**POST TITLE: Co-ordinator of Teaching and Learning for Post 16 Biology**

**LOCATION/BASED: Gosforth Academy**

**GRADE: MPR/UPR with TLR 2**

**RESPONSIBLE TO: Leader of Teaching and Learning in Science**

**CORE PURPOSE: To be accountable for learner achievement within timetabled classes by effective teaching and learning and to contribute to the monitoring and development of History and to student development.**

**MAIN DUTIES & KEY RESPONSIBILITIES**

1. Lead learning within Post 16 Biology by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
2. Lead, develop and enhance the teaching and student development practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning and management of learners.
3. Lead, manage and develop the provision of programmes/activities that match learner aspirations and potential and achieve excellence for learners within Post 16 Biology.
4. Contribute to the management and development of staff in order that curriculum/pastoral objectives are achieved.
5. Contribute to facilitating an ethos within teams which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
6. Ensure that Health and Safety policies and practices, including Risk Assessments, are carried out in-line with national requirements.
7. Maintain quality assurance of reporting to parents on student progress in accordance with the school’s overall systems.
8. Contribute to SEF processes and development planning within Science.
9. Help to secure effective liaison with feeder schools and outside agencies.

**GENERAL RESPONSIBILITIES**

1. Create and manage a learning environment and achieve a supportive culture and behaviour management strategy which enables learners to achieve their potential.
2. Contribute to the monitoring and development of Science and student development across the curriculum to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short-, medium- and long-term and prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
4. Apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved.
5. Assess, record and report on the development and progress of learners, develop and maintain Individual Learning Plans for a group of students and analyse relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise learners’ achievements.
6. Demonstrate ongoing development and application of teaching expertise, subject specialism and phase knowledge to enrich the learning experience within and beyond the teachers’ assigned classes or groups of learners.
7. Work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
8. Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole school aims.
9. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.
10. Take responsibility for a tutor group and to contribute to the development of Citizenship and the Guidance Programme.

**OTHER**

As a member of the Science department management team, provide specialist Biology input to the management of Key Stage 3 and 4 Science as required to secure progression through to Key Stage 5.

The above duties are not exhaustive and you may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to you by the Trust.

It’s important that this document is kept up to date, so that everyone knows exactly what is expected of them and misunderstandings are avoided. This job description will be kept under review and may be amended via consultation with the individual and Trust as required. **PERSON SPECIFICATION**

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| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Excellent classroom practitioner | √ |  |
| A clear understanding of the role of the post holder in raising standards of teaching and learning at post 16 level | √ |  |
| Experience of teaching Biology to A level standard | √ |  |
| Awareness of new curriculum developments in science education and how they impact at school level | √ |  |
| Good communication skills | √ |  |
| Effective management skills |  | √ |
| Experience of working with changing roles, courses and circumstances |  | √ |
| QUALIFICATIONS AND TRAINING | ESSENTIAL | **DESIRABLE** |
| Relevant degree | √ |  |
| Qualified Teacher Status | √ |  |
| Evidence of working as a reflective practitioner, using a variety of approaches to secure ongoing professional development |  | √ |
| EXPERIENCE | ESSENTIAL | **DESIRABLE** |
| Good track record of teaching Science at Post 16 level (this can include teaching practice) | √ |  |
| Evidence of leadership and teamwork activities |  | √ |
| Experience of working in a large Secondary School |  | √ |
| Successful track record of using a range of innovative learning and teaching approaches |  | √ |
| PERSONAL QUALITIES | ESSENTIAL | **DESIRABLE** |
| Highly motivated and enthusiastic | √ |  |
| Commitment to success in education | √ |  |
| Good team worker | √ |  |
| Prepared to accept responsibility and take initiative | √ |  |
| Good organisational skills | √ |  |
| Ability to motivate students | √ |  |
| Ability to form and maintain appropriate relationships and personal boundaries with students | √ |  |
| Positive approach to managing change and tacking new challenges | √ |  |
| A commitment to child protection and safeguarding. | √ |  |
| Interest and commitment to the school as a community |  | √ |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Willing and able to travel to academies across the Trust and to flex working hours to attend and support meetings and events that are appropriate to the role. | ✓ |  |
| Willingness to undertake further training (if necessary) | ✓ |  |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |
| Full UK driving license and access to a car during working hours. |  | ✓ |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***