



# Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS



Education, training, skills and employment services on one campus to raise standards in education for ALL

## The Forest Academy



## Deputy Head of Science

**MPS1-6 or UPS1-3 plus TLR 2b.**

**Required: September 2021**

## **Welcome**

Thank you for your interest in becoming Deputy Head of Science at The Forest Academy. The Forest Academy is on an exciting journey, and we are looking for a teacher who is committed to making a difference to the lives of our students. We are seeking to appoint a dynamic and inspirational science teacher who is ambitious and has a real passion for their subject and the ability to lead the successful development of the science department. The successful applicant will have high expectations, and will be a reflective practitioner who is always keen to develop and improve their teaching. They will appreciate their role in helping our students to have high aspirations, and they will share our belief that our students deserve an exceptional curriculum and the very best teaching. They will, like us, believe in our students.

Students enjoy studying science at The Forest Academy, with over 30% of the current Year 10 studying separate sciences. We have recently updated our KS3 curriculum to ensure that it fully aligns with our CALIBRE curriculum framework, and department meetings are rooted in developing the expertise of our staff. There is the opportunity to teach within the Sixth Form, with Biology and Applied Science currently part of the Sixth Form offer at TFA, although we are keen to expand this offer in the future. Last year, we fully renovated one of our Science labs, and with plans afoot for further renovations this year, we are always looking for ways to enhance the experience that our students receive within their science lessons. This role is crucial for our students and will be pivotal in helping them to have high aspirations and to achieve at the highest level.

## **About TFA**

The Forest Academy (TFA) is a part of the Beacon Multi Academy Trust, along with Beal High School, North East London Teaching Alliance (NELTA) and Beacon Business Innovation Hub (BBIH). TFA is an 11-16 mixed comprehensive school, located in the north east corner of Redbridge.

TFA and Beal sixth forms amalgamated in September 2018. The 6<sup>th</sup> form is co-located at TFA and Beal High School, with c. 250 6<sup>th</sup> form students based at TFA.

## **Why choose TFA?**

- A small, caring and welcoming community school
- High expectations of all and where all students are entitled to consistent high quality learning experiences
- A committed and dedicated staff working hard to shape the lives of the young people who come to our school
- High quality CPD offer, through our partnerships with NELTA, Beal High School and other partnerships
- Beal High School sixth form is part co-located at TFA, thus the opportunity work to support students within the sixth form

We welcome initial expressions of interest and discussions about the role. Please email [admin@theforestacademy.co.uk](mailto:admin@theforestacademy.co.uk) marking the email 'FAO The Principal' if you wish to book a telephone call.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

## **JOB DESCRIPTION: DEPUTY HEAD OF SCIENCE**

**Post:** Deputy Head of Science Department

**School:** The Forest Academy

**Pay Scale:** TLR 2b

**Responsible to:** Head of Science

**Purpose of post:** To support the work of the Head of Department in raising the standards of teaching, learning and achievement in the department, with responsibility for a Key Stage.

Key Accountabilities:

**1. Accountability for Teaching and Learning – to support the HOD in ensuring that the quality of teaching and learning within the department is excellent and to lead on the teaching and learning work within the key stage area of responsibility.**

Key tasks:

- Plan, prepare and deliver outstanding lessons to provide students with the opportunity to achieve their potential.
- Ensure that lessons are engaging and stimulating taking into account individual needs of the students.
- Manage, develop and share resources to enhance teaching of Science including the development and selection of suitably differentiated materials for different student groupings such as gifted and talented students, students with SEN and students for whom English is an additional language
- To ensure that a variety of teaching styles and methods are used throughout the department and are explicit in Schemes of Learning.
- Contribute to objectives of the curriculum area within the school objectives and take part in an annual review of the subject and curriculum area.
- Use Quality Assurance processes to identify key priorities for curriculum development in Science and implement strategies to address these areas for development
- Ensure that the planned departmental curriculum fully aligns with the CALIBRE framework
- Implement strategies to support those students who have significant barriers to their progress in terms of literacy / numeracy and/or who are mid phase arrivals to ensure that they make excellent progress
- To be responsible for leading relevant and appropriate curriculum planning incorporating whole-school policies
- Prepare lesson plans and schemes of work as agreed with the Head of Department.
- To ensure the school behaviour policy is implemented successfully in the department so that effective learning can take place both in classrooms and the department areas

**2. Accountability for Assessment and Making Use of Data to Track Student Progress – to be accountable for sustained high quality assessment within the department**

Key tasks:

- To ensure that students' progress is assessed in line with the school's assessment policy and that the students receive high quality feedback
- To lead on and monitor the assessment work in the key stage area of responsibility including producing self-evaluation reports for the key stage and support action plans when teacher's assessment falls below the required standard
- To track student progress through data analysis, focusing on low-mid-high attaining students, students in receipt of Free School Meals and other key cohorts within cohorts
- To make use of data to set targets for individual students, ensuring pupils and teachers understand the targets which have been set for them

- To analyse and evaluate data regularly to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress.
- To oversee reporting to parents on student achievement in the given department.
- To implement and monitor the application of the school's homework policy within the department and to ensure that homework is regularly set and marked providing the students' with high quality feedback.
- To act as the Lead Internal Verifier for BTEC Science courses

**3. Accountability for Leadership – to demonstrate appropriate leadership behaviours, which inspires confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and department level**

Key tasks:

- To implement strategic planning for the department co-ordinated with the School Improvement Plan and Department Improvement Plan
- To support the Head of Department in school self-evaluation, both at whole school and department level, and in producing an annual department self-evaluation report.
- To promote effective teamwork and motivate staff to ensure effective and professional working relations.
- To deputise for the Head of Department, if necessary.
- To participate in the recruitment of department staff, including interviewing for staff and providing effective induction of new staff in line with school procedures.
- To lead the Department in implementing school improvement priorities
- To support the department in any open evening or event related to the department as a whole.

