



Job Description and Person Specification
Curriculum Leader – Science





JOB DESCRIPTION
Curriculum Leader - Science

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| Reporting to: | SLT Curriculum Link |
| Responsible for: | Teaching staff, support staff and other specified personnel within the department. |
| Liaising with: | Headteacher/SLT, other Curriculum Leaders, Pastoral Leaders, SENCO, Student Support Services and relevant staff with cross-school responsibilities, relevant support staff, external agencies and parents. |
| Working Time: | Full time as specified within the STPCD |
| Salary/Grade: | Leadership scale 5 – 8. |
| Disclosure level: | Enhanced |
| Post Purpose: | To be accountable for strategically leading, managing and developing science (biology, chemistry, physics) across KS3/4. |

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.

To be accountable for student progress and development within the subject area.

To develop and enhance the teaching practice of others.

To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies.

To be accountable for leading, managing and developing the subject/curriculum area.

To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

To provide and safeguard the welfare of students the post holder is responsible for, or comes into contact with

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Strategic Planning

- To lead the development of appropriate curricular resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To be responsible for the day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To develop and implement systems for recording and actively tracking student progress.
- To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety.
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.



- To lead and manage planning within the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP/DIP and the aims and objectives of the school.
- To ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- To foster and oversee the application of ICT within the subject including the development of materials for learning outside the classroom.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.

Curriculum Provision

- To liaise with the SLT link to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan and School Evaluation.
- To be accountable for the development and delivery of subject(s), including relevant aspects of the PSHE curriculum.

Curriculum Development

- To lead curriculum development for the whole department.
- To keep up to date with national developments in the subject areas and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To ensure that the development of the subject area is in line with national developments.

Staffing

- To work with the SLT Link to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development, as agreed with Line Manager.
- To undertake Performance Management Review(s) and to act as a team leader for a group of staff within the school as required.
- To make appropriate arrangements for classes within the department when staff are absent, including liaising with the Cover Manager and relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

Quality Assurance

- To ensure the effective operation of quality control systems.
- To lead the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the school procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within the department.
- To monitor and evaluate the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality procedures meet the requirements of Self Evaluation and the School Development Plan.



Management Information

- To ensure the maintenance of accurate and up-to-date information concerning the department on the school website.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the department.
- To produce reports on examination performance.
- To identify examination entries within the department.
- In conjunction with the relevant member of the Leadership Team and Data Manager to manage the Department's collection of data.
- To provide the Governing Body with relevant information relating to the Departmental performance and development.

Communications and Liaison

- To ensure that all members of the department are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents/carers of pupils.
- To liaise with partner schools, higher education, industry and other relevant external bodies.
- To represent the department's views and interests.
- To contribute to the planning and delivery of school liaison activities.
- To lead the development of effective subject links with partner schools and the community, promoting the subject effectively at liaison events in school, with partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

Management of Resources

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the SLT Link in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

Pastoral System

- To monitor and support the overall progress and development of pupils within the department.
- To ensure that the schools Behaviour policy is implemented in the department so that effective learning can take place.
- To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE and Enrichment activities according to school policy.

School Ethos

- To play a full part in the life of the school community and to encourage and ensure staff and students follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To undertake any other reasonable task, at the discretion of the Headteacher.



All teachers at Lutterworth High School will carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

SIGNATURES:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: _____
(Employee)

Dated: _____

Signed: _____
(Headteacher)

Dated: _____

Lutterworth High School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of appointment will be conditional upon an enhanced CRB disclosure, satisfactory references and medical clearance.



PERSON SPECIFICATION

Qualifications and Training

| Essential | Desirable |
|--|--|
| <ul style="list-style-type: none"> • Qualified teacher status • A good honours degree or equivalent • Evidence of recent and appropriate professional development | <ul style="list-style-type: none"> • Evidence of further professional development and/or qualifications |

Experience

| Essential | Desirable |
|--|--|
| <ul style="list-style-type: none"> • Exemplary classroom practitioner • Secure knowledge of the characteristics of effective learning, teaching and assessment • Experience of classroom management, organisation and record keeping • The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour • A thorough understanding of the role of assessment and feedback • Teaching experience in key stages 3 and 4 | <ul style="list-style-type: none"> • Experience of leading a team or leading others • Using a range of information and evidence to raise student achievement • Evaluating the quality of teaching and learning • Experience of providing support, advice and guidance to colleagues on teaching and learning • Directing, supporting and monitoring the work of staff within the delivery of the subject • Ensuring that the learning environment is safe and that risks are adequately assessed • Ability to evaluate and identify priorities for development and training needs within the subject area • Experience of working with parents and external agencies • Teaching experience in key stage 5 |

Skills and Competencies

| Essential | Desirable |
|--|---|
| <ul style="list-style-type: none"> • Excellent written and verbal communication skills • Excellent ICT skills • Well developed interpersonal and personnel management skills. • The ability to establish good working relationships with staff, students, parents and other stakeholders | <ul style="list-style-type: none"> • Excellent knowledge of the use of assessment data packages e.g. 4matrix to raise progress |

Personal Attributes

| Essential | Desirable |
|--|-----------|
| <ul style="list-style-type: none"> • Ability to demonstrate enthusiasm and sensitivity while working with others • Ability to work successfully within a team • Being enterprising • Ability to initiate and manage change • Caring attitude towards staff, students and parents. • An excellent health and attendance record • Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community • A well reasoned educational philosophy in tune with the Academy ethos • Resilience and tenacity • Creativity, flexibility and innovation • Reliability under pressure • Pride in work • Hard working • Flexible approach to people and situations • Able to work as part of a team • Able to work effectively on own initiative • A sense of humour • Enthusiasm and positivity | |

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[Get Directions](#)



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HIGH SCHOOL

| AN 11~ 16 ACADEMY TRUST