



# The Tiffin Girls' School

*Teacher of Chemistry*

Candidate Information Pack



## The Tiffin Girls' School Vision

Our vision is to provide '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

### Community:

- Collaboration
- Active Citizens
- Celebrate diversity

### Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

### Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



## From the Headteacher

Dear Applicant

### Chemistry post at The Tiffin Girls' School – for September 2021

Thank you for your interest in the post of Chemistry Teacher at The Tiffin Girls' School. We are looking for someone who is knowledgeable and passionate about their subject, enthusiastic about teaching students who love learning and are committed to contributing to the students' all-round development. I hope that the materials we have prepared help you to decide that you would like to apply.

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision which promotes '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extra curricular activities.

These three values are all considered when planning for learning, delivering our lessons, in the opportunities we provide, the standards we set, and our daily interactions with the students. Our values were also plainly evident in the hugely positive way in which our school community dealt with the many challenges of the 2020 lockdown. Not only did lessons continue remotely, but students remained engaged and enthusiastic. Staff supported one another and their students, and the whole community of staff, students, friends and family made an impressive contribution to good causes such as a local initiative sewing items for the NHS.

Alongside this focus on our values, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach in such a successful department is an appealing one. I look forward to receiving your application.



Ian Keary  
Headteacher

# The Science Departments

Science at Tiffin Girls' School is run through the separate Chemistry, Physics and Biology departments. In total there are 18 full and part-time teaching staff and four technicians.

## Courses

- In Years 7 and 8, students follow separate Chemistry, Biology and Physics courses. They have 1 one hour lesson per week in each and are taught in Form groups.
- At GCSE, which starts in Year 9, the AQA specifications for separate sciences are followed. Each class has 2 one hour lessons for each science per week.
- At A Level, the sciences are very popular. This year in Year 12 there are 103 students studying Chemistry and in Year 13 there are 95 students doing Chemistry. Sixth Form chemistry students follow the OCR specification

## Results

In 2020, 78% of Chemistry students achieved an A\*/A at A level, and 94% achieved an 8/9 at GCSE.

## Resources

- There are eleven well equipped laboratories, four of which have been built since 2013.
- Each lab has ICT provision including interactive whiteboards, a wide range of data logging equipment, and the ability to pre book laptops for lessons.
- We believe in the importance of practical work and so make a deliberate effort to include as much of it as possible within our lessons.

## Enrichment activities

- Each year a variety of activities such as a Science Fair, liquid nitrogen demonstrations and visiting lecturers are offered to all year groups during our Science week.
- Science teachers run a weekly Science Club for KS3 students.
- Chemistry students at all key stages enjoy participating in competitions including Salters Chemistry competitions, RSC Top of the Bench, Schools' Analyst competition, the Cambridge Chemistry Challenge and the Chemistry Olympiad.
- There are a variety of STEM activities offered including the Engineering Education Scheme (EES) project.
- The three separate departments within the science faculty aim to offer each year group in KS3, KS4 and KS5 one trip/activity each year and there are a variety of lectures organised for KS4 and 5. For example, Year 13 chemistry students benefitted from using the 'Spectroscopy in a Suitcase' resource provided by Kingston University.
- We take advantage of being close to London by offering girls the opportunity to attend lectures, exhibitions and museums. For example, sixth formers attend lectures at the Royal Institution and the various colleges of London University, and many of them also attend the Summer Science Exhibition at The Royal Society.
- All three of the sciences run clinics for AS and A2 girls as well as talks/seminars for those interested in taking the subject further
- Science teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.
- Regular mentoring sessions are arranged on a one-to-one basis for any younger girl who needs extra help in science. These sessions are run by our sixth form science students.

## Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,218 students, aged between 11 and 18, and as we start our 141<sup>st</sup> year, has been providing an education where students can live up to the school's motto *sapere aude* - dare to be wise. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2020, we have 180 students in each year group, with over 320 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasia. Sports facilities include an astro turf, resurfaced netball and tennis courts. Students in years 7 to 11 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we completed a science laboratory refurbishment and a new teaching block which included a performing arts studio.

### Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers. In particular, we support staff who have the capacity to teach high achieving students but who have not yet had the opportunity to do so, for example by developing targets and setting aside CPD time to plan for A level teaching.

There is an active staff association, which arranges social activities throughout the year.

## **Admissions**

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2021-22 are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

## **Curriculum**

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

## **Sixth Form**

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Gold awards, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies.

Sixth Form students support and/or are extensively involved in contributing to Black History Month, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (26 in 2020) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

## **Location**

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

## **Equality and Diversity**

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued. We have a Stonewall award and as part of our commitment to an anti-racist strategy, the school is currently working towards an anti-racist school accreditation through the Centre for Race, Education and Decoloniality at Leeds Beckett University.

## **Safeguarding at The Tiffin Girls' School**

In support of our safeguarding commitment, we undertake rigorous employment and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on [recruitment@tiffingirls.org](mailto:recruitment@tiffingirls.org).

