



# Mossbourne Federation

## JOB DESCRIPTION

<b>POSITION</b>	Head of Learning Area Science and member of Extended Leadership Team
<b>SALARY</b>	Leadership Spine
<b>START DATE</b>	1 <sup>st</sup> September 2025 [INSET Days 27-29 <sup>th</sup> August 2025]
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	Full Time, 52.143 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	SLT and Principal
<b>RESPONSIBLE FOR</b>	Science Learning Area
<b>LOCATION</b>	Mossbourne Community Academy
<b>KEY WORKING RELATIONSHIPS</b>	SLT, ELT, teachers, parents, and students

### Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field, and academically.

The Mossbourne Federation consists of seven academies in both East London and Thurrock: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Fobbing Academy (MFA) secondary and sixth form, Mossbourne Port Side Academy (MPSA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Herd Lane (MHA), and Mossbourne Riverside Academy (MRA) all primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian, and other minority ethnic descent. Injustice, discrimination, and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies and practices across the federation, including at board level. We are committed to developing and supporting inclusivity, diversity and anti-racism in every facet of what we do.

### Mossbourne Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the students 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 students, regardless of background or ability, are encouraged to achieve their true potential and the behaviour of our students is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, dated November 2021, judged the academy as 'outstanding' and starts with the sentence 'Mossbourne Community Academy changes student's lives for the better' because that is what we do, year on year.

In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times 'Good Schools Guide', the 5<sup>th</sup> most oversubscribed school in England and the most oversubscribed school in London. Such recognition is a testament to the pride, hard work and dedication of our staff body, students and parents.

If you want to be part of the team that is improving the future of our students, then read on!



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### Extended Leadership Team

The Extended Leadership Team (ELT) consists of the Principal, the Vice Principal and Heads of Learning Area, Heads of School and the Senior Mossbourne Excellent Teacher. The ELT support the Principal in both the day-to-day running of the Academy and in shaping the medium and longer-term strategy for maintaining outstanding student outcomes.

### The Science Learning Area

The **Science Learning Area** includes departments for key stage three science, biology, chemistry, and physics. Working in a high performing team with brilliant students makes Mossbourne an extremely rewarding place to teach. The learning area hosts a vibrant and diverse staff body, all of whom are passionate about the study of science and want to foster a love of science in future generations. We are extremely proud of the high numbers of students who opt to study a science subject post-16 with demand for a minimum of two classes in biology, chemistry, and physics in both Years 12 and 13.

The Learning Area is also the home to the NHS Cadets and the sixth form Medical Bursary Programme. The Medical Bursary Programme is a unique offer which supports students to access degrees in medicine and veterinary science and/or careers in the wider field of medicine. The programme equips students with the skills and experience required for success in a competitive field. A significant number of our alumni have embarked upon a career in medicine.

We focus on high quality professional development to support exceptional outcomes for our students and place learning at the heart of all we do for students and staff, alike.

In 2024, we achieved outstanding results and alumni went on to study a range of top degrees at Russell Group universities, including chemistry, engineering, medicine and natural sciences.

The Learning Area is very well resourced and comprises:

- Nine laboratories - each with an interactive whiteboard and visualiser.
- Two excellently equipped prep rooms with experienced technicians for each subject.
- A computer room with 32 PCs.
- Two staff offices.

### Job summary

We are seeking an outstanding leader and science practitioner who is ready to join the Extended Leadership Team, who can lead a high-achieving Science Learning Area and continue to take the staff and students from strength to strength. Year on year, students at Mossbourne Community Academy and the Mossbourne Sixth Form achieve exceptional outcomes and we seek a leader who will continue to push for even greater achievement, still.

The Head of Learning Area Science will be responsible for line managing, leading and inspiring the heads of department within the learning area, including a significant number of experienced staff, many of whom are post holders.

The science learning area is renowned within the academy for its consistently outstanding results, as well as for its collaborative and friendly staff who are at the forefront of teaching and learning across the school. We are looking for someone with the vision, grit and academic acumen to continue the department's success.

### Main Duties & Responsibilities

#### Teaching and Learning

- Oversee the professional development and training for the learning area.
- Oversee observations of science staff to improve teaching and identify strengths and areas for development within the learning area.
- To observe colleagues on a regular basis (minimum of one observation per week) and provide objective feedback, setting targets for improvement where appropriate.
- To use mentoring and coaching strategies to support individual staff to become outstanding practitioners.
- To up skill teachers on the use of Progress Teaching and use it effectively to improve teaching across the Science Learning Area.
- Oversee the curriculum for key stage three science and biology, chemistry and physics at KS4 and KS5.
- Oversee the development of the curriculum for each subject and key stage within the science learning area.
- To keep abreast of developments in science education and curriculum change ensuring the implementation of these in schemes of work and in the science learning area.



