

Job Description for:	Science Teacher
Grade:	Unqualified (Teaching Training Programme) /Qualified
Salary:	Up to MPS 1 Outer London plus SEN
Responsible to:	Assistant Head of School
Closing date:	20 th June 2025
Interviews:	Week commencing 23 rd June 2025
Contract:	Fixed term initially for 12 months commencing 1 st September

MAIN PURPOSE OF THE JOB:

1. To achieve the highest possible standards and outcomes for the learners within the Hayes Campus.
2. To develop a cohesive and personalised programme of learning activities for learners.
3. To support the Senior Leadership Team in creating lasting improvement in the quality of education provision and the management of teaching and learning through the provision of high quality professional services which meet the changing expectation of the Bromley Trust Academy.

KEY RESPONSIBILITIES OF THE JOB HOLDER:

To contribute to the development of a whole Bromley Trust Alternative Provision Academy approach to overcome obstacles to learning and improve student participation in learning and academy life.

Teaching and Learning

All staff have a teaching commitment that will involve the following:

1. Deliver and facilitate dynamic, creative and active lessons in a designated subject area
2. Plan and record lessons
3. Termly submissions of schemes of work to line manager
4. Identify the individual learning needs of learners including those with SEN
5. Monitor and review the progress of individual learners and groups of learners by contributing to IEPs
6. Maintain pupil and class records, prepare and present reports
7. Completion of learners subject reports and profiles

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8. Assessment monitoring and evaluation in line with BTA Policy
9. Set pupil targets
10. Prepare school reports in line with statutory requirements for reporting to parents and carers and to adhere to the annual schedule for completion of pupil profiles including attendance
11. Take responsibility for tracking pupil progress in a specific subject area and for the collation and monitoring of data to support teaching and learning.
12. Set and mark regular homework
13. Undertake regular sampling of learners work
14. Identify and manage relevant resources required to sustain and embed high quality subject delivery
15. Keep abreast of developments in all relevant aspects of the curriculum and identify examination pathways where appropriate

Contacts & Relationships

1. To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer
2. To work with colleagues on arranging for reintegration to schools or for transition to other suitable provision, education, employment or training as appropriate
3. To work with the SLT on the BTA development plan, Ofsted action plans and any other academy wide plans as directed.
4. To attend team meetings and participate in activities to support the senior leadership team in the maintenance of discipline and ethos.
5. To assist and support other members of staff to ensure the smooth running of the PRU including involvement in offsite activities

General

1. To promote the safeguarding of children
2. To take an active role in encouraging good attendance of learners
3. To carry out the duties of a Schoolteacher as set out in the School Teachers Pay and Conditions document
4. To carry out the duties and responsibilities of the post in accordance with BTA policies and relevant to health and safety guidance and legislation
5. To use IT systems as required to carry out duties of the post in the most effective manner
6. To participate in performance management and undertake training and professional development as appropriate
7. To undertake other duties appropriate to the post that may reasonably be required by SLT
8. To ensure that all services within the areas of responsibility are provided in accordance with the BTA commitment to high quality provision
9. At all times carry out the responsibilities of the post with regard to the BTA Equal opportunity policies
10. Attend school-based meetings and complete relevant administrative tasks.
11. Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the BTA

General:

The scope of this profile reflects the needs of the academy at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the academy change over time.

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PERSON SPECIFICATION: Teacher

Qualifications:	Essential	Desirable
Qualified teacher status		√
A Special Educational Needs qualification or relevant experience in the area of challenging behaviour.	√	

Knowledge and Experience:	Essential	Desirable
At least 3 years successful teaching in the primary sector, including evidence of involvement in the raising of achievement of challenging learners		√
Experience of developing and delivering programmes related to subject areas designated in JD	√	
Evidence of continuing professional development	√	
Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within a school or PRU	√	
Knowledge of the National Curriculum, including Programmes of Study and national strategies related to the teaching of the subject areas designated in JD	√	
Evidence of clear view about future developments of area of responsibility in a school or PRU, and an ability to manage change	√	

Skills and Competencies:	Essential	Desirable
An understanding of behaviour management strategies	√	
An understanding of methods and good practice in reviewing and evaluating teaching and learning	√	
An understanding of national developments in the area of social inclusion	√	
Ability to build effective working relationships with a range of partners and stakeholders.	√	

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Ability to motivate colleagues and learners through a positive and professional attitude	√	
Strong interpersonal skills and an ability to communicate clearly both orally and in writing	√	
Ability to use key aspects of ICT to present data	√	
Excellent behaviour management skills based on a firm but empathetic approach with learners.	√	
Ability to prioritise competing demands	√	
Ability to work as part of a team	√	
Ability to deliver services to customers BTA's standard for customer care	√	
Ability to prioritise competing demands	√	
Ability to work as part of a team	√	

Other Qualities:	Essential	Desirable
Demonstrable commitment to inclusive education	√	
Capacity to work under pressure and to meet deadlines	√	
Capacity to work flexibility and to adapt to the changing needs of the flexibly and the BTA.	√	
Excellent attendance and punctuality	√	
A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.	√	
A commitment to deliver services with the framework the BTA's equal opportunities policy.	√	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√	
A commitment to continuous professional development at both personal and team levels	√	
An understanding of, and commitment to, the BTA's Equality and Diversity policies	√	
An understanding of, and commitment to, the BTA's Health and Safety Policies	√	
BTA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	√	

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