

Job title:	Teacher of Science with Chemistry specialism	Salary:	Main scale plus £1,600 Mossbourne allowance	Contract term:	Permanent
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Responsible to:	HOLA Science	Responsible for:	N/A
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Mossbourne Federation

The Mossbourne Federation is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive’s dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of ‘Excellence’, ‘No Excuses’ and ‘Unity’. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

Mossbourne Community Academy

The Mossbourne Federation’s flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the pupils in our care in order for them to succeed. MCA has not only changed the face of education in Hackney, but has also raised the bar in educational expectations to the highest level; we achieve recognition nationally for setting a new benchmark for non-selective comprehensive education. All pupils, regardless of background or ability, are encouraged to achieve their true potential. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country.

The Science Department

The Science Learning Area includes departments for Middle Science, Biology, Chemistry, Physics and Vocational Science. With over twenty specialist science teachers, all passionate about delivering outstanding science lessons, it is an extremely exciting place to teach science.

The Learning Area is very well resourced and comprises:

- Nine laboratories - each with an interactive whiteboard, webcam and DVD playing facilities
 - Two well-equipped prep rooms with three subject specialist technicians and a prep room assistant
 - A computer room with 32 networked PCs
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- Two well-equipped staff offices

In 2018, we achieved some outstanding results. Highlights include:

GCSE

- 76% grade 5+ in Combined Science.
- 22% grade 9 in Chemistry.
- Science Value Added of 0.82.

Advanced Level

- 62% A*-B in Chemistry at A2.

The Science Teacher Role

The successful applicant will be passionate about science and science education. They will be well organised, energetic and willing to go the 'extra mile'. They will hold Qualified Teacher Status (QTS), have a proven track record of successful science teaching across different key stages and believe that all students can succeed in science.

Key Accountabilities

The post holders key responsibilities are, but not limited to:

- Promoting and being committed to the Academy's aims and objectives and to implement Academy policies;
- To work with the Head of Learning Area, Head of Department and other staff members to ensure the effective provision of teaching and learning in science
- To plan and deliver high-quality, differentiated lessons on a day-to-day basis
- To contribute to the development of schemes of work
- To set homework in accordance with Learning Area policy and to mark work regularly to aid progression, keep clear records of attainment and follow up on non-submission
- To keep abreast of developments in science and ensure that these changes are implemented in lesson delivery and schemes of work
- To organise and run enrichment opportunities and support interventions for students within science, including the extension class programme, G&T sessions, trips etc.
- To undertake duties as directed and in accordance with Academy expectations
- To be a member of the pastoral team and, if required, a form tutor carrying out the associated responsibilities
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Person Specification

Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	<input type="checkbox"/> Ability to teach at least one science subject at KS4 and preferably KS5 (Physics, Biology or Chemistry)	✓	✓	✓
E	<input type="checkbox"/> Knowledge and understanding of how students learn science	✓	✓	✓
E	<input type="checkbox"/> Ability to reflect on your own and student performance in lessons and adapt practice accordingly	✓		✓

E	<input type="checkbox"/> Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	✓		✓
E	<input type="checkbox"/> Effective planning, assessment and record keeping	✓	✓	
E	<input type="checkbox"/> Ability to work independently and as part of a team, contributing to science INSETs		✓	
E	<input type="checkbox"/> Ability to develop and maintain positive relationships with teachers, support staff and parents	✓		
E	<input type="checkbox"/> Effective classroom management and efficient organisation of resources	✓	✓	✓
Qualifications				
E	<input type="checkbox"/> A good degree in a science based subject	✓	✓	
E	<input type="checkbox"/> Qualified Teacher Status (QTS)		✓	
IT knowledge				
D	<input type="checkbox"/> Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		✓	
D	<input type="checkbox"/> Ability to swiftly adapt to and utilise new/various systems/software		✓	
D	<input type="checkbox"/> Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		✓	✓
Behavioural Competencies				
E	<input type="checkbox"/> Excellent analytical and multidimensional communication skills	✓		✓
D	<input type="checkbox"/> Strategic approach, ability to see the 'big picture' and also think 'outside of the box'	✓		
E	<input type="checkbox"/> Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard	✓		

D	<input type="checkbox"/> Be an integral member of the Curriculum Support Department with the initiative to work independently with minimal supervision	✓		
E	<input type="checkbox"/> Must have the upmost integrity as well as high levels of motivation and commitment.	✓		
E	<input type="checkbox"/> Proactive approach and efficient time management and prioritisation skills	✓		
E	<input type="checkbox"/> Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	✓	✓	
Applicable to all staff				
E	<input type="checkbox"/> Undertake training as required to so in order to fulfil the requirements of the role	✓	✓	✓
E	<input type="checkbox"/> Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	✓	✓	✓
E	<input type="checkbox"/> Recognise your role as part of the succession of Mossbourne	✓	✓	✓
E	<input type="checkbox"/> Play an active role in terms of Safeguarding all students and adults	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.