

Head of Biology TLR 2.2

Job Description

- Assessment: Design, standardisation, moderation
- Tracking progress within A level Biology
- Intervention: Identification, catch-up, evaluation
- T&L: Sharing good practice, peer observations, book reviews
- Extra-curricular: Clubs, speakers, visits, competitions, STEM
- A level Biology Practical Endorsement Moderation and Tracking
- Lead the development of Biology Schemes of work from Key Stages 3-5
- Exam entries
- Work with other Heads of Subject, Second in Science and Head of Department on key issues

Person specification

Qualifications
<ul style="list-style-type: none"> • NQT, QTS, GT status fulfilling all National Standards for Teachers • Relevant Degree
Knowledge & Understanding
<ul style="list-style-type: none"> • Sound knowledge of teaching subject up to and including KS5 • Willingness to keep up to date in subject knowledge and national developments • Ability to plan and teach effectively using a variety of strategies • Excellent interpersonal skills with both adults and children • Willingness and ability to work as part of a team • Ability to communicate effectively both verbally and in writing • Models behaviour expected of students and colleagues • Ability to prioritise and organise own work • Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines • Understanding of how children and adults learn and effectively apply their learning • Appreciates the value of consistent discipline and use of school protocols and systems • Knowledge of health and safety procedures and their application
Aptitudes
<ul style="list-style-type: none"> • To have a 'can do' philosophy • To be committed to personal development • To enjoy working with young people • To be flexible, energetic, adaptable and have the ability to use initiative • To identify and develop opportunities • To carry out professional duties in a positive, helpful and courteous manner • To have high aspirations and expectations for their students and themselves • Committed to raising standards and continuous improvement • To be dedicated to the success of the students, their teams, the school and themselves • Willingness to contribute to other areas of school life
Communication Skills
<ul style="list-style-type: none"> • Ability to communicate clearly and take into account, where appropriate, the views of others • Effectively communicate orally and in writing to a range of audiences, especially parents • Takes initiative and capitalises on development opportunities for the school • Produces written and visual communications which are clear, fluent, concise, readily understood by intended recipients and jargon free

Self-Management Skills
<ul style="list-style-type: none"> • Excellent ability to plan time and organise work effectively • Prioritise and manage time and tasks • Work under pressure and meet deadlines • Be self-motivating and set challenging personal goals
School Ethos
<ul style="list-style-type: none"> • Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education • Develop a strong positive ethos for the year group and lay foundations for future years

Leadership Competencies

Leadership Area (& Key ABBs)	Leadership Behaviours	Definition	Essential/Desirable
Thinking (Belong More, Be More, Achieve More)	• <i>Stakeholder understanding</i>	Leaders must have a clear sense of who their organisation serves (its stakeholders), and what is important to each of these groups.	Essential
	• <i>Strategic thinking</i>	The ability to extrapolate the possible outcomes of any course of action	Essential
	• <i>Analytical thinking</i>	<ul style="list-style-type: none"> • The ability to understand what lies behind a situation or a set of results, to understand its nature and to work out its causes and its implications. • The ability to identify connections and trends between situations and events, developing solutions that master the wider context. • The ability to extrapolate the possible outcomes of any course of action 	Desirable
	• <i>Conceptual thinking</i>		Desirable
	• <i>Forward thinking</i>		Desirable
Self Management (Be More)	• <i>Independence</i>	<ul style="list-style-type: none"> • Innovation is essential to any organisation, and it mostly comes from individuals. For this to happen people must be able and prepared to act as individuals when it is necessary. Without people able to act independently, the organisation becomes locked into a cycle of always doing what it always has, and always getting what it has always got. 	Desirable

	<ul style="list-style-type: none"> <i>Organisational commitment</i> 	<p>Schools deal with the education, welfare and wellbeing of young people. Staff must be able to act independently, guided by their own moral compass, to protect the individual from the system.</p> <ul style="list-style-type: none"> Leaders must be committed to their organisation. They must value and nurture its wellbeing, gauging all their actions by their effect on its efficiency and future success. 	Essential
	<ul style="list-style-type: none"> <i>Resilience</i> <i>Tenacity</i> <i>Flexibility</i> 	<ul style="list-style-type: none"> Leaders do not give up easily. What doesn't kill them makes them stronger. They understand that timing and time itself are key factors in success, and they are strong enough to take advantage of it. Good leaders stick at what they know to be important even when it becomes difficult. Good leaders know when to change their approach, and can do so seamlessly. They also know when to quit – when the damage done to the organisation by pursuing a course of action exceeds the benefits from successfully concluding it. 	Desirable Essential Desirable
	<ul style="list-style-type: none"> <i>Self-belief</i> <i>Self-control</i> 	<ul style="list-style-type: none"> Well founded, proportionate confidence in oneself is essential for leadership. Leaders manage their own emotions and understand their own motivations. They are enriched and informed by them, but not controlled by them. 	Desirable Essential
	<ul style="list-style-type: none"> <i>Interpersonal awareness</i> 	<ul style="list-style-type: none"> Good leaders are always aware of the emotional and motivational state of the 	Desirable
Influencing (Belong More)			

	<ul style="list-style-type: none"> • <i>Relationship building</i> 	<p>individuals around them, and the impact of their words and actions on those people, positive and negative.</p> <ul style="list-style-type: none"> • Everyone in a school is dependent on the work of others. Positive, open relationships make it more likely that this work will “mesh”, allowing everyone to work more effectively. More than this, leaders work through others, and the most effective medium for this capacity are the relationships they build. The big news is that threats and rewards don’t work – relationships do. 	Essential
	<ul style="list-style-type: none"> • <i>Concern for impact</i> • <i>Developing others</i> 	<ul style="list-style-type: none"> • Leaders understand their own role in the success of the organisation, and the role played by others – they understand the importance of everyone’s job. • Leaders are able to increase the efficiency and effectiveness of others in the organisation in terms of their impact through modelling, coaching, and collegiality. 	Essential
	<ul style="list-style-type: none"> • <i>Rational persuasion</i> • <i>Strategic influencing</i> 	<ul style="list-style-type: none"> • Leaders develop high order skills in persuading others to their point of view or their course of action. • Good leaders recognise the motivations of others and act on them to effect change in their attitudes and behaviour that increase the efficiency and effectiveness of the organisation. Good leaders recognise that certain individuals play key roles in the “consensus” of the organisation, and they use 	Desirable

		these individuals to effect change in attitudes and behaviour that increase the efficiency and effectiveness of the organisation.	
<p>Achieving (Achieve More)</p>	<ul style="list-style-type: none"> • <i>Concern for excellence</i> 	<ul style="list-style-type: none"> • Leaders always need to ask about every aspect of their work and the work of the organisation “can this be improved?” and act accordingly. This is not about being a perfectionist or about never being happy with one’s work, it is about seeing one’s role as being to make things better, not to keep them as they are. 	Essential
	<ul style="list-style-type: none"> • <i>Initiative</i> 	<ul style="list-style-type: none"> • Good leaders look for ways to improve things themselves – they don’t wait to be told. 	Desirable
	<ul style="list-style-type: none"> • <i>Results focus</i> 	<ul style="list-style-type: none"> • Leaders recognise the key outputs of their organisation, and they focus on them relentlessly. 	Essential
	<ul style="list-style-type: none"> • <i>Critical information seeking</i> 	<ul style="list-style-type: none"> • Leaders do not wait for information to come to them, consider it, and act. They actively seek the information they require to know how to act to secure improvement. They are active researchers. 	Desirable
	<ul style="list-style-type: none"> • <i>Attention to detail</i> 	<ul style="list-style-type: none"> • Leaders know that the big picture can be completely ruined by a speck of dust on the lens. They notice and act on the small things that make a big difference. 	Essential
	<ul style="list-style-type: none"> • <i>Thoroughness</i> 	<ul style="list-style-type: none"> • Leaders make sure that tasks are “bottomed” – they do not leave loose ends that unravel later. 	Essential