

JOB DESCRIPTION

Job Title:	Science Teacher	Job Ref:	FC036
Reports To:	Deputy Head Teacher	Location:	Foundry College
		Salary:	MPS or UPS depending on experience
Employment Status:	Permanent	Hours of Work:	1.0 FTE (Teachers Pay & Conditions)

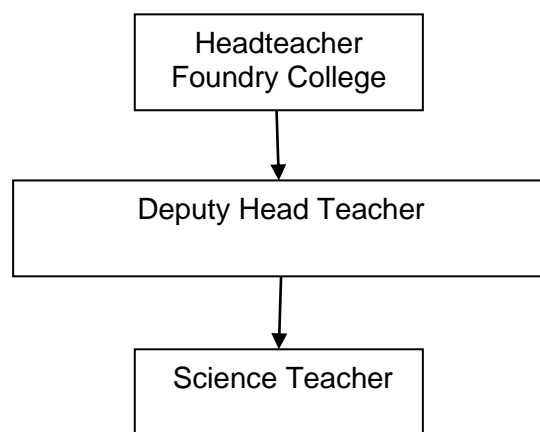
College Vision: Foundry College is committed to:

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life

Job Purpose

The post holder will lead the delivery of quality teaching, learning and assessment of Science to KS3 & KS4 pupils.

Organisation Chart:



Summary of Main Contacts.

- Headteacher
- Parents / Carers
- Teachers
- Other School / College Staff
- Members of the Management Committee
- Other Professionals
- Pupils
- Other WBC Staff and Services
- Contractors

Health and Safety responsibility:

In accordance with the provisions of the Health and Safety at Work Act 1974, take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Main responsibilities

- All Teaching staff are expected to meet the relevant National Standards for Teachers in addition to the job description detailed below.
- All SLT members will have generic responsibilities, including active participation in the daily management of the College eg maintaining a presence around the College throughout the day. Specific responsibilities are also included in the job description.

Leading the College Ethos and Culture

- Ensure the College vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work with the SLT to translate the vision into agreed objectives and operational plans which will promote and sustain improvement
- Ensure creativity, innovation and other transformational activities to raise standards in all areas.
- Develop and promote policies and procedures that ensure the College ethos is reflected in all activities.
- Promote the College ethos and culture to the broader community to raise local expectations.

Main Tasks / Accountabilities

This is not intended to be an exhaustive or definitive list. You may be required to carry out other duties where necessary.

As a classroom teacher you will -

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of Science fostering and maintaining pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in our Science curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy, articulacy and the correct use of standard English

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- planning and delivery of Science to KS3 & KS4 pupils

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess Science including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Specific Responsibilities

- Liaising with parents / carers over the delivery of the Science curriculum
- Planning and delivery of Science for KS3 and KS4 pupils

Class Teacher Responsibilities

- To follow the agreed syllabus and develop and update the topics/subjects schemes of work
- To ensure that the teaching area is organised appropriately to provide a safe, tidy, pleasant and stimulating working environment for the pupils
- To ensure that all lessons are thoroughly prepared and carefully structured, and that the work is appropriate to the needs and abilities of the pupils
- To mark work thoroughly in line with the school conventions and guidance, and to keep up to date records of each pupil's work and progress
- To produce an annual assessment of pupil achievement for each child, in accordance with the agreed reporting procedures
- To participate in appropriate meetings with colleagues in the interest of subject development
- To be prepared to undertake relevant INSET and training
- To follow the agreed formative and summative assessment procedures
- To prepare for KS4 accreditation working towards meeting the agreed college targets

General Responsibilities

- To follow agreed College policies on the curriculum and the management of behaviour
- To share in the supervision of pupils at break time, arrival and departure in accordance with published duties
- To take a share, under the direction of the Senior Leadership Team, in the whole college approaches towards the making, reviewing and updating of College policies through formal meetings, discussion and consultation
- To make and record home visits (as required and agreed)
- To be flexible in terms of carrying out particular duties as the Headteacher may reasonably direct from time to time
- To liaise with multi-agency teams
- To support pupils in mainstream schools who have been referred to the Foundry College and the re-integration of pupils back into mainstream school

