



RECRUITMENT PACK

HEAD OF CHEMISTRY



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Welcome from the Executive Head Teacher

Dear candidates

Thank you for your interest in Claremont High School. I am delighted you are considering being a part of our School. Claremont High school founded in 1930 by the Middlesex County Council, and was one of a number of new schools built by the council between the wars in the rapidly developing outer suburbs of London. Claremont is now a multi-specialist school. In 2012, the school gained academy status, joining many other local schools. In the autumn term of 2017 Claremont High School Academy formed a MAT. A Multi Academy Trust (MAT) is a group of institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company.

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 are a very popular choice for parents / carers and currently have 1643 pupils. I am very proud of our whole school community; it is a wonderful place where everyone enjoys learning and are effectively supported to maximise their potential. Our teaching and learning staff are very committed to the children and young people and strive to bring out the very best in all of them. We work extremely hard to support all our children and young people to develop the skills they will need for the future.

Our aim quite simply is “To prepare our students to reach their full potential”. We know that we are very successful in doing this because we have students, staff and parents who are totally committed to our core values of *Excellence, Respect, Aspiration, Enjoyment* and *Perseverance*. These are the values that are celebrated and upheld across the academy so that students of all ages and abilities are able to make exceptional progress academically, socially and personally. It is the strength of these core values that has led students to make an excellent and smooth transition from their much-loved primary schools, so they achieve excellent GCSE and A Level results. This enables them to make the transition to top universities and colleges and to secure excellent professional careers in fields such as Medicine, Finance, Law, Teaching and Business. Many have achieved sporting success well beyond the school environment and others have found true excellence in performing and the visual arts.

When it comes to academic achievement, our goal is nothing short of excellence across all three of the key stages. Pupils are able to achieve excellent results because we set the highest expectations in learning and behaviour and we provide them with a broad, balanced and enriched curriculum that meets their needs and aspirations. We have a dedicated and passionate team of well qualified and highly skilled staff who provide outstanding teaching, and this is reflected by our excellent GCSE and A-Level results which remain significantly above national averages in all headline measures year on year. This was further validated by Ofsted in both 2015 and 2010 when we achieved Ofsted Outstanding gradings, an endorsement of everything we do at Claremont.

Alongside our reputation for academic excellence, we also pride ourselves on our outstanding pastoral care, providing a very positive environment in which students thrive. As each new student joins us, we take the time to build a genuine partnership between family and school. You can be sure that your child will be nurtured and enriched in a supportive and challenging academic environment.

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.

We are committed to ensuring that the talents of all students are recognised and encouraged. Students benefit from first-class facilities and an exciting range of extra-curricular activities which develop confidence and skills for lifelong learning beyond the classroom.



N. Hyde-Boughey
Executive Headteacher

Chrysalis Multi Academy Trust

A Multi Academy Trust (MAT) are institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company. The board of Directors is responsible for decisions relating to how each academy is run, however, each individual academy retains its own governing body and the Trust delegates some of its functions to the governing body.



Background on our CMAT:

Chrysalis Multi Academy Trust (CMAT) was founded in 2017. It is a MAT for local schools and we have exceptionally high ambitions for anyone and everyone we work with. Currently, we have joined with Sudbury Primary School.

CMAT 'Our Shared Vision':

High quality education is the heart of everything we do at CMAT. This is because we know that an outstanding education unlocks the potential of all learners and provides them with a wealth of opportunities regardless of their backgrounds or their individual starting points. We believe that every young person, regardless of where they came from, or their ability or personal needs is deserving of a world class education experience at CMAT. By ensuring that every young person is given this opportunity we can enable them to achieve their full potential and to prepare them to be successful in adult life and in an ever-changing world.

Quality education is the hallmark of a forward thinking and highly cohesive society.

Excellence: appointing the best staff who are innovative, skilled and whose enthusiasm for facing the challenges of education in the 21st century is unparalleled, and to continue to provide opportunities for continuous professional development for all our staff.

Responsibility: provide a safe and secure environment where individual learners thrive as confident, independent citizens, who are accountable and reflective about their actions and decisions.

Respect: fostering genuine community cohesion and a set of traditional values based on discipline, respect and compassion, where we value the unique contributions of parents and carers and the wider community.

Aspiration: providing a broad, balanced and challenging curriculum through innovative and quality teaching, strengthened by our exciting and all-inclusive approach enabling us to be at the forefront of educational development.

Perseverance: providing challenging and rigorous standards of academic achievement, enabling pupils to make choices for future learning based on a range of academic and applied skills.

At CMAT we ensure that all of our learners know and understand the values that they bring to their success and the added value that is brought by others. In this way we strive to create a learning community that is built upon the foundations of fairness, cohesiveness, challenge and resilience, productivity and innovation.

We expect learners of CMAT to be confident to compete with their local, national and international peers.

Underpinning our vision and mission statement are our core values which have been defined by all of our staff and governors and which capture the values of all of our schools: Excellence, Responsibility, Respect, Aspiration and Perseverance. These expectations underpin everything we do and we are very excited to work with our partners who share this ethos.

Six key principles of the CMAT:

Equity: Total commitment to working together to improve the life chances of all learners through high expectations of the performance for all

Learning: High quality teaching and learning for all key stages

Leadership: Rigorous leadership that has an impact at all levels

Curriculum: Positive growth mindset so that we are consistently developing, achieving strength through challenge, and creating opportunities for all

Professional Development: High quality training and professional development for staff and governors

Communication: Positive professional relationships between all staff and all stakeholders.



CMAT SCHOOLS



Our primary school

Sudbury Primary School



Our Vision at Sudbury Primary School; *'Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning,'* reflects our aspiration for our pupils to work together and be the best that they can be, this applies to every pupil who attends our school.

The school values: Respect, Responsibility, Honesty, Kindness & Courage are celebrated and upheld across the school so that pupils of all ages enjoy learning and developing the skills they need to achieve even more success through their transition to high school.



Our modern, world-class learning environment is exceptional, this enables the school to provide an outstanding Music and Computing Suite, an exclusive Drama Studio, a well-resourced Library, and a Nature Garden to name just a few.

Teaching and learning at Sudbury is outstanding, and this is something that we are very proud of. It is this that makes such a difference to the engagement and success of all our learners and ensures that we can provide a first-class education for all.



Whole School Vision

Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning.

HEAD OF CHEMISTRY
MPS / UPS + TLR 2.3 (£7,017)
(Inner London Allowance)

An exciting vacancy has arisen for a well-qualified, enthusiastic and inspiring Head of Chemistry to lead this important area of the curriculum across Key Stages 3, 4 and 5 from January 2023. The successful applicant will have the academic, teaching and administrative capabilities expected of staff at this prestigious school with the ambition and innovation to lead and develop this department.

The successful candidate will have the opportunity to join the Claremont network with access to a range of benefits – such as continuous professional development with great career progression opportunities; we pride ourselves on valuing our staff – our teachers enjoy working here.

We welcome applications from candidates who can demonstrate:

- a passion for teaching Chemistry
- commitment to promoting high quality teaching and learning within the department
- ability to use data to drive pupil progress
- experience of teaching Chemistry to A level standard would be an advantage

Details of the Chemistry Department in terms of teaching staff, syllabi and resources can be found on the school website under Curriculum and Chemistry.

An application form and further details are also available on our website (www.claremont-high.org.uk).

Please send your applications to: Mrs Panchal, the Headteacher's PA by:-

Closing Date: 12 noon on Tuesday 27th September 2022

Claremont High School Academy is an Equal Opportunities Employer.
We comply fully with the ethos of safer recruitment and undertake all relevant checks, including enhanced DBS clearance.

We reserve the right to appoint a suitable candidate prior to the deadline.



JOB DESCRIPTION

HEAD OF DEPARTMENT

Responsible to: Director of Teaching and Learning / Senior Line Manager

Responsible for: Department members

TLR: 2.3 (£7,017)

The Head of Department has a key role within the school, which is to deliver, to the students, the best possible educational experience within that subject area.

S/he is expected to contribute to the formation of whole school policy and procedures, and to implement them. S/he is expected to take responsibility for a particular group of staff and students, resources and curriculum within the departmental context, and under the auspices of a particular Senior Line Manager.

The Head of Department is directly responsible to the subject DTL or Senior Line Manager and has a key role in liaising and communicating with other post holders – SMT, other Heads of Department, PPM's etc, and with departmental staff in the interest of the services offered to the students.

1. STAFF with the support and guidance of the DTL/ Senior Line Manager:

- 1.1 coordinate and manage the work of teachers in the Department to meet school and national requirements of policy and practice;
- 1.2 assist in the selection, appointment and promotion of staff within the Department;
- 1.3 be responsible for performance and professional development of members of the department. This will include advice on appropriate courses, reading, extension of professional experience and an annual review with each member of the Department of their work;
- 1.4 be responsible for coordinating and managing the work of specialist support staff;
- 1.5 be responsible for the induction and assessment of NQTs, Beginning Teachers and new teachers in the Department;
- 1.6 supervise the work of supply teachers in the Department;
- 1.7 support teachers in the Department in the maintenance of good order and discipline.
- 1.8 coordinate and manage the work of the team to meet school and national requirements of policy and practice so that they are able to support pupils' progress.

2. STUDENTS

- 2.1 be responsible for maintaining high standards of work and behaviour in the Department;
- 2.2 be a first point of reference for difficulties with class or individual work or behaviour;
- 2.3 ensure that support and appropriate sanctions are used to address homework difficulties, in line with school policy;
- 2.4 liaise with tutors, DTL/Senior Line Manager, PPM's and Parents about students and classes causing concern and participate in any necessary arrangements to support such students;
- 2.5 Contribute to the school's agreed system / programme of staff review and development through monitoring the progress of staff towards meeting the school's overall aims and objectives. Leading, developing and enhancing the teaching practice of other teachers within the faculty.

3. COMMUNICATIONS

- 3.1 Set appropriate agendas for meetings, department training and development activities and arrange publication of brief minutes; (noting action points and timescales) to the Department, SMT and other interested persons;
- 3.2 Seek, coordinate and represent the views of the Department and attend appropriate meetings with senior colleagues;
- 3.3 Report proposals and the views of senior colleagues to the Department / Faculty;
- 3.4 Prepare reports for Governors, Senior Management, Advisors, Consultants, and other persons on the work of the Department;
- 3.5 Liaise actively with appropriate external agencies: e.g. Advisors, Consultants, Teachers' Centres, examination Boards and industry;
- 3.6 Communicate with other staff and parents, as appropriate, information about pupils' work, behaviour and attendance.
- 3.7 Ensure the production of department documentation such as annual subject reviews, annual examination reviews and the department development plan
Disseminate information and consult colleagues as necessary

4. ASSESSMENT, RECORDING AND REPORTING / GENERAL RECORD KEEPING

- 4.1 To implement the school's policy on Assessment, Recording and Reporting, to include Target setting;
- 4.2 To maintain all appropriate Department records: e.g. Assessment, centralised marks, examination entries; finance; learning resources; exam syllabuses schemes or work; job descriptions;
- 4.3 Make these records available to SMT, Governors, members of the Department as appropriate;
- 4.4 Implement school policies for record keeping and assessment of pupils' work, behaviour and attendance.

5. CURRICULUM

- 5.1 Have responsibility for the development and implementation of the Department curriculum and schemes of work;
- 5.2 Monitor the setting of homework and ensure that tasks are integrated within schemes of work;
- 5.3 Ensure that the Quality of Education /curriculum accords with the aims of the school. (This includes having a full curriculum intent and implementation plan)
- 5.4 Ensure that pupils follow appropriate examination courses and are entered for the appropriate examinations;
- 5.5 Ensure that pupils are properly prepared and that their work is assessed in, for example, the oral, practical and coursework requirements of the examination boards;
- 5.6 Be responsible for all examination arrangements for the Department for school examinations, and all subject specific arrangements in conjunction with the School Examination Officer for external examinations.

6. RESOURCES AND ENVIRONMENT

- 6.1 Be responsible for the cataloguing, maintenance, storing and accessibility of all learning materials and equipment. To have proper regard for the safety of equipment and its use;
- 6.2 Be responsible for the ordering distribution and replacement of appropriate learning materials and supplies;
- 6.3 Be responsible for the compliance with the school Health and Safety policy in the Department's rooms, offices, stores and corridors and in any activity with pupils on or off the school site organised by the Department;
- 6.4 Be responsible for field trips and visits where appropriate, keeping expenditure within budget and ensuring that such activities contribute to the planned curricular experience of all pupils.

CONDITIONS OF EMPLOYMENT

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular, attention is drawn to the requirement that, *'Teachers with leadership and management responsibilities are entitled, as far as is reasonably practical, to a reasonable allocation of time within school sessions to support the discharge of their responsibilities'*.

The post holder may be required to perform any other reasonable tasks after consultation.

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 constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder. All staff participates in the school's performance management scheme.

Intent: year 10-11

To enable students to develop a love for the sciences and to understand the world around them through Chemistry. By learning about scientific enquiries they are able to answer scientific questions about the world around them and to make a positive contribution to society which enhances their Science Capital.

In Yr10 students will start with a base knowledge about the Periodic Table, Chemical reactions and bonding. They explore the complex nature of acids and alkalis at a atomic and molecular level and link this to the neutralisation topics studied from Y7 and 8. The students then apply these concepts to electrolysis and metals and learn about the social and economic benefits and drawbacks of types of metal extraction. Within this topic they learn about corrosion which takes an abstract concept to a relatable example that the students would have studied at KS2. Throughout the year references are made to the Periodic table and how the position of elements influences their behaviour including reactivity and uses in everyday materials. These concepts are all underpinned by practical and mathematical skills. Throughout Y10 and 11, students continue to experience working in a laboratory and how to be pay close attention to health and safety. Carrying out titrations gives the students opportunities to link their practical skills to complex multi-step calculations. They have opportunities to design their own experiments and to evaluate their data and draw conclusions based on scientific evidence. In Yr11 the topics covered are applications of all the concepts learnt up to Y10. Students apply their knowledge of structure and bonding to understand reactivity of groups 1,7 and 0 elements behave. The topic of rates and energetics gives them opportunities to review and reinforce knowledge of bonding and reactivity. Students learn about fuels and homologous series which links to Y10 topics on covalent bonds and chemical reactions. The complex topic of equilibria introduces students to a new way of looking at chemical reactions and the challenges faced by industries when trying to balance chemistry and profits. Students also to learn about key scientists who have had an impact in the way we produce our resources e.g Fritz Haber. The extension units on organic chemistry gives students a taste of KS5 learning as they learn about carboxylic acids, alcohols and polymers. Their laboratory and analytical skills are enhanced through the topics on qualitative analysis of anions and cations. This gives students a taste of forensic analysis.

The groups in Chemistry consist of students at a range of flight paths and the overall grade drifts upwards, enabling the students on lower FP targets to make exceptional progress

Implementation year 10-11

We offer the Pearson Specification (1-9 Separate Chemistry). We have our own course planner which is designed to ensure that students think synoptically. Most of the knowledge is covered in Y10 alongside practical and mathematical skills with a gradual build up of application of concepts. In Yr 11 the units studied are applications of the key concepts unit which helps to reinforce the students' knowledge and enables them to apply these to unfamiliar scenarios. Our assessment policy is little and often to enable our students to cope with the linear exams. Each topic is split into subtopics for assessments which cover the grade range from 3 to 9. There are 16 topic tests in total for Y10-11. In addition to these we have baseline assessments at the start of Y10 and Y11 and summative exams in line with whole school ARR calendar. All formal assessments are marked by teachers and recorded on G4S and are visible to parents and carers. Each assessment is followed by a lesson of correction, reflection and reinforcement of the content and concepts covered. Alongside the written assessments, students complete all required practicals and many recommended practicals which enhance their understanding and improves their practical skills.

The course planner and assessments are reviewed annually to address any gaps we identify in the GCSE exams. We make full use of Results Plus as well as review of candidate scripts in order to improve our delivery and students' outcome.

Intent: year 12-13

- For our KS5 Chemistry curriculum we aim to build on the 8 dimensions of science capital; we continue to build on scientific literacy, improve students' attitude to science by making the teaching relevant to their everyday life, provide opportunities for students to develop transferable skills through practical work, data analysis and oracy. We encourage students to engage with Chemistry related media including magazines, books and web content. Attendance of the Science Summer Exhibition and a workshop on Spectroscopy puts their learning in context. With these aims we hope our students become independent learners ready for higher education.

Key concepts like bonding, atomic structure and calculations are delivered early in the course as a bridge to KS4 learning. For example, when teacher 1 is teaching about atomic structure, teacher 2 is utilising that knowledge in the context of structure and bonding. The topics allocated to teachers are based on their area of expertise to ensure a deeper understanding of the topics. Organic Chemistry is introduced later on in the course to ensure that students are secure in their knowledge of covalent bonding. Redox is taught before the topic on alcohols and group 7 which enables students to apply the concept to specific reactions. This serves two purposes: a constant cycle of reinforcement and a faster pace through the course ensuring an improvement in long term memory and preventing boredom. Rates is taught before equilibria and spectroscopy and analysis are taught at the end of the Yr12 course which allows students to demonstrate their progress through the CPAC as well as their development in problem solving. The learning is underpinned by core practicals. Throughout the course students learn about key chemists behind the chemical reactions used in industry and they evaluate the impact on economy, safety and the environment. Students prepare aspirin in the lab, cells from a combination of metals and their solutions, find the % of iron in iron tablets, % of copper in brass and investigate rates of reaction using a wide range of laboratory techniques.

Implementation—year 12-13

Our course planner is designed to ensure that students think synoptically. Students are taught 10 topics in each year by two teachers.

Each topic has a HW and CW pack of exam style questions. Our SoW is designed to ensure that teachers alternate between delivery of knowledge and applications. Most of the knowledge is covered in Y12 alongside practical and mathematical skills with a gradual build up of application of concepts. Our assessment policy is little and often to enable our students to cope with the linear exams. Students are assessed at the end of each topic and have cumulative tests before each progress assessment. In addition to these we have baseline assessments at the start of Y12 and Y13 as well as summative exams in line with whole school ARR calendar. To improve students' written communication, they are set 6-mark questions once a fortnight. All formal assessments are marked by teachers and recorded on G4S and are visible to parents and carers. Each assessment is followed by a lesson of correction, reflection and reinforcement of the content and concepts covered. Alongside the written assessments, students complete all required practicals and many recommended practicals which enhance their understanding and improves their practical skills. All students complete the CPAC and an endorsement certificate to take to their chosen university as proof of competency in practical skills.

The course planner and assessments are reviewed annually to address any gaps we identify in the GCE exams. We make full use of Results Plus as well as review of candidate scripts in order to improve our delivery and students' outcome.

Impact: KS5

Pupil Outcomes— positive L3VA depending on attitude and ability of our cohort as well as staffing stability.

Destinations— majority of our students gain places in Russell Group universities and our alumni experience high success in their degrees, particularly in the Chemical sciences where majority end up with a first class or 2:1

Cross Curricular Links Our links with other subjects enhance our students Science Capital by giving them opportunities to transfer knowledge across other areas and understanding the Chemistry threads that run through them.

- Chemistry is very closely linked to Maths and Physics. Overlapping skills and concepts include, rearranging equations, deducing units, conversion to logs, plotting and analysing graphs, evaluating data in tables and graphs.

Impact: KS4

- The Chemistry department's GCSE target is based on FFT5 which we consistently achieve or exceed.

• We are particularly successful with our grade 7+ which is on par with independent and selective secondary schools.

Chemistry Department

Curriculum Rationale

2021-2022



Intent: year 10-11

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The groups in Chemistry consist of students at a range of flight paths and the overall grade drifts upwards, enabling the students on lower FP targets to make exceptional progress

Impact: KS4

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- We are particularly successful with our grade 7+ which is on par with independent and selective secondary schools.

