**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**OXTED SCHOOL**

**JOB PROFILE – TEACHER OF SCIENCE**

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| **Job Title:** | Teacher of Physics |
| **Reporting to:** | Head of Department |
| **Salary:** | MPS/UPS |
| **Start date:** | 1 September 2021 |
| **Job Purpose:** | * To provide high-quality teaching and learning that supports students to make as much progress as possible * To work as part of a team and participate in activities that support the improvement priorities of the school * To maintain consistently the Teacher Standards |
| **Key accountabilities** |  |
| * To plan and teach high quality lessons to support students in making good or outstanding progress * To set clear targets for students’ learning, building on prior attainment and considering each student as an individual * To assess student work and progress giving regular feedback in line with school policy * To follow and contribute to schemes of work * To report on student progress in line with school policy and to ensure that students are thoroughly prepared for examinations * To maintain a stimulating, engaging and safe learning environment * To attend parent / information evenings as required * To respond to parental concerns / requests for information in line with school policy * To contribute to the wider life of the school, including whole-school routines and duties * To take responsibility for your own professional development and engage with performance management activity | |

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| **Subject Specific Information** |
| Department Description and Ethos:  The Science Faculty is based in a purpose-built Science Centre, which contains sixteen fully equipped laboratories, three of which are dedicated to advanced level work. The Centre has its own staff room, intervention room, as well as two large technicians prep rooms.  The Science Faculty teaches all students up to Key Stage 4. At Key Stage 3 we teach an integrated Science course. Students are set in years 7, 8 and receive three hours of Science lessons each week throughout Key Stage 3.  At Key Stage 4, students follow AQA Science at GCSE. Students either follow a programme leading to a double award in GCSE Science or the triple award leading to three separate GCSEs in Biology, Chemistry and Physics  We offer the following courses to students in the Sixth Form: OCR A Chemistry; AQA Biology; Salters Horners Advanced Physics and BTEC Level 3. In all of these areas we encourage students to attend a variety of conferences and revision courses run by external organisations. At all levels of the curriculum, the Science Faculty make a positive contribution to the high achievements of Oxted School.  The faculty has a strong tradition of extra-curricular activities. We have also had considerable success in the Surrey-Set point problem-solving competitions. Revision clubs are regular features of the day-to-day working of the Faculty and the Science staff make a valuable contribution to many aspects of school life.  The Science Faculty is led by a Head of Science and three subject leaders. We also have progress leaders for KS3 & KS4. We are forward-looking, innovative and work together as a team with a genuine spirit of co-operation. There are currently 17 Science teachers in the Faculty, a team of five superb technicians, and an HLTA. |

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| **Additional Information** |
| * Please see our website www.thehoward.org for more information about our school. * NQTs will have a reduced timetable * For more information about The Howard Partnership Trust (www.thehowardpartnership.org) |

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**PERSON SPECIFICATION – TEACHER OF SCIENCE**

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| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status |  |  | Application |
| Relevant specialist qualifications in your subject |  |  | Application |
| Commitment to CPD and improving practice through reflection |  |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism |  |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  |  | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards |  |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment |  |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures |  |  | Application / Interview |
| To be a confident user of IT as a teaching tool |  |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives |  |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults |  |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress |  |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards |  |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively |  |  | Application / Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |