

Welcome to North Oxfordshire Academy

APPLICATION PACK

Head of Chemistry

Salary: Competitive teacher pay scale £35,000 - £51,000 per annum with a TLR2

Hours: 37.5 hours a week (Part time options available)

Start date: September 2025

Closing Date: Sunday 1st December



North Oxfordshire Academy is seeking to appoint a Head of Chemistry

North Oxfordshire Academy seeks a passionate and experienced Head of Chemistry to join our dynamic team. The successful candidate will play a pivotal role in shaping the future of Chemistry, inspiring and supporting our talented staff to deliver exceptional teaching and learning experiences.

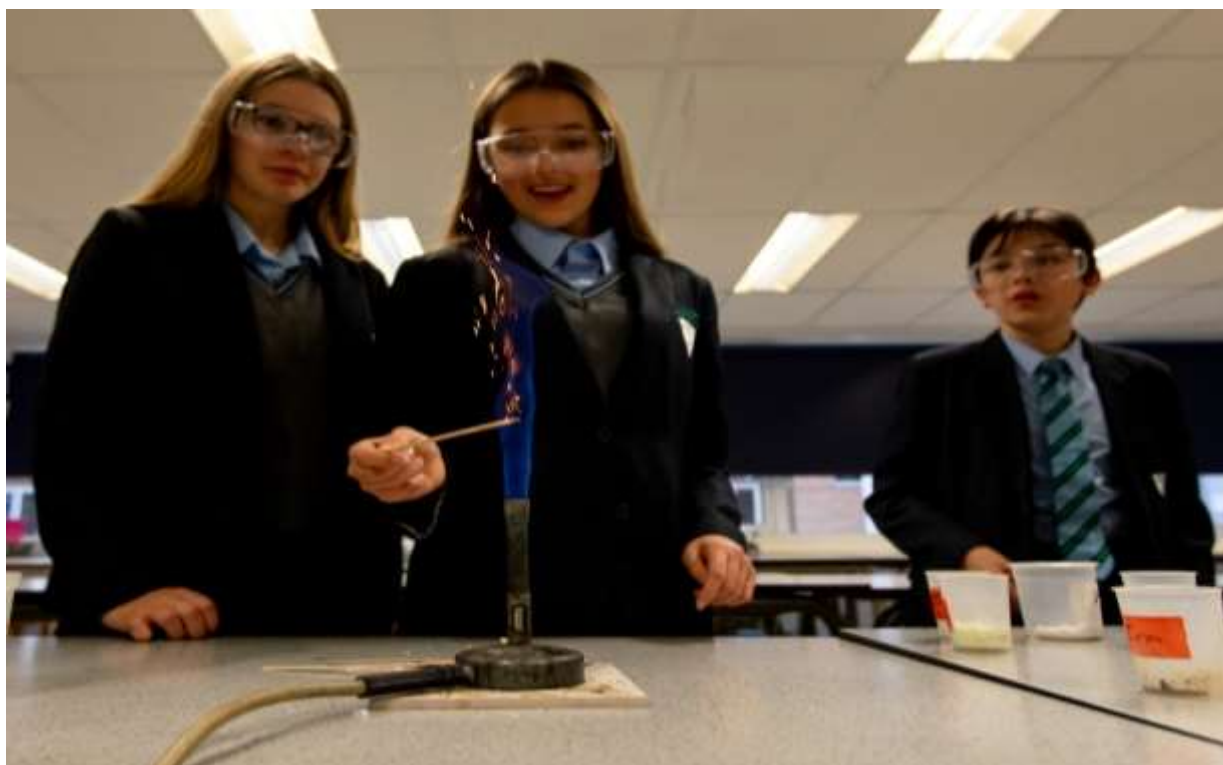
If you are a dedicated and innovative Science educator seeking a challenging and rewarding role, we encourage you to apply.

North Oxfordshire Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as **you**.

North Oxfordshire Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Respect, Determination, Ambition, Confidence, and Integrity, and will have a working knowledge of how these will apply within a Secondary Academy context and within the role itself.



North Oxfordshire Academy is a caring and inclusive school. Staff know the pupils well and, as one parent described, “They always put the needs of the children at the heart of everything they do.”

(Ofsted, November 2022)

A Letter From The Principal

Thank you for interest in joining North Oxfordshire Academy. I am lucky enough to have worked at NOA since 2011 and have seen first-hand how our community has transformed lives. I am very proud of our school and, most importantly, of the students and staff with whom we have the pleasure of spending each day. At the North Oxfordshire academy, we talk a lot about us being a family; a place where we all belong; all feel respected and an academy that supports children to be the very best version of themselves.

