



AYLESBURY  
GRAMMAR SCHOOL  
*Founded 1598*

# Recruitment Pack

## CHEMISTRY TEACHER

Application Deadline – 10am, Thursday 12 February 2026

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Welcome from the Headmaster

Our School

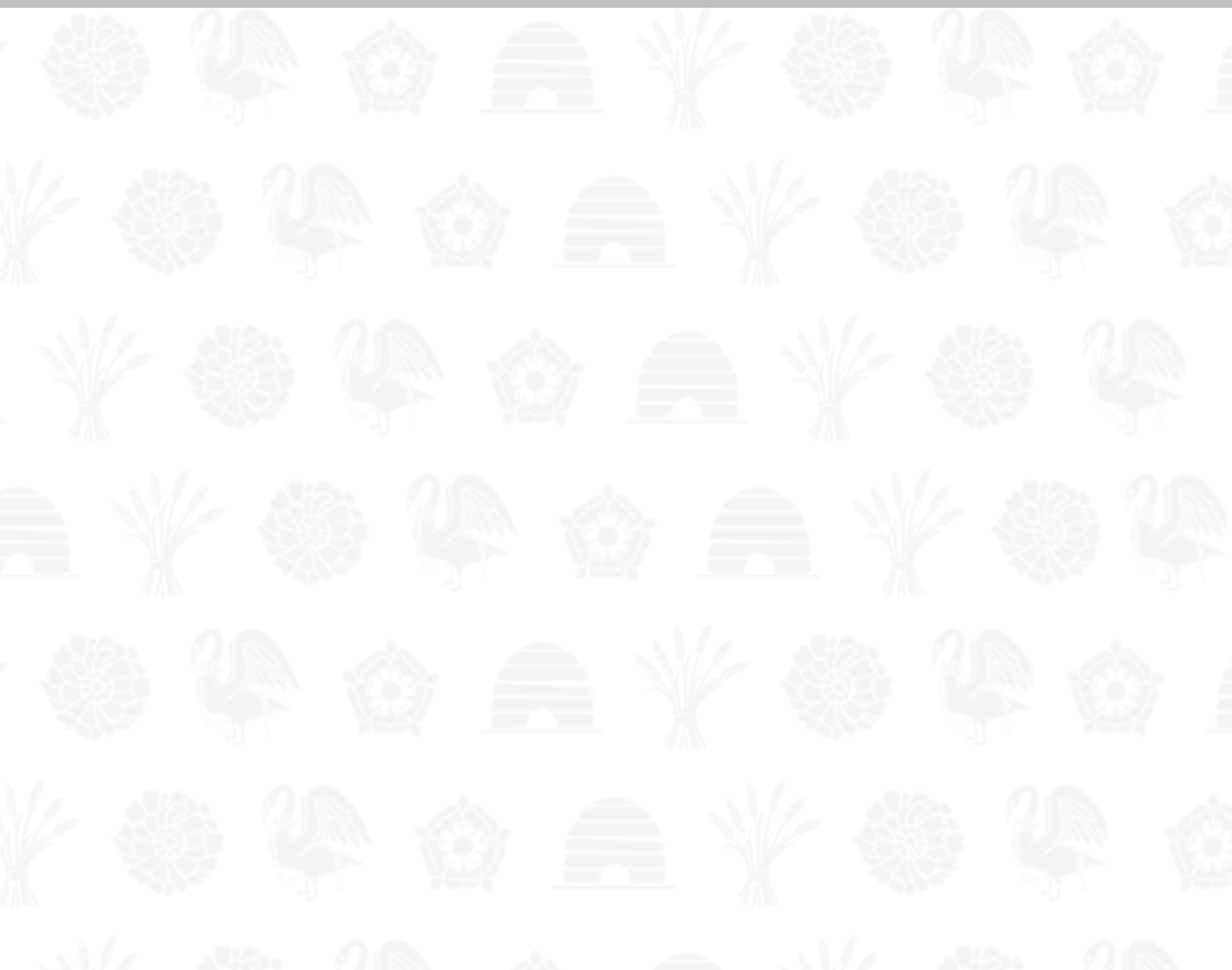
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## Welcome from the Headmaster

Dear candidates,

Thank you for your interest in Aylesbury Grammar School. I am delighted you are considering being a part of our School. As a member of our team, you would play a pivotal role in supporting the School to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We have a School community of 1340 students, including over 400 in the Sixth Form. We employ over 140 staff across the School who are all committed to a culture of innovative practice and excellence through their pioneering expertise and with enviable support from the Governing Body, AGS PTA, the Old Aylesburian and wider Aylesburian community.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring.

Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

Aylesbury Grammar School has occupied the current site in the centre of Aylesbury since 1907 and is a long-standing part of the community. We have an innovative and ambitious School Development Plan to continuously evolve and improve.

We benefit from an aspirational refurbishment plan which has included a new Science Centre with 15 state of art Science Laboratories, new Sixth Form Centre, Library, Health and Fitness Suite, refurbishment of the Art, DT and Engineering building, alongside the new School entrance area. Most recently, we have completed work on an ambitious project to deliver a new 3G pitch at the heart of our School, transforming the proposition for Sport and PE at AGS.

We are a School proud of its past but positioned to define its future. With over 425 years of history, we are forward-thinking and dynamic with a focus on exceptional learning and teaching, enrichment, and the development of our staff.

There is a selfless commitment amongst those who work here, and we welcome applications from high-calibre, positive and motivated people.

Kind regards  
Mark Sturgeon  
Headmaster





# Our School



## NURTURE YOUR CHARACTER



### MOTIVATION

- ENCOURAGEMENT
- CHALLENGE
- RECOGNITION

## EMBRACE OPPORTUNITY



### INNOVATION

- ADVENTUROUS
- INQUISITIVE
- LIMITLESS

## CELEBRATE DIFFERENCE



### OWNERSHIP

- EMPATHY
- RESPONSIBILITY
- REFLECTION

## LEAD WITH HUMILITY



### RESILIENCE

- ADAPTABILITY
- PURPOSE
- TENACITY

## FLOURISH IN ALL YOU DO



### COURAGE

- FORTITUDE
- ENDEAVOUR
- SELF-EXPRESSION

## PASTORAL CARE

- Extraordinary care and support
- Belonging and camaraderie
- Self-expression and identity

## CURRICULAR

- Pioneering expertise
- Uncompromised curriculum
- Growth through achievement

## EXTRA CURRICULAR

- Life enriching opportunities
- Self-discovery through participation
- Selfless commitment



PRODUCTIVITY



INDUSTRY



LOYALTY



INTEGRITY



UNITY

# Our School



## Floreat Ailesburia

Founded by Sir Henry Lee in 1598, Champion of Queen Elizabeth I, Aylesbury Grammar School was a 'free School for Aylesbury' with the vision to promote the local area to flourish through educating its young people.

In 1907 the School moved to its present site and became co-educational. In 1959 the creation of Aylesbury High School meant the girls moved next door and Aylesbury Grammar School returned to being a boys' School.

Despite the separate site, our strong links with our sister School remain and provide a unique opportunity for our boys to grow up in their formative years in the company of their female counterparts, whilst also benefiting from the advantages of focused learning amongst their peer group.

This unique collaboration provides a sensitive, mature and well-rounded interaction for our students to develop a true sense of character and to flourish in today's world.



## Pioneering Expertise

Employing exceptional staff is the backbone to inspiring our young people to explore for themselves who they want to be and to find their place in the world.

We aim to recruit members of staff who are leading practitioners in their fields or who show outstanding potential. As well as appointing experienced staff, we also train those new to the profession recruited directly from university or those who have been successful in another career and seek a new challenge.

Professional development is at the heart of our approach. Time and resources are available to our staff whatever the stage of their career.

We use professional research and pioneering expertise both in and outside the School. We collaborate with international partners and always look to improve the School, ensuring it is uniquely placed to prepare the next generation of students and staff.



## Belonging and Camaraderie

Our well-established House System provides a sense of ownership, belonging and a healthy level of competition and camaraderie.

It has a hugely positive impact on our community and for our students in their academic work, extra-curricular contribution and development into authentic, empathetic and resilient young adults.

For our staff, who are assigned to a House, it provides a shared sense of belonging, loyalty and camaraderie.



## Life Enriching Opportunities

We actively promote self-discovery through participation, as well as encouraging the students to attempt new and unfamiliar activities to broaden their horizons.

These life-enriching opportunities are extensive with clubs and activities taking place enhancing classroom learning and enjoyment.

Our colourful range of music, drama, performing arts and clubs/societies provides all students with the opportunity to participate, to collaborate and be part of School life.

# Our School



## Self-Discovery through Participation

Physical activity is key to maintaining a healthy, active, balanced lifestyle, supporting physical and mental well-being. Our sports clubs and practices are open to all students, irrespective of ability and passion promoting a selfless commitment to their chosen sport.

