

Fulwood Academy

Job Description

Deputy Director Of Science	Scale:
Perm/Temp: Permanent	Reporting to: Director of Science

Job Purpose

In addition to the expectations of a classroom teacher, the Deputy Director of Faculty has responsibility for supporting the leadership of the faculty and raising the profile of the subject throughout the Academy. She/he will ensure high standards of teaching, learning and achievement, efficient use of resources and creative development of the curriculum.

Key Responsibilities

Accountabilities (in addition to those required of a qualified teacher):

1. Policy/Strategic direction and development

- a. Contribute to whole Academy policy-making and strategic planning as required by the Principal.
- b. Advise SLT on educational developments relevant to the Academy and the curriculum.
- c. Prepare, monitor and update the annual faculty SEF in consultation with colleagues.
- d. Take the lead in ensuring that Academy policies and strategies are embedded in schemes of work and faculty plans.
- e. Analyse and review progress and achievement following exam results within the faculty and advise of the actions to maximise pupil achievement.

2. Leadership and management of others

- a. Support the Director of Science with the leadership of the faculty, inducting, developing, deploying and motivating staff to ensure that they have clear expectations of their roles, and that high standards are achieved and maintained.
- b. Help plan regular faculty meetings and ensure that they are used effectively to review performance across the faculty and to share and develop ideas.
- c. Encourage members of the faculty to develop their leadership potential and to share and develop new ideas.
- d. Manage day-to-day administrative requirements such as examination entry, controlled assessment and faculty timetables, ensuring accurate records are kept.
- e. Attend all meetings and CPD as relevant and promote the subject within the Academy.
- f. Support the Director of Faculty in developing the strategic direction of the Science faculty
- g. Deputise for the Director of Faculty in their absence, ensuring that the faculty direction is maintained and that any operational issues are addressed during this period of absence.

3. Teaching and learning

- a. Promote excellence in teaching and learning to ensure all pupils develop their potential.
- b. Exemplify in own practice outstanding teaching skills and ensure that good practice is shared throughout the faculty, including good classroom management.
- c. Support the development of a suitable learning environment, helping maintain this throughout the faculty with rewards and sanctions applied as appropriate.
- d. Contribute towards schemes of work and the faculty handbook, reviewing and feeding back to the Director of Faculty to ensure high standards of teaching and learning, and that there is consistency of practice.
- e. Monitor pupils' work and the classroom practice of those in the faculty.
- f. Keep up to date with developments in the teaching of education in general to ensure that best practice is adopted within the faculty.
- g. Ensure the faculty is effective in meeting the needs of all pupils.
- h. Contribute to the broader life of the Academy by supporting and leading curricular and extra-curricular events.

4. Extra-curricular activities

- a. Raise the profile through Academy based activities by helping to make these experiences and opportunities fun and exciting.
- b. Actively promote enthusiasm for the subject outside the timetable, including the organisation of trips.

5. Management of resources

- a. Identify future resourcing needs and aspirations for the faculty.

6. Monitoring, evaluation & assessment

- a. Support the Director of Faculty with the monitoring of individual pupil progress through regular assessment and recording results to inform teaching.
- b. Help develop assessments for each year group that will be conducted regularly and consistently.
- c. Use relevant performance and benchmarked data to ensure that high standards of learning are achieved and maintained.

7. Training & development of self and others

- a. Be proactive in identifying training needs within the faculty, ensuring that they are appropriately met, and support all members of the faculty in their own professional development.

Teaching:

- a. See teacher job description

Whole Academy Contribution:

- All staff have a responsibility to ensure the welfare and safeguarding of all pupils.
- To contribute to the development of whole Academy policy.
- To support the Academy, aims, ethos and policies.
- To monitor pupil progress and quality assure progress over time.

Additional Duties:

- To take responsibility for their own professional development.
- To play a full part in the life of the Academy community, to support its distinctive aims and ethos and to encourage staff and pupils to follow this example.
- To engage actively in the performance review process.

Review and Amendments:

- The job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Knowledge	Essential	Desirable
Skills	<p>Teach to KS4</p> <p>Ability to take initiative, lead, motivate, inspire and support pupils to achieve excellence</p> <p>Excellent interpersonal and group skills</p> <p>Good organisational and planning skills</p> <p>The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all pupils</p> <p>Able to ensure that technologies are used effectively to improve learning</p> <p>A range of strategies for creating a positive climate for learning</p> <p>Excellent organisational and planning skills</p> <p>Evidence of good classroom practice and sound behavior management skills</p> <p>A sound knowledge and understanding of current curriculum developments</p>	<p>Ability to undertake self-evaluation and plan and execute improvements</p>
Qualities	<p>A positive attitude towards change and a flexibility to implement new strategies where required</p> <p>The ability to inspire young people to learn</p> <p>A commitment to lifelong professional learning</p> <p>Patience</p> <p>Reflective practitioner</p> <p>A commitment to inclusive education</p> <p>Ability to work under pressure and meet deadlines</p> <p>Able to learn and develop pedagogy and practice from others in your team</p> <p>The ability to manage time effectively and prioritise work</p> <p>Knowledge of changes to SEND agenda</p>	<p>A willingness to be involved in extended curriculum opportunities in the subject area and across the Academy</p> <p>The ability to manage time effectively and prioritise work</p> <p>Knowledge of changes to SEND agenda</p> <p>The capacity to contribute to the leadership and management of the whole Academy</p>

Knowledge	Essential	Desirable
Experience	<p>An understanding of the use of assessment to inform planning</p> <p>Experience of working with pupils with social, emotional and learning difficulties</p> <p>Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance</p>	Experience of performance management cycles and systems
Education & Qualifications	<p>Degree level qualification</p> <p>QTS Status and experience of teaching across at least two key stages in training</p>	<p>Post Graduate Qualification</p> <p>Relevant professional development over the last 2 years</p>
Equal Opportunities	<p>Committed to the celebration of diversity in the classroom and the workplace</p> <p>Must be able to recognise discrimination in its many forms and willing to put equality policies into practice</p>	
Special Requirements	An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful applicant and references will be requested.	