



Beckmead College

Science Teacher

**Job Description and Person
Specification**

April 2024

Job Description

Post:	Science Teacher
Responsible to:	Head Teacher, Deputy Headteacher and SLT.
Responsible for:	Teaching Assistants
School:	Beckmead College
Type of school:	SEND
Age range:	KS4 - KS5
Grade:	Teachers' Main Pay Scale Scale (Outer London)
Local Authority:	Croydon

Overall Purpose of the Post:

All teachers are accountable to the Headteacher and SLT through their Line Manager. The post holder will be expected to perform the following duties and meet the teaching responsibilities as set out in the School Teachers' Pay & Conditions Document (STPCD). The post holder is responsible for promoting his/her own CPD to ensure that his/her skills, knowledge and understanding remain up-to-date.

Additionally, STPCD requires all teachers to be involved in advising and co-operating with the Headteacher and other teachers on:

- the preparation, development and review of courses of study, teaching materials, teaching programmes, methods of teaching, methods of assessment and pastoral arrangements all of which complement the school's strategic aims
- the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to students and to support the curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and or form tutor.
- To facilitate and encourage a learning experience, which provides students

with the opportunity to achieve their individual potential.

- To contribute to raising standards of student attainment and achievement.
- To share and support the school's responsibility to provide and monitor opportunities for the personal and academic development of children and young people.

Responsibilities:

- To promote the general progress and well-being of individual students and of any class or group of students assigned to him/her.
- To provide guidance and advice to students on educational and social matters; on further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- To make records and report on the personal and social needs of students.
- To communicate and consult with the parents of students, as directed by the Head.
- To attend assemblies, register the attendance of students and supervise them, whether these duties are to be performed before, during or after school sessions.
- To communicate and co-operate with persons or bodies outside the school.
- To participate in meetings arranged for any of the purposes described above.
- To contribute, wherever appropriate, to the wider life of the school.
- To liaise with SENCO to differentiate work to match the needs of individual students.
- To take part in marketing and liaison events such as Open Evening, Parents' Evenings and events with partner schools.

Teaching and Learning

Teachers are expected to:

1. Plan and prepare schemes of work, courses and lessons, which provide students with the opportunity to achieve their individual potential.
2. Teach, according to their educational needs, the students assigned to him/her. This involves setting and marking work for the students to complete in school and elsewhere.
3. Assess, record and report on the development, progress and attainment of students.
4. Organise and participate in extra-curricular activities, where appropriate.
5. Ensure the effective deployment of classroom support.

6. Monitor and support the overall progress and development of students.
7. Contribute to raising standards of student attainment/achievement.
8. Apply the Behaviour for Learning Policy so that effective learning for all can take place.
9. Maintain an environment which is conducive to learning.

Assessing and Reporting

Teachers are expected to:

1. Provide or contribute to oral and written assessment, reports and references relating to individual students and groups of students.
2. Maintain accurate and up to date student records.
3. Track student progress and use the data to inform teaching.
4. Alert relevant staff to problems identified in a student and recommend solutions.

Standards and Quality Assurance

Teachers are expected to:

1. Support the aims and ethos of the school as identified in the SEF, School Development Plan and School Prospectus.
2. Be aware of national developments relevant to subject and current best practice.
3. Undertake lesson observations as part of the department observation schedule and professional development arrangements.
4. Promote and model good relationships with pupils, colleagues and parents.
5. Set a good example in terms of dress, punctuality and attendance.
6. Uphold the school's behaviour code and uniform regulations.
7. Participate in staff training and take a lead in own professional development.
8. Develop links with governors, local authority, and subject advisers.
9. Actively seek the views of parents and learners as part of the self-evaluation process.

Other Requirements

- Participate in arrangements made for his/her performance management.
- Review, from time to time, his/her methods of teaching and programmes of work.
- Participate in arrangements for his/her further training and professional development as a teacher.
- Contribute to the department's SEF and development plan and its implementation.
- Assist the head of department in identifying resource needs, and to work with the team to ensure that resources are used effectively and shared for the benefit of all students.
- Participate in school cross-curricular days such as citizenship or enterprise awareness days.
- Participate and contribute to the organisation of school visits and trips that complement learning.
- Supervise students outside lesson time in morning and afternoon sessions, for example during lesson changeovers.
- Use students' work for classroom display.
- Attend meetings regularly, including parents' evenings, which are part of directed time.
- Maintain good order and discipline among students and attend to their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere, as well as having regard to safeguarding.

Commitment to Diversity:

As a member of the School Team to take individual and collective professional responsibility for championing the School's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Key External Contacts:

- Parents/carers
- Multi-agency services, such as Social Care, Child Development Centre and local schools
- Educational advisers/consultants within Croydon and other boroughs

Key Internal Contacts:

- Class teachers
- Teaching assistants
- School Leadership Team
- DSL's
- Board of Governors

Key Areas for Decision Making:

- When to share / report concerns regarding pupils physical or emotional needs
- Monitoring pupil progress and raising concerns regarding achievement
- Management of staff
- Problem solving for individual pupils
- Effective support strategies for pupils and / or staff
- Analysing and summarising significant information to communicate to others

Other Considerations:

This post is subject to an enhanced DBS check.

This job description is to be performed in accordance with the provision of the School Teachers Pay and Conditions Document and within the range of duties set out in that document, so far as relevant to the post holders title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the "Burgundy Book") and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment.

Confidentiality:

An expectation to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the School's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

- Participating in training to be able to demonstrate competence
- Participating in first aid training as required
- Participating in PRICE physical intervention training and its practical application.
- Actively sharing feedback on School policies and interventions

Data Protection

- Awareness of the School's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this and GDPR May 2018
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements

Person Specification

Post: Science Teacher

Qualifications

- DFE recognised Qualified Teacher Status.

Knowledge

- Knowledge of the current legislative framework within which teachers operate, including the SEN Code of Practice
- Knowledge and understanding of the curriculum
- Knowledge and understanding of SEMH issues, including but not limited to ADHD, ASD, trauma and adverse childhood experiences

Skills

- Effective group management skills of children with severe emotional, social and behavioural difficulties
- Ability to plan and teach to meet the individual needs of the children
- An ability to empathise with the children and to provide a structure that facilitates emotional social and behavioural development
- Experience of working with challenging behaviour and good de-escalation skills
- Excellent organisational skills

Personal Qualities

- Sensitivity to and concern for the needs of children and their families
- Experience working with pupils with SEMH/SEN in a school or alternative provision would be beneficial
- Have good subject knowledge and the ability to differentiate work according to each child's individual needs
- Be resilient, show enthusiasm and commitment
- A good communicator who can work closely with colleagues
- Be responsible for the planning, delivery and monitoring of learning for your pupils
- Able to work using own initiative

Special conditions:

- Enhanced DBS check