



Oldbury Wells

Introducing the Science Department

We aim to provide high quality, inspirational and innovative teaching and learning so students enjoy their learning experience in science. We deliver a broad and balanced curriculum using a variety of teaching styles to develop knowledge and understanding, behaviour for learning, creative and analytical skills, literacy, and numeracy.

Structure:

The department currently consists of 11 staff in all as follows:

- Director of Science – Daniel Cox
- Assistant Director of Science – Mal Johnson
- Senior Technician – Darren Lee
- Teaching team - 5 Full time, 1 Part time (maternity) and 2 Trainee teachers
- Technician team - 3 technicians

Current Curriculum Delivery:

KS3 We have a 3-year KS3 programme which is focussed on the delivery of science knowledge and application of skills ready for GCSEs. We have a termly cycle to incorporate 2x Physics, 2x Chemistry and 2x Biology topics by the end of each academic year.

KS4 Awarding body – AQA. Our core offer is Trilogy Science, with students able to select Triple Science as part of our options process. Covering all specialisms, this facilitates access to a range of science courses post-16.

All staff teach across a range of levels and subjects, allowing for subject specialisms to be a focus for Triple Science.

Facilities:

We have a standalone, well-equipped science block allowing each teacher to be allocated a science lab as a base; flexibility is sometimes required to accommodate large groups and specific practical activities. Each lab has key practical equipment accessible including gas taps, sinks, glassware etc.

There is a centralised staff room for all the Science team to access and use within the science block, providing a key access point for everyday activities e.g., photocopying, break, and lunch facilities.

We have on-going links with outside organisations to help deliver wider science skills and continue professional development to enhance the teaching and learning experience such as STEM, IOP, National College, IOE, ASE - sharing new resources curriculum developments and good practice.

We look forward to meeting with you to share more about our team's successes and how we support all students within their academic and personal development.

Aspire | Enjoy | Achieve



Oldbury Wells School

Job Description – Teacher of Science

Title:	Teacher of Science
Reports to:	Director of Learning (Science)
Salary:	MS1 - US3
Responsible for:	Delivery of Curriculum Programme

Key Duties and Responsibilities

- To be responsible for adding value to every learner in each teaching group benchmarked against national criteria and data.
- To deliver, plan and prepare lessons in accordance with the planned curriculum.
- To deliver learning by utilising School Policies.
- To work as part of and contribute to developments across the science team to ensure a creative and innovative learning and teaching occurs in every lesson.

Teaching and Learning

- Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
- Understand and integrate the use of New Technologies into learning experiences in order to raise levels of achievement.
- Plan lessons and extended learning opportunities in line with Schemes for Learning.
- Ensure learning objectives and outcomes are communicated to every learner in line with School policy.
- To differentiate appropriately, taking into account individual learner needs.
- Make use of extended learning opportunities for use outside of School lessons.
- Utilise effectively, Learning Support staff in lessons.
- Participate in the School Improvement Framework
- Work efficiently and creatively using the full range of resources available, including other adults and mentors.
- Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction.
- Adhere to the Schools Behaviour for Learning Policy and ensure implementation in everyday life.
- Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning.
- Report, as required, in line with the Schools Reporting for Learning Policy to a variety of stakeholders including students, parents, line managers and the Senior Leadership Group.
- Mark work in accordance with the School's Assessment for Learning Policy providing both formative and summative feedback on a regular basis.

- To take responsibility for individual professional development and use the outcomes to improve learning and teaching.
- To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives.
- To be aware of the School's Anti-bullying Policy and support students as necessary.
- To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the School premises and when engaged in authorised activities elsewhere.

Wider Professional Effectiveness

- Participate in and engage with School Inset and Professional Development, whether in-house or external.
- Through the mechanisms of Appraisal and Quality Assurance, demonstrate improvement in your role as a result of Professional Development and Inset.
- Disseminate the outcomes of Inset to other staff and ensure that the Senior leadership group are aware of such innovation and cutting edge development.
- Effectively contribute to the School improvement planning process.

Role Model

- Ensure that 'no student is left behind', in their school and personal development.
- Conform to the School's Dress Code for staff and demonstrate exceptional standards of presentation, conduct and time keeping.
- Build team commitment amongst students and staff alike.
- Engage and motivate students and staff to do their best by doing your very best.
- Demonstrate a positive approach to your professional duties and improve the quality of student learning.

Additional Components

- To consistently uphold the School's aims and strive to attain School Targets.
- To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the School.
- To work with students within the framework of the School in a courteous, positive, caring and responsive manner.
- Play a full part in the life of the School's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Demonstrate both enthusiasm and high standards of professionalism to all School stakeholders.
- It is the responsibility of each employee to carry out their duties in line with all School Policies promoting a positive approach to a harmonious working environment.
- The job purpose and key task statements above are indicative and by no means exclusive. Given the evolving status of the School, the need for flexibility amongst staff is therefore considered important.

- To undertake any other duties deemed reasonable by the Senior Leadership Group for the post at this level.

Health and Safety Responsibilities

- All staff have a responsibility to be aware of, comply and act upon the Health and Safety Policies of school/Trust and undertake risk assessments as appropriate. Full details can be accessed via the staff work area.
- The school is a designated no smoking site, any incidents should be reported immediately.

The School/Trust is committed to safeguarding and promoting the welfare of children.

This post is subject to an enhanced Disclosure & Barring Service Check (DBS).

Satisfactory employment references, identification, qualification checks and online checks which will be required prior to commencing duties to establish the suitability of the candidate.

We are committed to broadening our staff diversity to better reflect the diversity of the West Midlands. We are committed to gender equality and to being a family friendly employer. We therefore always consider requests for flexible working and part-time alternatives to full time posts.

The above list is indicative and not exhaustive. The post holder will be expected to carry out any other duties associated with the work of the School as may be directed by the Chief Executive/Head of School, commensurate with the grade of the post. This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Head of School/Line Manager in consultation with the post holder and if applicable the relevant trade union. In these circumstances it will be the aim to reach agreement on reasonable changes but if agreement is not possible management, the employee and Trade Unions will continue to consult within an agreed time period to seek a reasonable solution to amend and make changes to the job description which are agreeable by both parties.



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Person Specification – Teacher of Science

Specification	Essential	Desirable	Evidence
Qualifications			
Qualified Teacher Status	√		F
Degree	√		F
Continuing good record of professional development	√		F
Experience			
Skills to teach all Key Stages		√	F
Achievement of high standards	√		L,I
Awareness of the value of assessment data in raising standards	√		L,I
Use ICT to enhance learning	√		L,I
Integration of the SMSC Agenda	√		L,I
Effective verbal and written communication	√		L,I,R
Ensure that the educational needs of all children are met	√		L,I,R
Curriculum Knowledge KS3, KS4 and KS5			
Planning for all areas of learning meets the needs of all students	√		L,I
Assessment procedures used to inform planning for teaching and learning for all students	√		L,I
A broad and balanced curriculum for all students			
Understanding effective inclusion practice	√		L,I
Philosophy			
Clear understanding of how students learn and how their needs can be met	√		L,I
Clear understanding and commitment to equality principles and practices	√		L,I
Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students	√		L,I
A commitment to high standards for all	√		L,I
A commitment to self and Academy improvement	√		L,I
Other			
Fully supportive references	√		R
Professional standard of dress in accordance with Q3 Staff code	√		I
DBS Clearance			
Working in an educational establishment, children's day or residential care home	√ Enhanced		
Involved in caring, training, supervising or being in sole, unsupervised contact with children	√ Enhanced		