North Oxfordshire Academy is a place where students work hard to achieve their dreams. We believe that high quality academic outcomes are important, but our young people are so much more than grades. We develop character so our students become respectful, ambitious, and determined members of our community. We expect every member of the NOA community to work hard to pursue their dreams; relentless hard work builds character. We have an ambitious vision of providing our students with a world class education in character and academics. The reason North Oxfordshire Academy exists is to provide the very best life chances for our students. Our vision and mission keep us moving forward; we never settle and always want better for our NOA families.

I am often asked what I am looking for when I appoint great colleagues. I think the starting point is that you must love children and that you have the highest of standards. NOA students and families deserve the very best and I look to employ people who work with integrity and truly believe in giving service to our community. In short, I appoint people who I would want to teach and inspire my own children.

Working in a school is deeply rewarding but also requires resilience. At NOA we look after staff with sensible and well thought out wellbeing and workload polices. We know that to flourish at work we all must be fulfilled in our home lives; we strive to listen and act on feedback. Staff are well supported by United Learning in providing a rich professional development offer for both teachers and support staff. Alongside this the United Learning curriculum is well developed so that teachers and leaders have a wealth of planning support. United Learning provide all staff with more time, more pay, and more support so we can deliver the very best learning experience for our students and families.

I hope you have read this short introduction, and you feel aligned with our vision. I encourage you to come and see the academy `in action`; our wonderful students and staff are the real selling point, and I think when you meet them you will want to be part of the North Oxfordshire Academy family.



Mrs Ellie Jacobs, Principal

Why Work For Us?

The leadership of the academy is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Teachers at the Academy speak of this as one of the major benefits of working here.

In addition to this, teachers can expect:

- No formal observations.
- No lesson grading.
- A whole class marking policy.
- 3 extra INSET days per year - 8 in total.
- Collaborative team planning.
- No emails (except safeguarding) after 5.30pm and at weekends
- Access to Westfield Health cash plan
- Access to Perkbox and a Blue Light card
- Frequent opportunities to give your feedback



“The school’s curriculum is ambitious. Leaders have considered it in the context of their pupils’ aspirations. Consequently, leaders have introduced carefully chosen vocational pathways in key stages 4 and 5, which complement the broad range of academic courses.”

(Ofsted, November 2022)

Our Vision

To be an academy where students receive a world class education in character and academics leading to happiness and fulfilment in life.

Our Mission

We exist to provide our students with the best life chances in Oxfordshire.

Our Ethos

We engender a positive emotional climate where everyone is welcomed and valued. We believe that there are no excuses and no limits to what our students can achieve, and we work hard to maintain a relentless focus on high standards.

We believe that the five core values that best define North Oxfordshire Academy are:

RESPECT

Definition: a quality shown through thinking and acting in a positive way.

- Respect for ourselves.
- Respect for others.
- Respect for the environment.

DETERMINATION

Definition: the ability to continue to do something, although it may be difficult.

- Embracing the challenges of learning at a high level.
- Not giving up during adversity.
- Supporting each other to achieve.

AMBITION

Definition: a strong desire to achieve something.

- Aiming to achieve the highest possible outcome.
- Aspiring to achieve the best possible jobs, college, and university place.
- Offering leadership opportunities for all.

CONFIDENCE

Definition: A positive belief in one's own abilities, qualities, and worth.

- The ability to interact with others positively and effectively.
- The ability to express oneself expressively and with fluency.
- The belief in your ability to succeed in a particular task or goal.

INTEGRITY

Definition: the quality of being honest.

- Doing the right things even when no one is watching.
- Being honest with yourself and others, even when in the wrong.
- Having strong moral principles.

I have been working at North Oxfordshire Academy for over 10 years and I love working here; I feel greatly valued as a member of the team. There has been investment in me personally, I am praised for my achievements and motivated in my role and other roles by way of growth, the opportunities are vast!

Part of United Learning

North Oxfordshire Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum, and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.



***“The school’s culture is highly inclusive. All pupils are considered part of the ‘NOA family’.
Staff care that all pupils are happy and successful in all aspects of school life. Pupils
understand that bullying, discrimination, and harassment are not acceptable.***

(Ofsted, November 2022)

About Banbury

About Oxfordshire

Banbury's location offers the best of both worlds, with proximity to London and Oxford while still providing a peaceful country lifestyle. This balance of convenience and tranquillity makes it an appealing choice for those seeking a charming and well-connected community to call home.

Banbury Cross

The history of Banbury Cross is fascinating, with both the original High Cross and the current monument playing important roles in the town's heritage. The unique story behind the current Banbury Cross being commissioned for a royal wedding adds an extra layer of significance to this iconic landmark. It serves as a reminder of Banbury's rich history and the changes it has gone through over the years.



