



<b>JOB TITLE:</b>	<b>Deputy Head of Faculty (DHOF) for Science</b>
<b>REPORTS TO:</b>	<b>Head of Science Faculty</b>
<b>RESPONSIBLE FOR:</b>	<b>Leadership and management across a Key Stage</b>
<b>WORKING TIME:</b>	<b>195 days per year. Full Time.</b>
<b>PROFESSIONAL DEVELOPMENT:</b>	<b>2 full days during the academic year plus 15 hours CPD out of school hours.</b>
<b>SALARY/GRADE:</b>	<b>TLR2a</b>

#### **JOB PURPOSE**

- As referenced in The Teachers Pay and Conditions Document 2022.
- The successful candidate will lead and manage students and teachers across a Key Stage.
- To be responsible for training staff in assessment strategies across a Key Stage ensuring the highest standards of student achievement, monitoring and evaluation of student progress.
- To lead, develop and enhance the assessment practice of all teachers across a Key Stage, evaluating the quality of teaching and securing and sustaining effective teaching of the subjects.
- To be accountable for the operational leadership and management of a Key Stage.

#### **KEY CORPORATE ACCOUNTABILITIES**

- To uphold a commitment to the Trust's vision and values.
- To maintain an awareness of, and a commitment to, the Trust's Equality and Diversity in Employment Policy in relation to both employment and service delivery, and to observe the standard of conduct, which prevents discrimination from taking place.
- The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all employees to share in this commitment.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy, and all locally agreed safe methods of work.
- These duties are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager.

## **PRINCIPAL ACCOUNTABILITIES**

### **Teaching:**

#### **1.1 Set high expectations, which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of students.

#### **1.2 Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress that they have made, and their emerging needs.
- Demonstrate knowledge and understanding of how students learn, and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **1.3 Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **1.4 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 that students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **1.5 Adapt teaching to respond to the strengths and needs of all students**

- Know when, and how, to differentiate appropriately, using approaches, which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development.
- Have a clear understanding of the needs of all students, 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.

#### **1.6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **1.7 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 students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **1.8 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/carers with regard to students' achievements and well-being.

### **2. QUALITY ASSURANCE**

- Responsible for meeting Heads of Department or Key Stage at the start of every half term to monitor assessment, reporting back to the Head of Faculty.
- Carry out an equitable share of lesson observations across the faculty.

### **3. ASSESSMENT**

- Responsible for:
  - Developing understanding and effective use of the assessment system, including moderation and exemplars; ensuring consistency of assessments at a Key Stage.
  - Ensuring that there is consistency and progression of assessment strategies.
  - Advising the HOF as appropriate on issues relating to a Key Stage.
  - Attending calendared DHOF meetings led by The Deputy Headteacher, learning and teaching.
  - Observing lessons and instigating appropriate in-house training, and other opportunities, to highlight existing good practice.
  - Sharing good practice in learning and teaching between subject areas.
  - Monitoring, training and coaching, supporting and challenging team members to make better use of data, targets, monitoring and action planning.
- Ensuring all teachers in the faculty:
  - Have access to the necessary student data and use it to inform planning.
  - Use that data when planning lessons.
  - Regularly (in line with school policy) make students aware of their progress as compared to their potential indicated by the data available.
  - Meet deadlines for data entry.
  - Follow the faculty marking policy.
  - Undertaking periodic reviews of practice at a Key Stage through work scrutiny.
  - Networking with other schools and experts; undertaking research to bring best practice into the school.
- Contribute to faculty self-evaluation.
- Supporting the Head of Faculty in the induction of new teachers to the faculty.

### **4. PERFORMANCE MANAGEMENT**

- Play an active role in the faculty performance management programme, acting as PM team leader for up to four faculty colleagues.

### **5. GENERAL**

- Deputise for the Head of Faculty in their absence.
- Actively promoting Discipline with Dignity and supporting colleagues as necessary with discipline problems.
- Participate in appropriate meetings with colleagues and parents relative to the above duties.
- Undertake the duties of a form tutor in accordance with the general description of a form tutor.
- Undertake a suitable share in duties before school, at break time and after school.



## **TEACHING**

- Fulfil a teaching load of approximately 40 one-hour periods per fortnight in a cycle of 50 periods.

The duties and responsibilities in this Job Description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

This Job Description is not a comprehensive definition of the post. It will be reviewed, at least, once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

This Job Description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Your normal place of work is at St. Martin's School, however, Discovery Educational Trust reserves the right to require you to work at any other of its establishments, whether current or future. This may be for a temporary period or on a permanent basis, according to the needs of the employer.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above Job Description:

Date: ..... Signature: ..... (Post holder)

Date: ..... Signature: ..... (Line Manager)

### Person Specification

<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Qualified Teacher Status Evidence of Continuing Professional Development relating to school leadership/curriculum development Successful leadership experience
	Knowledge	Knowledge of subject across all three key stages
<b>Personal Skills and Qualities</b>	Personal Skills and Qualities	Evidence of impact in teaching Evidence of impact in leadership of teaching across a subject, year group or key stage Strong commitment to raising standards High expectations of self and others Ability to establish and maintain positive relationships, including with parents/carers Ability to remain positive and enthusiastic, including when under pressure Good communication skills Empathy with children Effective computing skills for both teaching and personal management
	General	Commitment to the St Martin's School vision Be prepared to develop and learn in the role