Our safeguarding policy is available for you to read on our website at [www.tiffingirls.org](http://www.tiffingirls.org) under the tab 'Our School' and the page headed 'Key Documents'.

# Job Description: Classroom Teacher

## Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

## Job content

The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

## Core responsibilities

- **Teaching:**
  - Plan work in accordance with departmental schemes of work and national curriculum programmes of study
  - Take account of students' prior levels of attainment and use them to set future targets and inform planning
  - Set appropriate and challenging work for all students
  - Maintain good discipline by following the Behaviour for Learning policies and procedures
  - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
  - Ensure effective setting of homework and provide comprehensive feedback to students
  - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
  - Set work when required for absent students
  
- **Assessment, recording and reporting:**
  - Keep accurate records of students' work in line with school's Assessment and Feedback policy
  - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Homework and Assessment and Feedback policies
  - Use the school's marking scheme at all times; including guidance on literacy
  - Attend parents' evenings as required and keep parents informed about their child's performance and future targets
  
- **Pastoral work (Form Tutor):**
  - Follow schemes of work provided by Heads of Year or Senior Leadership Team
  - Being aware of the strengths and needs of each student
  - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
  - Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
  - Promoting high standards of behaviour and attitudes to work within the group
  - Promptly completing administrative tasks relating to the group
  - Other tasks appropriate to the tutor role; including creating a positive form environment

**Post threshold teachers:**

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

**General:**

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

## Person Specification

	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
<b>Experience</b>		
Evidence of raising student achievement		✓
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at Key Stages 3 and 4		✓
Strong track record of high success rates and positive value added in teaching at Key Stage 5		✓
Experience of undertaking Form Tutor role		✓
<b>Skills and abilities</b>		
Ability to demonstrate excellent teaching practice against the current Teaching Standards to GCSE level in Chemistry	✓	
Ability to demonstrate excellent teaching practice against the current Teaching Standards to A level in Chemistry		✓
Ability to demonstrate excellent teaching practice in general science in Years 7 and 8	✓	
Ability to demonstrate excellent teaching practice in another science to GSCE		✓
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques	✓	
Demonstrate an ability to work as part of a team in a successful department	✓	
Ability to devise strategies to ensure aspirational student achievement	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to be an energetic and supportive form tutor	✓	
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues	✓	
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
<b>Personal qualities</b>		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback	✓	
The ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Commitment to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Be able to work in a way that promotes the safety and wellbeing of students	✓	
Commitment to the school's safeguarding policies and procedures	✓	
Demonstrate an understanding of safeguarding responsibilities	✓	

## Why teach at Tiffin Girls'?

**Mrs Katerina Sousa,** Biology Teacher and NQT/ITT co-ordinator



“I trained on the GTP in a very challenging comprehensive, then worked as a Head of Department in another similar context before coming here. I was unsure what to expect but knew that I would be challenged daily to deliver engaging lessons that go above and beyond the curriculum and this was something I was very excited about. The students are great to work with, they are fun and very engaged but mostly, they really embrace challenge, which is so refreshing to see. One of the nicest parts of working here is how strong the sense of community is within the school and how dedicated the students and staff are towards keeping the school traditions alive. It's a very supportive atmosphere at Tiffin Girls'; teachers are greatly valued by both students and SLT. My line managers have taken an interest in my career aspirations and allowed me opportunities to gain experience towards achieving them.”

**Mr Nathan Graff,** Second in English

“I started here as a NQT following my Masters. You know it's going to be highly academic but I have been surprised by how great the students are to work with. They ask really interesting questions and it's really stimulating – they share your love of your subject. If you love your subject, you should teach here. I really enjoy teaching A-Level as they work at such a high level and you can get into really interesting debates. As a school, it has a particular culture, there's definitely a 'Tiffin vibe', a Tiffin feel which is unique. It has a sense of community – the school song, the school birthday are examples. It makes it easier to become part of the school as you can take part in these things and feel you instantly belong. I've really enjoyed getting involved in the Sixth Form entertainment, Year 9 fashion show and Duke of Edinburgh. There's a nice relationship between staff and students. The staff as a body are really friendly.”



**Miss Rachel Smith,** Head of Drama



“Working in mixed state schools prior to coming to Tiffin Girls', I was initially concerned that perhaps I wasn't up to teaching so many high achieving students. What I was able to determine just from my interview lesson, was how passionate, enthusiastic and driven the students were to learn. Although they are very bright, they're also just human, teenagers, who trust in your expertise. Every student is different, with different needs, and they work tirelessly to achieve well. The students will just one day completely astound you, from producing exemplary work, or turning up to your office to bring you birthday cupcakes! A big part of school life for me is having a good support network around me. I have made some really special friends here and there's a good sense of camaraderie with staff.”

# Benefits of working at Tiffin Girls'

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom with regular wellbeing weeks
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events

## Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme: *the school contributes 23.68% of salary*
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs