



# Teacher of Science & Teaching Assistant Job Description

<b>Post</b>	Teacher of Science and Teaching Assistant
<b>Fixed Term or Permanent</b>	Permanent
<b>Responsible to</b>	Head of Department / Assistant SENDCO
<b>Full / Part time</b>	Full time: Minimum 0.6 teaching hours + remaining hours as TA Allocated teaching hours may increase year on year depending on the school curriculum.
<b>Paid weeks</b>	All year for Teaching post & 44.09 weeks for TA post (Term Time only)
<b>Range</b>	MPS/UPS NJC Grade 5 (Point 6 – 11) prorated to number of TA hours worked per week and 44.09 weeks payable per year
<b>Start date</b>	1 <sup>st</sup> September 2026

## Hybrid Role

**This role is unique to our school, where we are hoping to find a Science colleague who wishes to also experience a role as support within the SEND department. The contract will be for a minimum of 0.6 Teaching and 0.4 TA support, but will vary year on year. In our current plan, the role next academic year will likely be 0.8 Teaching and 0.2 TA support.**

## Purpose of role:

To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document (STPCD). The remaining time in school will be as an active member within our SEND department, supporting the planning and implementation of learning activities for individuals and groups, monitoring pupil progress, providing feedback to other class teachers and establishing supportive and constructive relationships with pupils and staff.

## Role of the teacher:

**All staff are expected to model the following values, behaviours and attitudes:**

- Putting pupils first and being positive about young people
- Committing fully to the safeguarding of pupils
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally
- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum.





**To be effective in the classroom, all teachers are expected:**

- To be accountable for pupil progress in the classes they are responsible for
- To have a secure knowledge and understanding of the relevant curriculum area and to keep up to date with current developments
- To plan and teach challenging, well-organised lessons and sequences of lessons across the age and ability range in line with our Teaching and Learning Policy
- To maintain the highest standards of pupil behaviour and conduct both inside and outside of the classroom and to follow the Behaviour Policy
- To encourage resilience and hard work amongst pupils
- To keep up to date with the assessment requirements for the subjects taught, including those relating to public examinations.
- To use both school and national data to evaluate the effectiveness of teaching, to monitor progress and to raise attainment
- To use assessment and prior attainment as part of teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching
- To set and mark homework and to give feedback which is meaningful, in line with school policy
- To contribute to the work of the department as instructed by the Head of Department in the development of syllabuses, teaching materials and schemes of learning.

**To develop professionally, all teachers are expected:**

- To be reflective practitioners and engage with further research to inform and improve teaching
- To receive and act on feedback to build on strengths and improve performance
- To take ownership of their own professional development, engaging in professional development activities as appropriate to the teacher's career stage
- To contribute to the professional development of others as appropriate to the teacher's own career stage
- To develop knowledge and understanding of technology to support teaching
- To keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**To manage young people effectively, all teachers are expected:**

- To understand how young people develop and to make effective personalised provision for children with specific learning needs including higher prior attaining pupils
- To act in the capacity of a House Tutor
- To manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- To promote the self-control and independence of pupils through a range of behaviour management strategies and through developing pupils' social, emotional and behavioural skills
- To know how to identify potential safeguarding issues and follow safeguarding procedures.

**To provide the best possible learning environment, all teachers are expected:**

- To establish a purposeful and safe learning environment which enhances learning
- To be responsible for the safety of those working in the classroom; this includes ensuring that the room is free from clutter and untidy storage, that faults are reported according to procedures laid down; in the case of teachers of practical subjects, this includes awareness of the dangers of equipment and material being used, availability of first aid materials, and knowledge of procedures in case of accidents.





**Role of a teaching assistant level 2B:**

**1. Support for Pupils**

- Under the general supervision and direction of the teacher to implement structured learning activities for individuals and groups of pupils
- To undertake activities in order to monitor the personal social and emotional needs of pupils
- To develop positive relationships with pupils to promote pupil progress and attainment
- To assist in the devising of pupils' individual targets and their monitoring and review
- Support pupils as part of a planned inclusion programme
- To implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas
- To assist in the development of varying skills that support pupils' learning
- To assist in the specific medical/care needs of pupils when specific training has been undertaken
- To supervise and lead small groups of pupils or individual pupils who need specific intervention

**2. Support for the Teacher**

- To monitor and record pupil progress and developmental needs
- To produce relevant classroom resources
- To undertake classroom administrative tasks including the maintenance of records
- To assist in pupil supervision and assist in the management of pupil behaviour
- To provide short term cover for classes to which the Teaching Assistant is normally assigned, when the class teacher is unexpectedly unavailable
- To provide information to the class teacher to assist in the planning of work programmes
- To liaise with the school's nominated person in respect of pupil absence
- To assist with the arrangements for out of school learning activities including the administration of work experience
- To provide clerical and administrative support including the collection and recording of money
- Administer routine tests, assist in the invigilation of exams and undertake routine marking of pupils' work.

**3. Support for the School**

- To assist in providing an atmosphere in which effective learning can take place
- To support the promotion of positive relationships with parents, carers and outside agencies
- To work within school policies and procedures
- To attend staff training as appropriate
- To take care for their own and other people's health and safety
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.

**4. Support for the Curriculum**

- To assist the delivery of educational and developmental work programmes
- To support the use of ICT in learning activities.

**General Duties:**

Individual roles and responsibilities are assigned below; however, the academy exists as an entity and to ensure effectiveness it will be crucial to understand that all areas of work and responsibility are interrelated and interdependent. Members of the school leadership will have an overarching duty to work closely with other leaders and not be independent of them.

- To ensure that GDPR principles are applied in all areas of work.
- To work flexibly as part of the team to meet any emergencies that may arise
- Promote the safeguarding of all pupils in the school.





- All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.
- We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.
- All our colleagues are expected to demonstrate a commitment to Bay Learning Trust values.

It is the Academy's intention that this job description is seen as a guide to the major areas and duties for which the Teacher of Science is accountable. However, this may change and the post holder's obligations will vary and develop. The post holder is required to perform other reasonable duties which are assigned from time to time. The job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

**Safeguarding:**

The Bay Learning Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check.





# Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of Continuing Professional Development relevant to this role</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Awareness and understanding of children's development</li> <li>• Involvement in extracurricular activities</li> <li>• Knowledge and use of ICT in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Successful teaching experience across KS3 and KS4</li> <li>• Experience of particular SEND specialism such a sensory impairment, hearing impairment, ASC, EAL</li> <li>• Experience of supporting pupils with challenging behaviour</li> <li>• Experience of administrative work</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum, particularly the Science Curriculum</li> <li>• Understanding of high-quality teaching and learning strategies in the subject</li> <li>• Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard</li> <li>• Knowledge of current educational issues</li> <li>• The ability to model this for others and support others to improve</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of the concept of confidentiality</li> <li>• Improving outcomes with different pupil groups</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Early Years Foundation Stage</li> <li>• Specific SEND skills in the areas shown above under the heading Experience</li> <li>• First Aid Certificate</li> <li>• Ability to make effective use of ICT</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Effective communication/interpersonal skills</li> <li>• Lead by example, showing integrity, resilience and courage</li> <li>• Demonstrate personal enthusiasm and commitment to the leadership process</li> <li>• Manage conflict</li> <li>• Think creatively to anticipate and solve problems</li> <li>• Listen to and reflect on feedback</li> <li>• Develop effective teamwork</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to achieving the best outcomes for all</li> <li>• Uphold and promote the values of the school</li> <li>• Ability to work under pressure</li> <li>• Maintain confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>	