Whether an elite, representative, House or recreational sportsman, the School encourages and provides opportunities for everyone to participate. School teams and matches involve many students and nearly all students participate in the vast programme of House sports competitions.

Our offering is extensive ranging from cricket, handball, badminton, athletics, rugby, football, swimming, squash, tennis, basketball, and cross country.



## Achievements

We are proud and remain humble that our School is consistently celebrated as one of the top state schools in the country – recently the top performing grammar school in Buckinghamshire for Value Added at A Level.

In Key Stage 3, GCSE and A Level, our students make outstanding progress and are prepared for the next stage of their education or chosen career with confidence.

The uncompromised breadth of the curriculum available enables all students to pursue the widest range of careers and studies at university or in the workplace. Through exceptional advice and guidance our students leave the School with aspirations to the most highly ranked courses and careers, at organisations and universities across the country where they will feel fulfilled and happy.





# Role Description

## CHEMISTRY TEACHER

We are recruiting for a motivated, enthusiastic and inspirational Chemistry Teacher to join our Chemistry Department

### **Teaching**

- Planning and preparing courses and lessons
- Teaching, according to their educational need, the students assigned to you; setting and marking work (including examinations) to be carried out by the students in school or elsewhere
- Assessing, recording and reporting on the development, progress and attainment of students
- To ensure that your students always have appropriate work set in your absence

### **Other activities**

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to you
- Providing guidance and advice to students on educational and social matters
- Making records and reports on the personal and social needs of the students
- Communicating and consulting with the parents of students
- Communicating and co-operating with persons or bodies outside the School
- Participating in meetings arranged for any of the purposes described above
- Accompany students on visits away from school
- To contribute to the department self-evaluation
- To perform the role of tutor and teacher of PSHE as directed by the Headmaster
- To cover for absent colleagues on rare occasions as requested by the Cover Manager
- To perform supervisory duties when requested, within directed time, before and after school and in morning break

### **Assessment and reports**

- Providing or contributing oral and written assessments, reports and references relating to individual students and groups of students

### **Appraisal**

- Participating in any arrangements that may be made for teacher appraisal

### **Further training and development**

- Reviewing from time to time your methods of teaching and programme of work
- Participating in arrangements for your professional development
- Undertaking such training as may be reasonably required by the School to enable you to adapt to the changing requirements of The School and your role or as may be necessary to fulfil the School's statutory or regulatory obligations

### **Educational methods**

- Advising and co-operating with the Headmaster and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements

### **Child Protection, discipline, health and safety**

- Promoting the safety of students and help to safeguard student wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE), the School's Child Protection Policy and the School's Staff Code of Conduct
- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere

### **Staff meetings**

- Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements

### **Public examinations**

- Participating in arrangements for preparing students for and supervising them during public examinations and providing assessments

### **Administration**

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials
- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after School sessions

### **Flexibility**

- You may be required to undertake such other reasonable duties from time to time as the School may reasonably require

### **Performance and Development Leader**

- Your Head of Department (or Line Manager as indicated) will act as your Performance and Development Leader

### **Alterations**

- The Headmaster may alter this job description, after discussing any alterations with you and giving you reasonable notice of the alterations

# Person Specification

The successful candidate is likely to possess many of the following personal characteristics, experience, skills, and knowledge.

## *Qualifications (Essential)*

- Good honours degree
- Qualified Teacher Status, PGCE or Equivalent
- Evidence of effective professional development in the subject

## *Experience (Essential)*

- Excellent ICT literacy (in and out of the classroom)

## *Experience (Desirable)*

- Ability to teach up to and including A level
- Evidence of excellence as a teacher
- Experience of working with students of high ability
- Proven ability to use, manipulate and disseminate data effectively
- Evidence of working with the wider school community
- Has up-to-date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people

## *Personal Skills (Essential)*

- Excellent communication skills
- Willingness to contribute to the school's extensive co-curricular programme
- Unquenchable enthusiasm for educating and supporting young people
- A good sense of humour
- Passion for the subject

## *Personal Skills (Desirable)*

- Ability to lead by example
- Ability to work independently
- Proven ability to work as part of a team to deliver improvements and support staff



# AGS Science Department

Aylesbury Grammar School has a thriving Science department. There are 15 laboratories of which five are specifically fitted out for Chemistry, five for Physics and five for Biology. The total numbers of students currently studying at A-level are at about 140 for each of the individual sciences across both Year 12 and 13.

The AGS Physics, Chemistry and Biology Departments are currently staffed by a highly experienced and long-serving team of specialists and dedicated technicians. The Departments are extremely well-equipped with modern apparatus and equipment and access to student laptops as well as other ICT facilities.

The Departments work closely with each other providing a good mix of experience and youthful enthusiasm. There is a strong emphasis on practical work at all levels, supported by the technicians. Staff joining the department could expect to be teaching some GCSE and A level in their first year dependent on specialism, experience and preference. In addition there would be the opportunity to teach a range of Science at KS3. There is significant support available for all new teachers joining the school, whether experienced or ECT.

Separate sciences are taught at GCSE and above by specialist teachers. GCSE in all Sciences is taught from the beginning of Y9. General Science is taught at KS3 in Y7 & 8. We have completely revised the GCSE Schemes of Work over the last few years with the objective of providing as wide a range of teaching and learning strategies as possible. GCSE Physics, Biology and Chemistry are taught in four one-hour lessons every two weeks. Class sizes are about 30 in Year 7, 8 and 9 and approximately 23 in Year 10 and 11 though some are considerably smaller to support students.

We have an exceptionally high uptake at A level. Schemes of Work are regularly monitored and re-developed where necessary, to meet changes in specifications and (most importantly) significantly improve students' practical skills. A Level Physics, Biology and Chemistry are taught in 8 one-hour lessons every two weeks.

Students have been very successful in the British Olympiad Competitions. Students take part in other national competitions and events. We also provide Science Outreach to local primary schools.



# Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. Application forms are to be found on the School website under Vacancies.

The Role Profile sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful.

The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria.

We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

## Shortlisting

The procedure used to arrive at a short list will allow sufficient time for a thorough and rigorous analysis of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting.

Decisions about who is invited for interview will be based on how well applicants meet the role profile and the person specification criteria.

## References

References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.

At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.

## The Interview Day

During the Interview Day, we will take every opportunity to find out if you are the right person for the role. Similarly, it is an opportunity for you to find out more about the School and those who work here. The interview is a two-way process. We encourage you to visit us beforehand if you are able.

The Interview Day will offer you a range of different opportunities to demonstrate your potential to meet the requirements of the post. Some or all of the following activities and procedures may be used:

- Observed discussion with selected members of staff or learners on specific topics or area of leadership and management
- A task in which you may have to complete a practical piece of work which is related to the role, for example a time management or in-tray exercise
- Observation of teaching, if applicable
- A presentation
- A formal interview
- A tour of the School

# Guidance for Applicants

## The Panel

There will be a panel of interviewers. Interview panels are made up of senior staff and governors. A minimum of one person on the panel will have undertaken Safer Recruitment Training. In making the final decision whether to appoint, the following good practice guidelines will be observed:

- The chair of the interview panel will seek each panel member's assessment of each candidate and use these to inform the final decision
- Sufficient time will be given for the panel to deliberate on the decision
- The chair of the interview panel will summarise each candidate's written application, responses and references to support clarity in coming to judgements
- The method of reaching a decision will include discussion and gradual elimination and will be agreed with the interview panel in advance and made clear to all
- All papers relating to the interview process will be collated, one copy held confidentially, and all other copies shredded
- The statutory requirement that the full Governing Body should ratify appointments at Deputy Headteacher level and above will be fully met
- All appointments are subject to satisfactory references, DBS, proof of Right to Work, satisfactory checks on the Teaching Regulatory Agency and medical clearance

The interview will also include a 'personal' section where suitability for working with young people will be explored including questions on previous experiences. Aylesbury Grammar School is fully committed to safeguarding and promoting the welfare of young people.

## Unsuccessful Candidates

Unsuccessful applicants are able to request feedback as a developmental opportunity.

## Completed Applications

Completed Applications or for further information please contact:

Donna Miles, Executive Assistant

Direct Dial – 01296 480223

[dmiles@ags.bucks.sch.uk](mailto:dmiles@ags.bucks.sch.uk)