Implementation year 10-11

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Cross Curricular Links Our links with other subjects enhance our students Science Capital by giving them opportunities to transfer knowledge across other areas and understanding the Chemistry threads that run through them.

- Chemistry is very closely linked to Maths and Physics. Overlapping skills and concepts include, rearranging equations, deducing units, conversion to logs, plotting and analysing graphs, evaluating data in tables and graphs.

Chemistry Department

KS4 Curriculum Rationale

2021-2022



Intent: year 12-13

- For our KS5 Chemistry curriculum we aim to build on the 8 dimensions of science capital; we continue to build on scientific literacy, improve students' attitude to science by making the teaching relevant to their everyday life, provide opportunities for students to develop transferable skills through practical work, data analysis and oracy. We encourage students to engage with Chemistry related media including magazines, books and web content. Attendance of the Science Summer Exhibition and a workshop on Spectroscopy puts their learning in context. With these aims we hope our students become independent learners ready for higher education. We have very close links with the RSC which offers enriching resources for both students and teachers.

Key concepts like bonding, atomic structure and calculations are delivered early in the course as a bridge to KS4 learning. For example, when teacher 1 is teaching about atomic structure, teacher 2 is utilising that knowledge in the context of structure and bonding. The topics allocated to teachers are based on their area of expertise to ensure a deeper understanding of the topics. Organic Chemistry is introduced later on in the course to ensure that students are secure in their knowledge of covalent bonding. Redox is taught before the topic on alcohols and group 7 which enables students to apply the concept to specific reactions. This serves two purposes: a constant cycle of reinforcement and a faster pace through the course ensuring an improvement in long term memory and preventing boredom. Rates is taught before equilibria and spectroscopy and analysis are taught at the end of the Yr12 course which allows students to demonstrate their progress through the CPAC as well as their development in problem solving. The learning is underpinned by core practicals. Throughout the course students learn about key chemists behind the chemical reactions used in industry and they evaluate the impact on economy, safety and the environment. Students prepare aspirin in the lab, cells from a combination of metals and their solutions, find the % of iron in iron tablets, % of copper in brass and investigate rates of reaction using a wide range of laboratory techniques. The experiences provided in the lab ensures that students who take up STEM courses at university are fully prepared for their course.

Implementation—year 12-13

Our course planner is designed to ensure that students think synoptically. **Students are taught 10 topics in each year by two teachers. Each topic has a HW and CW pack of exam style questions.** Our SoW is designed to ensure that teachers alternate between delivery of knowledge and applications. Most of the knowledge is covered in Y12 alongside practical and mathematical skills with a gradual build up of application of concepts. Our assessment policy is little and often to enable our students to cope with the linear exams. Students are assessed at the end of each topic and have cumulative tests before each progress assessment. In addition to these we have baseline assessments at the start of Y12 and Y13 as well as summative exams in line with whole school ARR calendar. To improve students' written communication, they are set 6-mark questions once a fortnight. All formal assessments are marked by teachers and recorded on G4S and are visible to parents and carers. Each assessment is followed by a lesson of correction, reflection and reinforcement of the content and concepts covered. Alongside the written assessments, students complete all required practicals and many recommended practicals which enhance their understanding and improves their practical skills. All students complete the CPAC and an endorsement certificate to take to their chosen university as proof of competency in practical skills.

The course planner and assessments are reviewed annually to address any gaps we identify in the GCE exams. We make full use of Results Plus as well as review of candidate scripts in order to improve our delivery and students' outcome.

Impact: Ks5

Pupil Outcomes— positive L3VA depending on attitude and ability of our cohort as well as staffing stability.

Destinations— majority of our students gain places in Russell Group universities and our alumni experience high success in their degrees, particularly in the Chemical sciences where majority end up with a first class or 2:1

Cross Curricular Links Our links with other subjects enhance our students Science Capital by giving them opportunities to transfer knowledge across other areas and understanding the Chemistry threads that run through them.

- Chemistry is very closely linked to Maths and Physics. Overlapping skills and concepts include, rearranging equations, deducing units, conversion to logs, plotting and analysing graphs, evaluating data in tables and graphs.

Chemistry Department
KS5 Curriculum Rationale
2021-2022

