



# Teacher of Science (Biology)

MPS/UPS £30,000 - £46,525

- + Pension Scheme (TPS)
- + Brine Leas School Employee Assistance Programme
- + A laptop to use whilst in employment
- + Priority admission for children of staff
- + Comprehensive induction programme

Application details can be accessed from [www.brineleas.co.uk](http://www.brineleas.co.uk)

For a confidential discussion about this post with the Headteacher, more information or to arrange a visit, please contact the school on 01270 625663 or [head@brineleas.co.uk](mailto:head@brineleas.co.uk)

See below for links to :  
Job Description / Personal Description / School Prospectus



**Brine Leas School** An Academy

Trust, Respect, Optimism,  
Courage, Resilience,  
Inclusion and Equality

# Job Purpose

- To be accountable for student progress and development in the faculty area across KS3, KS4 and post 16, including meeting student achievement targets for subject areas which are agreed by the Headteacher and the Governing Body.
- To ensure high standards of teaching and learning across the faculty through continuously, developing and enhancing the quality of teaching and learning.
- To ensure the provision of an appropriately broad, balanced, relevant and adapted curriculum for students in the faculty, in accordance with the academy aims and policies, as determined by the Headteacher and Governing Body.
- To ensure that all school policies and procedures are implemented and applied consistently by all staff in the subject area.
- To ensure teachers are effective in their role.
- To ensure effective behaviour for learning is evident throughout the faculty.
- To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the subject area.

**Reporting to:** Curriculum Leader for Science

**Liaising with:** Senior Leadership Team, Headteacher, Subject Leaders, Student Support Services and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents, Governors, and other stakeholders.

## Main Areas of Responsibility

### Operational/Strategic Planning

- To contribute to the area's Development Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.





### **Staff Development: Recruitment**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Management of Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### **Communications**

- To communicate effectively with the parents/carers of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

### **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.

### **Pastoral System**

- To be a progress tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the progress tutor group as a whole.
- To liaise with the Assistant Headteacher, Pastoral and the Pastoral Team to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations

as to how these may be resolved.

- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place.

### **Teaching**

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### **Other Specific Duties**

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the academy in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.

# Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the school.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend school events such as Open Evening.
- To promote actively the school's corporate policies.
- To adhere to the school's Staff Code of Conduct and the Dress Presentation Code.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education' and the school's Safeguarding/Child Protection policies.
- To be aware of and comply with all school and the Cornovii Trusts policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.



Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

This job description will be reviewed where necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks; it sets out the expectations of the school in relation to the post holder's professional responsibilities and duties.

We will consider any reasonable adjustments under the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

#### **IMPORTANT: THE REHABILITATION OF OFFENDERS ACT**

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. The successful applicant will be required to apply for an enhanced DBS certificate. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.

Amendments to the Exceptions Order 1975 (2013, 2020 & 2023) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website or visit <https://unlock.org.uk/advice/what-will-be-filteredby-dbs/>.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trust's privacy statement.

I Understand and accept the job duties and responsibilities contained in this job description.

Signature ..... Date .....

Print Name .....



# Person Specification

Attributes	Description	Desirable
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Experience of successful teaching.</li> <li>• Evidence of continuous self-development, particularly in the areas of responsibility for this post.</li> <li>• Evidence of CPD and lifelong learning.</li> <li>• Knowledge of safeguarding strategies and requirements.</li> <li>• Graduate in relevant subject and DfE recognised Qualified Teacher Status (QTS).</li> <li>• Successful teaching experience at KS3, KS4.</li> <li>• Understanding of pedagogical theory and practice.</li> <li>• Knowledge of all elements of our curriculum as shown in the curriculum intent statements.</li> <li>• Understanding of the importance of having high expectations for all students, for behaviour and academic achievement.</li> <li>• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers.</li> <li>• Knowledge and experience of lesson planning, developing teaching resources and sharing them with colleagues.</li> <li>• Understanding of accurate assessment of work.</li> <li>• Understanding the importance of being a Tutor.</li> </ul>	<ul style="list-style-type: none"> <li>• Proven success in raising achievement across at least two key stages.</li> <li>• Experience of work-ing in an 11- 18 school.</li> <li>• Proven record of successful teaching of GCSE and A Lev-els.</li> <li>• To be an outstanding teacher.</li> <li>• First class honours degree.</li> <li>• Experienced Examinations mark-er.</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent communication and presentation skills.</li> <li>• The ability to work as part of a team and to develop and maintain positive relationships with teaching and sup-port staff.</li> <li>• The ability to create a motivating and safe learning envi-ronment for all students.</li> <li>• The ability to communicate positively with par-ents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school.</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development. Ability to carry out the job description.</li> <li>• Excellent time management skills and the ability to pri-oritise and meet deadlines under pressure.</li> <li>• Ability to motivate students and raise their aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Readiness to use the school's systems.</li> <li>• Successful use of collaborative software such as Office 365 and SharePoint.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision and values.</li> <li>• Willingness to commit to the wider life of the school.</li> <li>• Resilient, flexible, and adaptable.</li> <li>• Awareness of and commitment to equal opportunities and valuing diversity.</li> <li>• To command and demand respect from the school community.</li> <li>• Empathetic and patient towards learners</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and enthusiasm to promote a positive school image to the local and national community.</li> </ul>
<b>Academy Ethos</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the school's/MAT's overall vision for success at all lev-els.</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to build and sustain professional standards, rela-tionships and personal boundaries with children and young people.</li> <li>• Emotional maturity and resilience in dealing with chal-lenging behaviours.</li> <li>• Ability to contribute towards creating a safe and protec-tive environment.</li> <li>• Willingness to continue professional development.</li> <li>• Commitment to maintaining high standards and expec-tations.</li> <li>• Commitment to contributing to school life as a whole.</li> <li>• Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.</li> </ul>	

Thank you for your interest in our school. We look forward to receiving your application. If you think a career with us is right for you, discover more at:  
[www.brineleas.co.uk](http://www.brineleas.co.uk)