



Tolworth Girls' School & Sixth Form
Job Description

Post: Subject Lead Biology
Responsible to: Director of Science & Social Sciences
Salary: TLR 6 £5951

The Subject lead of science is expected to be a ‘leading professional’ within the school.

Main Responsibilities.

- Responsible for the leadership, motivation and co-ordination of Biology within the Science Department.
- For keeping staff aware of all curriculum changes and updates and ensuring all schemes of learning reflect the changes.
- Responsible for Teaching and Learning and Assessment across the dept.
- Responsible for student progress within the department, using appropriate data analysis tools and planning appropriate interventions to ensure all students make expected and aspirational progress.

AIM

Provide strong leadership that results in the department which provides first class teaching and learning opportunities for students and staff.

TEACHING AND LEARNING WORKING WITH DIRECTOR AND HEADS OF SUBJECT	To establish and maintain high-quality learning and teaching in order that all students maximise achievement, potential and enjoyment.
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OBJECTIVES
To implement school policies on learning and teaching.

EVALUATION CRITERIA
Contribute to the formulation and development of policies.
Ensure personal understanding and awareness of the rationale for policies.
When appropriate, develop departmental responses/interpretation of agreed guidelines.
Ensure department staff fully implements agreed procedures, protocols and routines.
Regularly monitor and evaluate the effectiveness of school policies.
Contribute to the continuous improvement in learning and teaching.

To ensure effective arrangements by which students learn.

Establish comprehensive policy documentation on philosophy, aims & objectives consistent with those of the school.

Maintain relevant and up-to-date schemes of work at KS3 /KS4/KS5, including details of:

1. Skills, attitudes and concepts taught;
2. Content appropriate to student ability;
3. Teaching methodology;
4. Resources.



Ensure all courses are 'relevant', stimulating and enjoyable.

Develop assessment and evaluation procedures in line with National Curriculum and school requirements.

Ensure that each examination course has an appropriate teaching syllabus and schemes of work.

Make decisions on student grouping in accordance with policy, in consultation with Head of Faculty.

Ensure that student grouping does not de-motivate students or cause disaffection.

Ensure courses/modules are differentiated. In particular, establish enrichment programmes for able students and support/remedial arrangements for those experiencing learning difficulty.

To liaise with relevant staff to ensure the needs of students on the SEN register are met.

To establish a stimulating Learning environment.

Ensure all teaching spaces and associated corridor areas have attractive and relevant displays of student work.

Ensure all students work in an atmosphere of 'high cognitive demand' but 'low stress'.

Maintain an appropriate balance in lessons between:

1. Factual knowledge/procedural knowledge
2. Individual/group/whole-class activities
3. Oral/written work
4. Progress/reinforcement.

Ensure lessons have variety, pace and challenge.

Encourage high levels of student autonomy in learning, providing every opportunity for students to take responsibility for their own learning.

Develop respectful and positive relationships between students and also between staff and students.

To maintain accurate and continuous assessments on student and academic progress.

Develop effective criteria-referenced assessment procedures.

Ensure assessment and marking conforms to relevant levels.

Ensure whole-school policies on assessment are implemented.

Use assessment and value-added data to predict future performance. Identify underachievement and raise motivation.

Establish clear performance targets for department, individual staff, and individual students. Evaluate performance against targets.

To collaborate with colleagues in partner schools to ensure continuity and progression in content and method.

Where appropriate, liaise with partner primary schools to ensure smooth transition from KS2 to KS3.

Use KS2 data to inform methodology, grouping and targets.

Visit partner primary schools to develop continuity activities. (if possible)



DEPARTMENT MANAGEMENT **To establish effective and efficient procedures for the management and administration of the department.**

OBJECTIVES

To provide departmental leadership

Involve staff fully in policy and decision-making by a collaborative style of management.
Develop self-actualisation by delegation and authority by specific developments.
Establish a coherent team of mutually supportive staff.
Seek to promote the professional development and career aspirations of staff.
Provide regular positive feedback and appreciation for work.

And motivation

Supervise the work of departmental staff to ensure a co-ordinated approach consistent with school and departmental policy.

Monitor and evaluate the work of staff by, for example:

1. Checking workbooks/record books
2. Observing lessons and providing critique
3. Receiving regular progress reports.

Convene meetings in accordance with the meetings timetable (working through the faculty).

Ensure meetings are productive and well-managed.

To co-ordinate the work of the department to maintain effective teaching & learning

Establish departmental processes on marking, assessment, homework, language, presentation, etc, which are consistent with overall school guidelines.

Understand all school policy decisions. Ensure these are known and implemented by staff.

Establish effective means of formal and informal communication.

Ensure a two-way communication flow.

Talk to departmental staff on a professional level every day.

Regularly discuss professional issues with other middle managers, including the Head of Faculty.

Ensure LT are kept informed of problems, concerns, developments and achievements.

Meet formally with LT to discuss developments, targets and evaluations.

| To ensure effective communication within the department

Prepare budget estimates of annual expenditure.

Maintain accurate accounts in consultation with the School Business Manager.