**4. Accountability for Management – to support the Head of Department in the day-to-day management of the department and its staff.**

Key tasks:

- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant member staff to secure appropriate cover within the department
- To accept responsibility for the conduct and behaviour of students within the area of responsibility and to be available to help members of staff as problems arise.
- To work with the Head of Department in providing information for the Vice Principal regarding the timetabling of staff and allocation of teaching groups.
- 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, supporting the HOD in their role as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To implement and promote school policies and procedures, eg. Health & Safety; Child Protection and Equal Opportunities, assessing, recording and reporting.

**5. Accountability for Coaching, Mentoring and Enhancing the Professional Development of Others**

Key tasks:

- To develop and enhance the teaching practice of others, including Beginning Teachers, salaried trainees, NQTs and teachers in their early years.

- To undertake regular lesson observations, scrutiny of students' work and monitoring of colleague's performance in order to give professional feedback to department members as well as to inform school self-review.
- To coach and mentor staff in the department in order to support them in their role and in order to raise the standard of both student and staff learning within the department, giving guidance on the choice of appropriate teaching and learning methods in order to help students achieve their full potential.

#### **6. Other responsibilities - along with the Head of Department and in their absence:**

##### Key Tasks:

- To follow the school's policy in respect of safeguarding and child protection and ensure the health and safety of the students.
- To play a full part in the life of the school community, to support its distinctive vision and ethos
- To accept overall responsibility for all aspects of internal & external examination and testing procedures as relate to the area of responsibility.
- To ensure effective communication with parents and community representatives as appropriate.
- Participate in relevant meetings with colleagues, parents and be involved in links with external agencies as part of curriculum enrichment.
- Carry out the role of a form tutor.
- To encourage and take responsibility for the learning environment by overseeing visual materials and classroom / school display.
- In liaison with the ICT Co-ordinator and Network Manager to oversee the application of ICT within the Department.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified, and may change over time.

## Deputy Head of Department: Person Specification

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
1.	Qualified Teacher Status and degree	E	A
2.	Demonstrates successful practice as a teacher in a secondary school	E	A/I/R
3.	Ability to teach science at KS3-5	E	A/I/R
<b>Leadership skills, attributes and professional competence. Demonstrates the ability to:</b>			
4.	secure commitment to a clear aim and direction for the subject;	E	A/I/R
5.	prioritise, plan and organise;	E	A/I/R
6.	work as part of a team;	E	A/I
7.	deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject;	E	A/I/R
8.	acknowledge and utilise the experience, expertise and contribution of others;	E	A/I/R
9.	set standards and provide a role model for pupils and other staff, in the teaching and learning of a subject;	E	A/I/R
10	devolve responsibilities and delegate tasks, as appropriate;	E	A/I/R
11	seek advice and support when necessary.	E	A/I/R
<b>Subject leaders should have the professional competence and expertise to:</b>			
12	command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject;	E	A/I/R
13	make informed use of research and inspection findings;	E	A/I/R
14	apply good practice to and from other subjects and areas.	E	A/I/R
<b>Decision-making skills. Demonstrates the ability to:</b>			
15	judge when to make decisions, when to consult with others, and when to defer to the Principal or senior leaders;	E	A/I/R
16	analyse, understand and interpret relevant information and data;	E	A/I/R
17	think creatively and imaginatively to anticipate and solve problems and identify opportunities;	E	A/I/R
<b>Communication Skills. Demonstrates the ability to:</b>			
18	communicate effectively, orally and in writing, with the Principal, other staff, pupils, parents, governors, external agencies and the wider community, including business and industry;	E	A/I/R
19	negotiate and consult effectively;	E	A/I/R
20	ensure good communication with, and between, staff who teach and support the subject;	E	A/I/R
21	chair meetings effectively.	E	I
<b>Self-management. Demonstrates the ability to:</b>			
22	prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;	E	A/I
23	achieve challenging professional goals;	E	A/I/R

24	take responsibility for their own professional development.	E	A/I
<b>Attributes. Subject leaders draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:</b>			
25	personal impact and presence;	E	A/I/R
26	adaptability to changing circumstances and new ideas;	E	A/I/R
27	energy, vigour and perseverance;	E	A/I/R
28	self-confidence;	E	A/I/R
29	enthusiasm;	E	A/I/R
30	intellectual ability;	E	A/I/R
31	reliability and integrity;	E	A/I/R
32	commitment.	E	A/I/R
<b>Commitments. Demonstrates the commitment to:</b>			
33	Effective time management	E	A/I/R
34	Achieve challenging professional goals	E	A/I/R
35	Take responsibility for their own professional development	E	A/I/R
<b>Success and Effect</b>			
36	equal opportunities for all in the school community;	E	I
37	safeguarding and promoting the welfare of young people;	E	A/I/R
38	maintaining appropriate relationships and personal boundaries with children and young people;	E	I/R
39	a professional attitude to the use of authority and maintaining good behaviour.	E	I/R