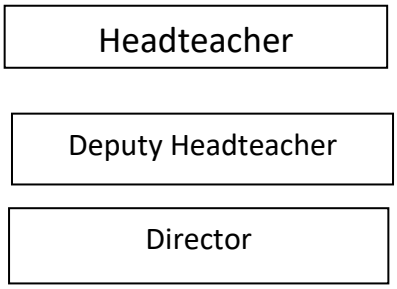
**FALINGE PARK HIGH SCHOOL**

**Lead Practitioner-Science**

**Organisational Chart**




## Job Purpose

- To uphold the values and vision of FPHS so that all pupils are: Encouraged to Aspire, Equipped to Thrive, Empowered to Succeed
- To assist the Subject Lead for Science with the management and organisation of the department in seeking to achieve the highest standards of student achievement and efficiency
- To work closely with the Subject Lead and other members of the Science department to ensure that curriculum is strong, researched based and constantly improving
- To help develop, implement and monitor implementation plans
- To work closely with the Subject Lead and other members of the Science department to ensure that effective teaching practices support and further improve the quality of learning and raise standards in pupil attainment
- Work closely with senior leaders to assist in whole school improvement, raising standards across the school
- To plan, deliver and quality assure training for the Science department so that improvement is on-going
- To use coaching to guide colleagues to improve the quality of teaching in Science
- Support high standards of student behaviour so that all maximise the opportunity to learn
- Research best practice in Science Curriculums, pedagogy and Assessment so that FPHS Science department excel in all areas
- Undertake the role of a Science teacher and meet all teacher standards as well as supporting others to do this

## Leadership: Qualities and knowledge

- Hold and articulate clear values and moral purpose, focused on providing exceptional education for our students in line with our school vision.
- Communicate the school's vision and drive the strategic leadership, empowering all students and staff to excel.
- Support the ethos of an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community.

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education in Science and school systems locally, nationally and globally, and pursue continuous professional development.
- Develop effective relationships with fellow professionals
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-improvement within school.
- Contribute to the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education, especially Science, in young people's lives and to promote the value of education.
- Support and promote the school's policies on diversity and equality of opportunity.
- To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.
- To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data, ensuring all concerns are reported appropriately in a timely manner.

**Leadership: Achievement and Standards**

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Be responsible (alongside the Subject Lead) for developing the curriculum in Science
- Be responsible for the development of Self-Study and self-regulation (in learning) within the Science department.
- Secure excellent teaching and learning through an analytical understanding of how students learn, the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- Act as an appraiser for Performance Development
- Encourage an educational culture of collaboration as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Develop an ethos, In Science, within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring Science teachers in a climate where excellence is the standard, contributing to clear succession planning.
- Hold staff to account for their professional conduct and practice.

**Leadership: Resources and Operations**

- Develop and maintain a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Support rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to deliver its functions effectively
- Manage identified budgets accordingly

**Additional Information**

VARIATION IN ROLE - Given the dynamic nature of the role and structure of FALINGE PARK HIGH SCHOOL, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The responsibilities specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars.

# FALINGE PARK HIGH SCHOOL

**LEAD PRACTITIONER-SCIENCE**

| ATTRIBUTES | ESSENTIAL | DESIRABLE | HOW IDENTIFIED |
|---|---|---|---|
| **WORK RELATED EXPERIENCE AND SKILLS** | ▪ Evidence of positive impact at Middle Leader Level.<br>▪ Evidence of successful leadership which demonstrate positive outcomes for pupils.<br>▪ Excellent relationship skills.<br>▪ Evidence of successful leadership in developing others to improve practice<br>▪ Experience of delivering training<br>▪ Evidence of research informed practice<br>▪ Successful Teaching at KS3 and 4<br>▪ Understanding of how children learn | ▪ Experience at Middle Leader level<br>▪ Experience of moderating/marking for GCSE examinations<br>▪ Evidence of leading whole school initiatives<br>▪ | Application Form/Letter<br>Interview<br>Lesson Observation<br>References |
| **QUALIFICATIONS** | ▪ Degree<br>▪ Qualified Teacher Status<br>▪ Evidence of further commitment to professional development i.e. NPQSL, NPQML, Teaching Leaders<br>▪ A willingness of commitment to professional development. | ▪ Evidence of coaching practice.<br>▪ Understanding of how instructional Coaching can be used to develop teaching | Application Form<br>Qualifications |
| **PERSONAL QUALITIES AND SKILLS** | ▪ High Expectations for all staff and young people<br>▪ Ability to work under pressure and prioritise effectively<br>▪ Commitment to safeguarding and equality | ▪ | Application Form/Letter<br>Interview<br>Lesson Observation<br>References |