Castle Quay Waterfront

The Castle Quay Waterfront is an exciting new addition to the town's landscape, with its focus on creating a vibrant canal-side leisure destination. The development includes a cinema, supermarket, hotel, restaurants, and parking facilities. As Castle Quay Waterfront promises to bring a fresh dynamic to Banbury's entertainment and dining scene, attracting more people to enjoy this modern amenity.



Spiceball Country Park & reservoir

Spiceball Country Park offers a range of recreational activities and amenities for visitors of all ages, making it an ideal spot for families and nature enthusiasts alike. From leisurely strolls by the canal and river to engaging in outdoor play or enjoying a picnic in the serene surroundings, the park caters to various interests, ensuring a delightful experience for all who visit.

The Banbury Museum & Gallery

The Banbury Museum & Gallery offers visitors a comprehensive exploration of the town's history through its diverse exhibits and collections, spanning from the origins of the town to the present day. Situated conveniently next to the Oxford Canal and Tooley's historic boatyard, it provides an immersive experience for families

and history enthusiasts alike. With a variety of special exhibitions, events, and activities, there's always something engaging happening at the museum for all visitors to enjoy.

Broughton Castle

Broughton Castle located about 2 miles from Banbury, is a truly historic and picturesque estate with its moated fortified manor house, strong ties to the English Civil War, and its continued occupation by the Fiennes family. The combination of history and natural beauty, as seen in the formal gardens and park, likely makes it a fascinating place to visit and learn about.

Job Description and Person Specification

| | |
|----------------------------------|---|
| Post Title: | HEAD OF CHEMISTRY |
| Purpose: | <ul style="list-style-type: none"> Provide professional leadership and management of Chemistry to secure high-quality teaching, the effective use of resources and improved standards of learning and achievement of all students. |
| Reporting to: | Head of Science |
| Responsible for: | The provision of a full learning experience and support for students |
| Salary/Grade: | Main Scale United Learning equivalent with a TLR2 |
| Disclosure level | Enhanced |
| MAIN (CORE) DUTIES | |
| Key Accountabilities | <ul style="list-style-type: none"> To be accountable for leading, managing and developing Chemistry in the school To ensure the on-going development and evaluation of United Learning common curriculum and/or appropriate specifications and that these are followed by all teachers To plan and oversee the chemistry schemes of learning at KS4 and KS5 To actively monitor and follow up student progress across all key stages of Chemistry To keep up to date with local and national developments in Chemistry and teaching practice, pedagogy, and methodology To promote the building and sharing of good practice across your team via opportunities for shared planning and peer observation. Lead the monitoring and manage assessment and marking/feedback within Chemistry, ensuring consistency and that the school's policies are implemented Act as a role model of good teaching practice to all Science teachers, modelling and coaching to enhance performance of all and deliver at the highest level <ul style="list-style-type: none"> To support, monitor and evaluate standards of teaching and learning through classroom observation, sampling pupils' work and student feedback |
| Teaching Responsibilities | <ul style="list-style-type: none"> To teach students according to their educational needs, including the setting and marking of work completed by the students To plan and deliver lessons that are based on The Rosenshine Principles. To assess record and report on the attendance, progress, development, and attainment of students and to keep accurate records as required To provide, or contribute to, oral and written assessments, reports and to target set and provide references relating to individual students and groups of students To ensure that ICT, Literacy, Numeracy, and the school subject specialism are reflected in the teaching/learning experience of students To undertake a designated programme of teaching, plan, structure, and resource teaching and learning effectively. To ensure a high-quality learning experience for all students To use a variety of delivery methods which will stimulate learning appropriate to meet all student needs and demands of the syllabus To maintain discipline in accordance with the Academy's Behaviour Policy, and to encourage good practice regarding punctuality, behaviour, standards of work and homework To undertake assessment of students as requested by external examination bodies, departmental and school policies and to mark, grade and give written/verbal and diagnostic feedback as required To implement the Academy policies re: Home Learning |
| Faculty Responsibilities | <ul style="list-style-type: none"> To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in Science. To contribute as a team member to the Curriculum Area and department's improvement plan and its implementation To plan lessons (and schemes of work) that allow all students to make outstanding progress using a wide range of pedagogical strategies To assist the Faculty/Subject Leader to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives and to the development of effective subject links with external agencies. |