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought
- CVs will not be accepted

Transport

You must be able to meet the travel requirements of the post

*As part of the pre-employment checks that are undertaken for this role, you will be required to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential and will be screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Qualified Teacher	√	
Degree	√	
Knowledge of working with children with emotional and behavioural difficulties / special education needs	√	
The ability and willingness to teach across a wide age range	√	
An additional qualification in a relevant specialism eg SEN		√
Skills / Abilities:		
Understanding of good practice in Science teaching	√	
The ability to maintain consistent behavioural boundaries	√	
The ability to work as part of a team	√	
The ability and confidence to take responsibility for planning and delivery of appropriate curriculum and intervention	√	
Ability to articulate a sound educational philosophy consistent with the College aims	√	
Enthusiasm for learning	√	
Empathy with young people	√	
The ability to use Information Technology effectively		√
Experience:		
Evidence of work which has led to positive outcomes for pupils	√	
Knowledge of working with children with emotional and behavioural difficulties / special educational needs		√
Successful classroom practice at secondary school	√	
A proven track record in restorative practices		√
Experience of implementing intervention programs for numeracy and literacy		√
Personal Qualities:		
Ability and willingness to work with a wide range of people and build positive and appropriate relationships with young people	√	
The ability to motivate young people who may have previous negative educational experiences and act with integrity	√	
High standards and expectation	√	
The ability to remain calm in stressful situations	√	
Smart professional appearance	√	
Positive personality and outlook	√	
Excellent interpersonal skills	√	
A sense of humour	√	
Must be a good role model for pupils	√	
Must be adaptable and willing to accept guidance and support	√	
Special Factors:		
The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.	√	



We are continuing to expand our provision at Foundry College and are looking for a for an experienced teacher to join our team as a Lead Teacher for Science. Foundry College is a Local Authority Pupil Referral Unit in Wokingham school for pupils aged 5 – 16.

Wokingham.sch.uk
wokingham.sch.uk

Candidates should be enthusiastic, dynamic and open to learning a modern approach to teaching pupils with social, emotional, mental health needs. This is an excellent opportunity for a creative science practitioner who is passionate about their subject and would like to work within a progressive and innovative curriculum.

The Science Lead will teach pupils in the secondary phase of our curriculum, including those on accredited pathways so must be able to deliver science up to GCSE level.

Candidates will:

- Hold an appropriate qualification to deliver science to GCSE level
- Be passionate about science and the possibilities of teaching this through a creative, dynamic, project based curriculum
- Have experience of middle leadership/subject leadership
- Be a team player, who is able to coach and model excellent teaching practice to others

Our creative, individualised approach to learning, is centred around well-being and skills for independence. From the time our pupils arrive, we assess their individual interests, passions and desires to build a project based curriculum to meet their needs. In so doing, we ensure they are well prepared to achieve their goals and succeed.

We understand the importance of building meaningful relationships with pupils and families to nurture growth and development of relational milestones such as, building trust and sharing enjoyment. Care and making connections are at the heart of our ethos and we work hard to ensure that all staff feel cared for too.

We are strongly committed to providing high quality professional development for all our staff. As part of a new and growing group, we will be able to offer significant opportunities to work in collaboration with colleagues in order to develop innovative teaching practice.



Foundry College | Tel: 0118 334 1510
The well-being of our staff is an important priority; therefore we provide opportunities to ensure we value their hard work and dedication and promote a healthy work-life balance. [foundrycollege.nham.sch.uk](http://www.foundrycollege.nham.sch.uk)

Early application is encouraged, we may seek to appoint prior to the closing date.

Foundry College are committed to Safeguarding therefore, all employees working at this school must have the ability to work in a way that promotes the safety and wellbeing of our children and young people. All applicants must be willing to undergo safeguarding checks appropriate to the post, including checks with Disclosure & Barring Service and employment references. We will request references from where you have worked with either children or adults at risk. Please be aware that references will be requested prior to interview for roles within our schools.

This post involves working with children and young people considered to be at risk and therefore is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Spaghetti Bridge undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

As an equal opportunities employer, Foundry COLlege is committed to the equal treatment of all current and prospective employees.

We are a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply.