assessment and peer assessment and the importance of formative assessment.
- Make effective use of a range of assessment monitoring and recording strategies and assess the learning needs of your students in order to set challenging learning objectives and plan future teaching.
- Mark and monitor students' class and homework/assignments to provide constructive feedback and opportunities for reflection to learners on their attainment, progress and areas for development.
- Have a good knowledge of the assessment requirements for public examinations and qualifications in your curriculum area.
- Understand and know how national, local and Academy statistical information can be used to evaluate teaching, monitor progress, help students improve their work and raise achievement.

Achievement, diversity and well-being

- Have a good understanding of factors influencing student learning, including ethnicity, gender, abilities and attainment and how these relate to personalised provision for students.
- Have a detailed knowledge and understanding of your legal liabilities and responsibilities as a teacher regarding diversity and well-being, know who is responsible for these areas at the Academy together with the Academy's policies and procedures.
- Know how to identify and support learners affected by changes or difficulties in their personal circumstances.
- Create opportunities to celebrate achievement, diversity and well being.

Pastoral

- To act as a tutor for students supporting the academic and pastoral needs of each student.
- To be aware of Child Protection issues, knowing how to identify potential abuse/neglect and reporting concerns as they arise.
- To treat all students equally regardless of religion, ethnicity or gender but to be mindful of the different needs, values and beliefs of different groups.
- To use baseline data to track the overall attainment and achievement of students in your tutor group termly; identify underachievement and work with your Head of House to ensure intervention strategies are put into place.

Developing as a professional member of the Academy

- Attend, as required, calendared meetings and completion on time of all documentation required for the effective management of the Academy.
- To work within Academy policies and procedures including the Child Protection safeguarding Policy and Pupil Behaviour Policy.
- Consistently demonstrate the positive values, attitudes and behaviour expected of students.
- Know the statutory framework for professional duties of teachers, an awareness of the policies and practices of the Academy and share in the collective responsibility for their implementation.
- Communicate effectively with students, colleagues, parents and carers to support the well being of students and the raising of students' levels of attainment.
- Have a commitment to collaboration and co-operative/team working in achieving the corporate objectives of the Academy and valuing colleagues' contributions to your professional development.
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.
- To work within Academy policies and procedures including the Child Protection safeguarding Policy and Pupil Behaviour Policy.

Additional agreed areas of responsibility

Such other duties appropriate to the grade of post as the Principal may from time to time reasonably determine.

Signed as correct. Date



GEORGE SALTER ACADEMY

Person Specification – Teacher of Science (MPS)

Category	Essential	Desirable	Method of Assessment
Qualification and Training	<ul style="list-style-type: none"> Graduate Qualified Teacher Status Evidence of appropriate CPD related to teaching and learning. 	<ul style="list-style-type: none"> Degree in relevant subject 	Application Form
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge of the national curriculum and relevant schemes of work. Understanding of how to develop skills and attributes in students. Understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student attainment. Good knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques. Good understanding of what constitutes effective teaching and learning. A good understanding of Safeguarding & Child Protection practices 	<ul style="list-style-type: none"> Ability to use and understand assessment data. Familiar with effective learner progress intervention strategies. Knowledge of Subject at Key Stage 5 Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged. 	Application Form and Interview
Teaching and Learning	<ul style="list-style-type: none"> Commitment to comprehensive education and personalised learning. Excellent classroom teacher. Sets high expectations of all students Ability to create an effective learning environment. 	<ul style="list-style-type: none"> Evidence of successful planning for a series of lessons, their delivery and evaluation Successful experience of teaching students of all abilities. 	Interview
Skills and Experience	<ul style="list-style-type: none"> Good communication skills orally and written. Good use of ICT to make learning engaging and dynamic and to support assessment. The capacity to form positive learning-centred relationships with other professionals. 	<ul style="list-style-type: none"> Some experience (including teaching practice) of form tutor/PSHE work Experience of ICT within the subject Experience of teaching KS5 	Application Form and Interview
Personal Attributes	<ul style="list-style-type: none"> Self motivated with an ability to use own initiative. Well developed interpersonal and social skills. A passion for education and making a difference. Ability to meet deadlines. Enthusiastic and always positive. Able and willing to scrutinise own practice Believe they can improve on their previous best. Commitment to safeguarding children and young people. 	<ul style="list-style-type: none"> Potential for promotion 	Application Form and Interview.