T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**JOB PROFILE – HEAD OF SUBJECT**

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| **Job Title:** | Head of Chemistry |
| **Reporting to:** | Head of Faculty |
| **Job Purpose:** | * To provide inspirational, high quality Teaching and Learning that supports students to make accelerated progress * 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 * To offer, organise and coordinate enrichment opportunities to enhance the experiences of students both inside and outside of the classroom. | |

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| **Subject Specific Information** |
| The Science faculty at Howard of Effingham School provides a dynamic and innovative curriculum from KS3 to KS5. Our curriculum aim is to “bring out the best by developing learners’ critical thinking and enquiry so they have an appreciation of the complexity of the natural world around them”. The KS3 programme is taught in Years 7 and 8 and KS4 begins in Year 9 with students following AQA ‘Trilogy’ combined or triple science. The KS5 programmes are extremely popular; we follow OCR for Chemistry and Physics and AQA for Biology and the AQA Level 3 Applied Science course. The faculty has a tradition of high academic success with the majority of our A level students going on to higher education courses in STEAM-related subjects. To support this, we run highly successful STEAM clubs for students in KS3 and KS4 which allows these students to participate in competitions to challenge their understanding in contexts where science, technology, engineering, the arts and maths interact and integrate. The science faculty run an annual science fair competition in support of the House system and we also offer enrichment opportunities for students during British science week. We run a clinic to KS4 and KS5 students each week on a Thursday.  There are opportunities to teach in our specialisms and we seek subject specialists who are confident in their subject knowledge to challenge, motivate and inspire our high performing students, especially at GCSE and A Level. Our CPD opportunities and training within the faculty to allow staff to enhance and deepen subject knowledge and pedagogy to develop their teaching outside of specialism as we believe in a “science teacher” approach. |

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| **Additional Information** |
| * For details of how the school day is structured, please see thehoward.org * NQT’s will have a reduced timetable * The majority of teaching staff will be form tutors * For more information about the Howard of Effingham see thehoward.org * For more information about The Howard Partnership Trust see: [www.thehowardpartnership.org](http://www.thehowardpartnership.org) |

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**PERSON SPECIFICATION – SUBJECT TEACHER**

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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 | | | |