

<b>POST TITLE:</b>	<b>Head of Chemistry</b>
<b>STATUS:</b>	<b>Permanent, Full Time</b>
<b>SCALE:</b>	<b>Main / Upper Pay Range Plus TLR 2b</b>
<b>LINE MANAGER:</b>	<b>Head of Science</b>

## Job Description

Provide professional leadership and management in all classes, supporting and developing the students to achieve excellent results, holding them accountable for their progress.

To manage, lead and develop the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

Manage your own professional development, with the support of your line manager, in order to deliver outstanding teaching and learning, the effective use of resources and improved standards of learning and achievement for all students in your classes.

In addition to the duties set out in the "School Teacher Pay and Conditions of Service" document and the Job Description for classroom teachers, this post carries with it the following responsibilities in the first instance:

### **Principal Accountabilities**

- To agree, monitor and evaluate the student progress targets to promote pupil achievement and to make a measurable contribution to the department / whole school targets.
- To create a team improvement plan which contributes positively to the achievement of the department / school improvement plan (SIP) and which actively involves all subject teachers in its design and execution.
- To engage all team members in the creation, consistent implementation and improvement of schemes of work, which encapsulate key learning strategies.
- To provide regular feedback for team members in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible and measurable impact on student progress.
- To assist the designated member of the leadership team/subject team leader in the on-going review of the standards of leadership and progress of students in the subject area, consistent with the schools self-evaluation procedures.
- To ensure that you and all team members and students understand, and are actively implementing, the key aspects of the school's values and beliefs and all aspects of school agreed policies including the school's behaviour and inclusion policies.
- To oversee and evaluate the subject/team budget allocation to ensure the budget is spent in line with priorities and the principles of best value.

### **DUTIES AND RESPONSIBILITIES**

#### **To lead and manage the team:**

- To ensure a coordinated approach to teaching, learning, and assessment, recording and reporting, in line with whole school policies.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour in line with whole school policies.
- To ensure that the team has a consistent approach to work with all students including those on the SEND register and that this is followed up in departmental practices and documentation.
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- To oversee and develop a high quality Chemistry curriculum from KS3 to A level.
- To provide opportunities which encourage students to pursue Chemistry post 16.
- To plan visits and other events to enrich students' knowledge of the subject.
- To monitor and evaluate the delivery of the curriculum through line management of staff and oversight of student's work and lesson observations.
- To make a significant contribution to the Faculty Improvement Plan
- To work effectively with the Head of Faculty and other post holders

## **Teaching, Learning and Assessment:**

- To raise achievement at all key stages in Chemistry
- To oversee students' work within chemistry and ensure that learning experiences offered to students are high quality, appropriate and relevant to their needs.
- To continually review and develop the range of learning experiences offered to students.
- To keep informed of curriculum developments relevant to the subject.
- To contribute to detailed schemes of work in line with national requirements and school policy.
- To ensure that students' work is regularly assessed and progress monitored, and that accurate records of progress are kept.
- To contribute to devising and implementing strategies for celebrating pupil achievement, e.g. regular display of work.
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policy.
- To work effectively in liaison with other relevant teams across the school (Eg. Inclusion team, exams team).
- To be willing to participate in the implementation of cross-curricular links within the department/faculty.
- To assist where necessary, the Head of Faculty in supporting public and internal examinations.
- To liaise with the appropriate tutor and/or Head of Year, to ensure that the educational needs of all students are met.

## **Professional Support**

- To work collaboratively in the delivery of Science in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment within the subject areas.
- To liaise with the tutors and/or Heads of Learning over students causing concern.
- To work with the Head of Faculty to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support.
- To participate in opportunities, to aid your professional development. Such opportunities will reflect the school's approach to performance management and include strategies for extending professional experiences, in consultation with the Head of Department/Faculty.
- To ensure that appropriate work is set for cover staff.
- To contribute as necessary to the preparation of the Science Faculty Handbook.

## **Communications**

- To attend appropriate meetings where relevant and to provide feedback to team members.
- To attend teaching team meetings and contribute to discussions.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the department/faculty.
- To liaise with parents, as and when appropriate.

## **General**

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the department/faculty.
- Participate in the regular review of this job descriptions.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Hackney Learning Trust policies.

## Person Specification Head of Chemistry

Requirements:	Assessment Criteria		
	Interview	Application Form	Lesson Observation
<b>Qualifications</b>			
Education to good honours degree or equivalent plus teaching		•	
Evidence of continuing professional development	•	•	•
<b>Experience:</b>			
Successful experience of middle management in an inner city comprehensive school	•	•	•
Sustained successful experience as a classroom practitioner across the age and ability 11 to 19	•		•
Experience of working with data to promote learning and achievement	•		•
Successful involvement in planning, implementing and evaluating initiatives to raise attainment and continuously improve and adapt own classroom practice	•	•	•
Evidence of outstanding teaching with the ability to teach all Key Stages and abilities	•	•	•
Effective classroom management skills with efficient use and organisation of resources	•		•
<b>Management and leadership skills</b>			
Success at motivating staff to raise students performance and at enthusing them to develop new ideas and initiatives	•	•	•
Ability to maintain effective working relationships at all levels whilst demonstrating a flexible approach	•	•	•
Evidence of the ability to delegate, consult and be decisive	•	•	•
Ability to articulate a vision for the department, leading to clear aims and direction	•	•	•
Ability to evaluate the quality of classroom teaching	•	•	•
Use assessment data to monitor and evaluate progress and use this as the basis for setting targets for improvement	•	•	•
Ability to review departmental practice and develop appropriate improvement plans.	•	•	•
<b>Professional knowledge and understanding:</b>			
Evidence of thorough knowledge, understanding and enthusiasm for the subject	•	•	•
Understanding of the strategies needed to establish high classroom standards of results and behaviour	•	•	•
Understanding of Key Stage 2 to 3 transition issues	•	•	

Understanding of the 14 to 19 curriculum and developments within the curriculum, particularly the KS3 Revised National Curriculum	•	•	
Knowledge of pupil data and its practical application in lesson planning and increasing student attainment	•	•	•
The ability to use ICT effectively to support tasks and activities	•	•	•
<b>Behavioural competencies:</b>			
Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the school	•		
Team player with energy, enthusiasm, perseverance and a sense of humour	•		
Genuine interest and passion for young people's education and willingness to contribute to wider school life and ethos	•	•	
Ability to develop and maintain positive relationships with teachers, support staff and parents	•		
Ability to motivate students recognising and responding to the diverse needs of learners	•	•	•
Ability to reflect on own classroom practice to continuously improve and being open to feedback	•	•	
Ability to work independently using initiative and as part of a team contributing to INSETs	•		
Excellent written skills, as evidenced by application		•	
Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively	•	•	•
Good communication skills, showing sensitivity and strength	•		•
Mentoring and coaching skills, showing ability to be both constructive and critical	•		
Ability and skills to manage change	•	•	
A commitment to developing curriculum activities within the faculty	•		
A commitment to on-going regular professional development, undertaking training as required	•	•	
Commitment to the Safeguarding and welfare of all students	•	•	

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Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools	•	•	
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