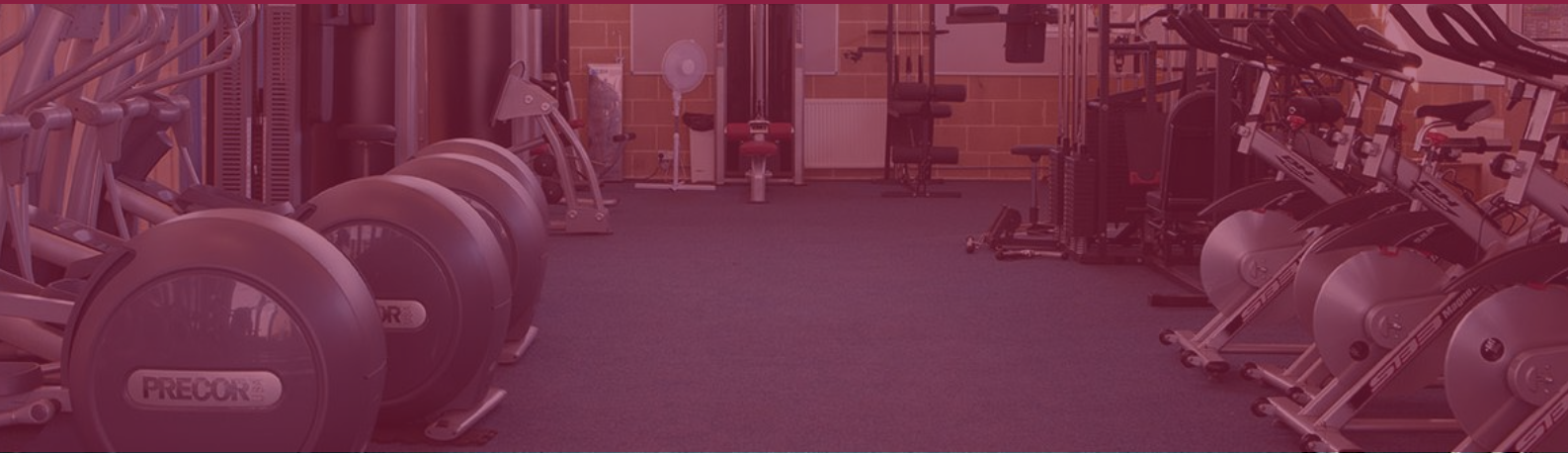
## Links

Aylesbury Grammar School Teacher Application Form - <https://www.ags.bucks.sch.uk/about-us/vacancies/>

Equalities Statement - <https://www.ags.bucks.sch.uk/wp-content/uploads/2020/12/Equality-Statement-Objectives-Compliance-Dec-2020.pdf>

Privacy Notice - <https://www.ags.bucks.sch.uk/wp-content/uploads/2023/01/Privacy-Notice-for-Job-Applicants-November-2022.pdf>

# Staff Benefits



## ***Long Service Awards***

As a Bucks school we participate in the long service award scheme.

5 years non-teaching staff receive an additional 5 days annual leave / holiday pay

10 years – all staff receive a payment of £100

15 years – all staff receive a payment of £150

20 years – all staff receive a payment of £225

25 years – all staff receive a payment of £450

30 years – all staff receive a payment of £550

35 years - all staff receive a payment of £650

## ***Cycle to Work Scheme***

As part of a salary sacrifice scheme a bicycle and accessories can be purchased using the Cycle to Work scheme. Repayments are deducted from your gross monthly salary which means you will pay less income tax and national insurance whilst also spreading the cost.

## ***Non-Teaching Staff Annual Leave***

The annual leave entitlement for full-time employees is dependent on salary range.

22 days for salary range 1-3

23 days for salary range 4-5

25 days for salary range 6-12

A further 5 days holiday is added after 5 years' service.

## ***Parking***

Free parking for staff is available on site.

## ***Pension***

Eligible staff are automatically enrolled into the relevant pension scheme:

Teachers' Pension Scheme (TPS) for Teaching Staff

Local Government Pension Scheme (LGPS) for Non-Teaching Staff

Both schemes are Defined Benefit Schemes. That means, the amount you'll receive at retirement depends on your salary and how long you have paid in and not on the performance of any stock market investment.

Employee contribution rates are dependent on salary and range from 7.4% to 11.7% for Teachers and 5.5% to 12.5% for Non-Teaching Staff.

Aylesbury Grammar School also makes generous employer contributions to both schemes, currently 28.68% TPS, 22.1% LGPS. The minimum contribution a UK employer must make to a pension scheme is 3%.

Life cover is also provided by way of Death in Service benefits payable to your nominated beneficiaries.

## ***Education Support Partnership***

Aylesbury Grammar School provides staff with free of charge access to the Education Support Partnership, offering confidential advice and counselling 24 hours a day, 365 days a year.

## ***Use of School Gym***

AGS has a large fitness and conditioning room which includes free weights, weight machines, two multi-gyms, exercise bikes, cross trainers, and rowing machines. This facility is extensively used by the students and is staffed by a Fitness and Conditioning expert before school, at lunchtimes and after school. The facility is available for staff use with the agreement of the Director of Sport.



# Nurturing Character Since 1598



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Web: [ags.bucks.sch.uk](http://ags.bucks.sch.uk)

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