Ensure the school's financial regulations are strictly adhered to.

Do not overspend capitation or photocopying budgets.

Order stock and equipment in accordance with regulations.

Maintain an accurate and up-to-date stock inventory.

Hold a departmental stock check at least once per year.

.... and between the department and school



To ensure cost-effective use of resources

STAFF DEVELOPMENT

To select high-quality staff, induct properly and develop to allow a professional growth and fulfilment of career ambitions.

OBJECTIVES

To contribute to the selection of high-quality staff.

EVALUATION CRITERIA

Advise Director of the staffing needs of the department. Assist in drawing up post descriptions, personnel specifications, and shortlists. Contribute to the selection and interview process.

To effectively induct new staff to the department.

Arrange a comprehensive induction programme and departmental handbook (using the school INTRANET) Advise new and inexperienced staff on school/departmental procedures, both formally and informally. Advise students attached to the department. Liaise with Director of Teaching & Learning.

To encourage the professional development of staff

Be aware of new developments in content and methodology. Initiate discussions on new developments with the implications for the department/school. Delegate responsibilities/targets to staff according to department priorities and individual interest. Train and support staff in the discharge of delegated responsibility. Contribute to the school appraisal programme. Role counsel staff on an annual basis. Negotiate and agree alterations to post descriptions. Identify staff 'inset' needs. Ensure regular attendance on relevant in-service courses. Establish policy for the evaluation of courses and dissemination of good practice. Be actively involved in the training of newly-qualified teachers. Counsel, advice and coach young and inexperienced staff.

WHOLE SCHOOL PERSPECTIVES

To develop a whole school perspective whilst promoting and monitoring departmental agendas.

OBJECTIVES

To contribute to the development of whole school policies and approaches.

EVALUATION CRITERIA

Where appropriate, attend meetings of senior leaders; contribute constructively to the formulation of policy/resolution of problems. Ensure whole-school policies are fully implemented. Accept the concept of 'collective' responsibility. Provide information for, and contribute to, the construction of the school timetable. Have working knowledge of timetable procedures and constraints.



Think creatively to resolve school problems and improvements.

SCHOOL ETHOS **To develop a school culture which is conducive to effective teaching and learning?**

OBJECTIVES
To contribute to the attainment of pastoral core objectives.

To set and maintain high standards of student behaviour.

To maintain safe and healthy working conditions for staff and students.

To establish, maintain and deserve a positive school image in the local community.

EVALUATION CRITERIA
Provide opportunity for students to take increasing responsibility for their own learning.
Ensure students have the study skills for independent learning.
Develop student self-esteem by courses which engender success and meet aspirations.
Regularly praise/encourage good or improved work and effort.
Regularly review the progress of individual students.
Use reviews as a 'formative' process to raise performance.
Counsel underachieving or 'at risk' students. Inform parents of concerns at an early stage.
Advise students on the suitability of courses from the student's perspective.

Establish high and consistent expectations of behaviour and work within the department.
Ensure departmental areas/rooms are litter and graffiti free.
Maintain orderly movement and acceptable noise levels.
Investigate incidents of disruption/misbehaviour and take appropriate action.

Contribute positively to school supervision at break and lunchtimes.
Assist in maintaining a cared-for appearance of the school buildings.

Ensure staff/students are familiar with any emergency/safety/accident procedures.
Implement the school's Healthy & Safety Policy and COSHH regulations.
Undertake 'risk assessment' for any known or perceived hazard.
Display rules and regulations regarding safety.
Teach students to use equipment/materials safely.
Know accident and emergency procedures. Complete appropriate documentation in the event of an accident/emergency.

Positively promote the school and its activities.
Use every avenue to celebrate success and achievement.



Respond constructively and positively to parental concern or complaint.
 Provide information for publication in local press.
 Generate an internal atmosphere of confidence, calm and success.

PROFESSIONAL COMMITMENT AND GROWTH To strive to undertake routine duties professionally and conscientiously while seeking personal and school improvement.

OBJECTIVES

To perform all duties on the 'Form Tutor' role
 Description and the school's Teaching & Learning Policy.

To perform any other duty perceived as relevant to this senior post following full consultation with the Headteacher.

EVALUATION CRITERIA

As outlined in these documents

Use initiative.
 Think creatively and positively.
 Regularly review personal and departmental performance.
 Inspire and enthuse colleagues and students.
 Seek continuous improvement.

-SPECIFIC DUTIES To promote Science through the development of extra-curricular activities.

OBJECTIVES

To forge appropriate and mutually beneficial links with outside groups.
 To develop Extra-curricular opportunities for students
 To liaise with other Heads of Department and co-ordinators in order to maintain the school's record of successful visits which enhance students' understanding and appreciation of Science and provide professional development opportunities for staff.
 To manage the department's contribution to the school prospectus, newsletter and website, including articles about current and future Science enrichment projects.

EVALUATION CRITERIA

(Links established to support student development.)



To oversee the running of any clubs related to Science.

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Provide extra-curricular opportunities for students.