



Falkland Islands Government – Job Description

Job Title:	Curriculum Leader for Science		
Department:	Education	Section:	Falkland Islands Community School
Reports to:	Principal/Deputy Principal/Assistant Principal		
Grade:	C		

Job Facts & Figures:

The Falkland Islands Community School has approximately 230 students between Year 7 and Year 11. Teaching and learning follows the National Curriculum for England in Key Stage 3 and Key Stage 4, enhanced by local content, culminating in GCSE or IGCSE through UK awarding bodies. The Falkland Island Community School is the only secondary school in the Falkland Islands and has a critical role in securing outcomes for all secondary aged students.

Job Purpose:

To provide strong leadership in Science so that teaching and learning is consistently good or better securing the best possible outcomes for students through quality provision.

Main Accountabilities:

Key Corporate Accountabilities

- To actively promote The Directorate's values and standards.

Key areas of responsibility

- Be an outstanding teacher with a deep understanding of pedagogy in **Science**
- Work collaboratively with the primary school **Science** leader to develop a seamless curriculum, skilfully building upon each key stage and ensuring consistency of approach
- Develop the curriculum in **Science**
- With the primary school Science leader, develop numeracy from EYFS to GCSE
- Ensure arrangements for KS4 examinations are in place
- Act as a role model for staff, providing active support, coaching, mentoring and advice to them.
- Alongside the Principal and Deputy Principal, lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance
- Conduct reviews which identify strengths and areas for development.
- Contribute to Self-evaluation and Quality Assurance processes.
- Analyse key achievement data to inform subject improvement strategies and to report performance and progress in **Science** to school leaders and Governors
- Support teachers of **Science** to develop their practice so that student's experiences in the classroom are consistently engaging and challenging in line with ethos of the school.
- Actively identify and remove barriers to learning, for both staff and students.
- Be a full member of the wider leadership team, undertaking additional duties commensurate with that role – WLT meetings, duties etc...

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Main Accountabilities (continued):	
Leadership	



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- Lead on improving the quality of Teaching, Learning and Assessment across **Science** ensuring that all students are both engaged and challenged across the **Science** curriculum.
- Motivate, challenge and inspire colleagues to provide outstanding provision for our students, leading to outstanding outcomes in **Science**
- Provide an excellent role model for students and for staff, by classroom practice and behaviour that sets a standard for others
- Work with colleagues to develop an innovative and creative implementation of the curriculum designed around the particular needs of our students.
- Develop high quality teaching materials and schemes of learning
- Work to ensure that, given our unique position, FICS is a stable organisation - mitigating the effects of staff turnover by ensuring consistent and embedded systems processes, and expectations: "The FICS Way"
- Develop a coherent, shared vision for learning through teamwork, collaboration and sharing of best practice, ensuring a consistent approach to teaching.
- Seek out best practice through networks and research, to share with colleagues
- Secure and sustain effective teaching through structured monitoring and evaluation of all aspects of **Science** teaching and learning – with the Deputy Principal supporting the school's monitoring evaluation and review cycle through lesson observations – formal and informal, feedback to teaching staff, work sampling, student voice.

Professional development of colleagues

- Model outstanding planning, assessment and teaching in order to support staff to achieve high quality outcomes through consistency of approach in teaching and learning, and effective use of resources, resulting in the highest standards of learning and achievement for all students in **Science**.
- Design programmes of support for colleagues as and when required in **Science**
- Keep colleagues in **Science** up to date with developments in best practice identified through networks and research
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction)
- Ensure that teachers' implementation of strategies to ensure exemplary behaviour for learning are based on restorative principles

Professional development of self

- Be proactive in seeking out networks and research in order to identify best practice and latest developments
- Develop leadership and coaching skills and abilities

Supporting student attainment and achievement

- Support or lead strategies for accelerating the progress for all students in **Science** and for particular individuals or groups of underachieving students.
- Ensure that approaches to teaching and learning align with students' learning plans

Person Specification:

Curriculum Leader of Science

Qualifications & Experience



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- Evidence of recent and relevant professional development
- Experience of supporting colleagues through coaching, mentoring and CPD
- Experience of participation in quality assurance processes
- Experience of contribution to the development of curriculum materials

Communication

- Ability to use clear language to communicate information unambiguously
- Ability to listen effectively
- Ability to inspire and motivate colleagues, modelling resilience and positivity.
- Excellent interpersonal and communication skills at all levels
- The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies

Working with children

- Ability to plan and teach well-structured lessons based upon accurate assessment.
- Emotional resilience in working with challenging behaviours and a full commitment to inclusion
- A passion for ensuring all children and young people achieve to the best of their abilities
- The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence.
- Ability to involve students in the evaluation of teaching & learning

Working with others

- Understand the role of others working in and with the school
- Understand and value the role of parents and carers in supporting children
- Know when, how and with whom to share information
- Experience of successfully and positively challenging underperformance

Skills, Abilities and Knowledge

- Excellent organisational and time management skills and an ability to prioritise
- A thorough knowledge and understanding of how children learn, develop and progress through life stages and events
- Ability to use IT effectively to motivate children to learn
- Know how to plan, deliver, monitor and evaluate the effectiveness of curriculum and implementation
- A detailed knowledge of KS4 examination specifications and assessment in the subject.
- A strong understanding of assessment, tracking and monitoring student progress.
- Up to date knowledge of current developments in education including the latest developments in evaluation and inspection.

General

- Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools
- Be prepared to develop and learn in the role
- Willingness to contribute constructively to the work of the wider leadership team