| | |
|---|---|
| School responsibilities | <ul style="list-style-type: none"> • To take part in the Academy's CPD programme by participating in arrangements for further training and professional development including your own personal development. • Where appropriate take the lead on training for chemistry across the science department • To engage actively in the Performance Management Review processes • To attend team and whole Academy meetings in accordance with the Academy calendar as required • To attend United Learning training, CPD and meetings as required • To maintain up to date and appropriate records and tracking for students within your area of responsibility • To communicate effectively with the parents/carers of students as appropriate and where appropriate, communicate and co-operate with persons or bodies outside the Academy • To be a Tutor to an assigned group of students, to register students and support students and to escort tutor group and attend school assemblies • To promote the general progress and well-being of individual students via the tutor and college system and school ethos. |
| Other Specific Duties: | |
| <ul style="list-style-type: none"> • To play a full part in the life of the Academy's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To promote actively the Academy's Policies & Procedures • To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate • To undertake any other duty as specified not mentioned in the above • To comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed • To report to your line manager and contribute actively to a relevant and coherent learning experience for pupils across the Science Faculty • To provide subject information and additional links with parents and others in relation to work in Chemistry • To ensure effective induction for new staff and support for trainees • To develop cross curricular links | |
| <ul style="list-style-type: none"> • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. • Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. • Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students. | |
| <p>This job description is current at the date shown, but following consultation with you, may be changed by the Principal to reflect or anticipate changes in the job which are commensurate with the salary and job title</p> | |



"It should feel daunting starting a new job but my time at NOA has been positive from the start. Apart from the welcoming atmosphere from your colleagues, it is apparent that support is in place for you to do well. I have been thoroughly lucky to receive such support and mentoring within my job role."



Person Specification – Head of Chemistry

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

| QUALIFICATIONS | Criteria | Selection |
|--|----------|-----------|
| Qualified to at least degree level | E | A |
| Qualified to teach in the UK (QTS) | E | A |
| Qualified to work in the UK | E | A |
| Evidence of further in-service training | D | A |
| Further professional education qualifications | D | A |
| LEADERSHIP | | |
| Experience of involvement in developing and supporting colleagues through coaching and mentoring | E | A/I |
| Strong interpersonal, written, and oral communication skills | E | A/I |
| Takes personal responsibility for their own actions | E | A/I |
| Genuine passion and a belief in the potential of every student | E | A/I |
| Commitment to the safeguarding and welfare of all pupils | E | A/I |
| Can maintain effective working relationships with parents and other stakeholders | E | A/I |
| EXPERIENCE | | |
| Experience of teaching in a school or education setting (secondary) | E | A/I |
| A track record of effectively leading/motivating pupils and staff and developing team approaches | D | A/I |
| Involvement in curriculum initiatives and extra- curricular developments | D | A/I |
| Involvement in shaping and implementing the vision of the Chemistry curriculum | E | A/I |
| Experience of improving student outcomes | E | A/I |
| Knowledge and understanding of National Educational priorities/developments | E | A/I |
| Experience of delivering lessons which are consistently at least good to students of all ages and abilities | E | A/I |
| Experience of implementing behaviour management strategies consistently and effectively | E | A/I |
| Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes | E | A/I |
| Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. | E | A/I |
| Knowledge of the curriculum at KS3, KS4 & KS5 | E | A/I |

| PROFESSIONAL DEVELOPMENT | | |
|--|---|-----|
| Evidence of a commitment to own professional development | E | A/I |
| Evidence of keeping up to date with educational thinking and knowledge | E | A/I |
| A strong commitment to the quality of professional development of staff | E | A/I |
| The drive to develop others' capabilities and help them realise their full potential | E | A/I |
| The ability to use data to evaluate student performance and take effective action | E | A/I |
| Able to use new technologies in the teaching of Chemistry | D | A/I |
| SKILLS, BEHAVIOUR AND PERSONAL QUALITIES | | |
| Ability to establish a positive ethos with an emphasis on high achievement for all | E | A/I |
| Ability to empathise with the needs of pupils and to be firm but fair and consistent | E | A/I |
| Ability to prioritise and manage time effectively | E | A/I |
| An effective communicator and motivator of pupils and staff | E | A/I |
| A capacity to inspire through a love of teaching | E | A/I |
| A team player with the ability to establish good working relationships with staff, pupils, and parents | E | A/I |
| The ability to set clear expectations and parameters and to hold others to account for their performance | E | A/I |
| The ability to challenge underperformance | E | A/I |
| The tenacity to see things through | E | A/I |
| Flexibility in approach | E | A/I |
| Involved in educational developments beyond what is required. | D | A/I |
| Eager to acquire further skills and career enhancement | D | A/I |





North Oxfordshire Academy
The best in everyone™
Part of United Learning

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