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- Line manage the second in charge, head of biology, head of chemistry, and head of physics.
- Line manage the science technicians and ensure that all staff adhere to the health and safety policies within the science learning area.
- Communicate regularly with the head of the science learning area at the other Mossbourne secondary schools to ensure that there is consistency between the curriculum across the federation.
- Use data from teachers, assessments and Progress Teaching, to make decisions regarding the courses students are entered for to ensure that students study a curriculum that best suits their needs.
- Oversee the performance management of all staff within the science learning area.
- Carry out performance management of the second in charge, head of biology, head of chemistry, and head of physics.
- Mentor new staff, conducting a three-month and six-month probation review.
- Oversee the budget for the science learning area and external professional development.
- Regularly communicate with the technicians to ensure that the science learning area has the required equipment and consumables required for all practicals and lessons.
- Continually review and update the policies within the science learning area, including health and safety, marking and behaviour.
- Lead head of learning area briefings that target areas of need for the science learning area and monitor staff attendance to all briefings, both science and whole academy.
- Oversee the setting of cover work when staff are absent from the academy, monitoring the quality of the work set and communication with staff covering science lessons.
- Liaise with the manager of the learning support unit (LSU) to ensure that high quality work is set for students whilst in the LSU.

### **Behaviour**

- To promote the academy's ethos of high aspirations and outstanding performance in all areas
- To model, in everything you do, the academy's values of courtesy, hard work and excellence
- Promoting and being committed to the academy's aims and objectives and to implement academy policies.
- Ensure behaviour is outstanding within the science learning area for all year groups.
- Monitor and track all behaviour issues within the science learning area using Progress Teaching.
- Communicate with Heads of Year to make decisions regarding sanctions following behavioural incidents within science.
- To support with parental meetings that take place for underachievement and behavioural incidents within the science learning area.
- To model best practice in terms of behaviour management within lessons and outside of lessons whilst in the science learning area.
- To support with ensuring that staff are on duty during lesson changeover and a smooth and calm transition between lessons.
- To support with the monitoring of the behaviour of students outside of lessons.
- Challenge and support staff that are not adhering to the behaviour policy and ethos of Mossbourne.

### **Assessment**

- Oversee the development of rigorous assessments for all year groups.
- To carry out analysis of the yearly GCSE and A-level results, using this to identify the actions to be taken by the science learning area to ensure outstanding outcomes for students.
- To ensure that attainment of all students is regularly monitored.
- To ensure that underachievement is identified, and targeted intervention strategies implemented both in and out of class for all year groups.
- To ensure that staff are utilising the data on Progress Teaching to address underachievement within their lessons and implement strategies to address this.
- To oversee the analysis of data and actions by all heads of department.
- Facilitate the communication between Mossbourne Community Academy and the other Mossbourne schools to ensure consistency between the schemes of work and assessments.
- Co-ordinate data entry into spreadsheets and Progress teaching for all data drops across all year groups.
- Oversee the co-ordination of core practicals in Biology, Chemistry and Physics at both KS4 and KS5.
- To ensure accurate reporting of attainment of students, parents and ensure the implementation of departmental strategies to support students who underachieve.



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Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
<b>Experience</b>				
<b>E</b>	A proven track record of success in middle leadership	<b>X</b>	<b>X</b>	
<b>E</b>	Ability to teach your subject at all key stages	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	A track record of supporting staff in improving their practice	<b>X</b>	<b>X</b>	
<b>E</b>	A track record of supporting students to achieve superb outcomes in your subject area	<b>X</b>	<b>X</b>	
<b>E</b>	Ability to reflect on your own and student performance in lessons and adapt practice accordingly	<b>X</b>		
<b>E</b>	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	<b>X</b>		<b>X</b>
<b>E</b>	Effective planning, assessment and record keeping	<b>X</b>	<b>X</b>	
<b>E</b>	Ability to work independently and as part of a team, contributing to INSETs		<b>X</b>	
<b>E</b>	Ability to develop and maintain positive relationships with teachers, support staff and parents	<b>X</b>		
<b>E</b>	Excellent classroom management and efficient organisation of resources	<b>X</b>	<b>X</b>	<b>X</b>
<b>Qualifications</b>				
<b>E</b>	A good degree in the subject or a related subject	<b>X</b>		<b>X</b>
<b>E</b>	Qualified Teacher Status (QTS)		<b>X</b>	
<b>IT knowledge</b>				
<b>D</b>	Strong working knowledge of the MS Office Applications		<b>X</b>	
<b>D</b>	Ability to swiftly adapt to and utilise new/various systems / software		<b>X</b>	
<b>D</b>	Effective & appropriate use of ICT in lessons & across Learning Area		<b>X</b>	<b>X</b>
<b>Behavioural Competencies</b>				
<b>E</b>	Excellent communication skills	<b>X</b>		<b>X</b>
<b>D</b>	Strategic approach, ability to see the 'big picture'	<b>X</b>		
<b>E</b>	Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard	<b>X</b>		
<b>E</b>	The upmost integrity and high levels of motivation & commitment.	<b>X</b>		
<b>E</b>	Proactive approach & efficient time management & prioritisation skills	<b>X</b>		
<b>E</b>	Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation	<b>X</b>	<b>X</b>	
<b>Applicable to all staff</b>				
<b>E</b>	Undertake training as required to fulfil the requirements of the role	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	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	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Recognise your role as part of the succession of Mossbourne	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Play an active role in terms of Safeguarding all students and adults	<b>X</b>	<b>X</b>	<b>X</b>

**Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met. 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. The document is not a comprehensive list; it simply outlines expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.**