

ROYAL ALEXANDRA AND ALBERT SCHOOL



Job details

Head of Chemistry from September 2022

Thank you for your interest in this post and we look forward to receiving your application. This is an exciting opportunity for someone to join our school. We are looking for someone who is:

- Passionate about high quality teaching and learning
- Offers inspirational and caring guidance for young people
- Works collaboratively, asks questions, and is keen to learn

You will need to have the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the Science department enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further professional development which we believe will benefit both the individual and the school. The successful applicant is likely to be a form tutor.

This document contains information about the department, the job description and the person specification.

Separately, there are the following documents:

- Recruitment Booklet
- Information about the school is on the TES page for RAAS
<https://www.tes.com/jobs/employer/royal-alexandra-and-albert-school-1039740>

Visit our website <http://www.raa-school.co.uk/> for more information about the school and <http://www.raa-school.co.uk/vacancies.asp> for information for prospective members of staff.

Applicants should submit the Application Form (the TES application form can be used) and a letter of application which should not normally exceed two sides.

Candidates selected for interview will be informed by telephone and email. We do not generally contact candidates who are not shortlisted.

Thank you for taking the time to complete your application.

Current Information on the Science Department

Accommodation

- 7 Laboratories
- 2 Science Preparatory Rooms
- Staff workroom
- HOD office

Results

In Science pupils achieve high outcomes at GCSE & A level. At GCSE pupils achieve results higher than the national average in 9-7, 9-4 and 9-1. With P8 scores within Separate Science of above 1 and Combined Science above 0.8. At A level typically 80% or above achieve A*- C, higher than the national averages.

Teaching

Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
3-6	KS2 course following schemes of work devised with the dept & Juniors	2 (1 with a senior Science specialist teacher, 1 with their junior class teacher)	Taught in junior classes.
7 & 8	KS3 course following schemes of work devised within the dept. We track students regularly	4	Taught in Form groups. 3 sets in each half of the year
9	KS4 AQA GCSE Following schemes of work devised within the dept.	4	Setted – 3 sets in each half of the year.
10 & 11	All students start on the Separate Science course in Year 9, their end of year assessment is then used to finalise GCSE routes into Year 10. In Year 10 top sets take the Separate Science route, all of the other sets are on the Combined trilogy Science route	2 per specialism, taught by subject specialist where the timetable allows	Setted – 4 sets on A side, 3 sets on B side
Sixth form	Biology & Chemistry A levels – OCR A Physics A level - AQA Following schemes of work devised within the dept	6 this is usually split across two specialist teachers where the timetable allows	1 or 2 groups each in Y12 and Y13 depending on numbers

* out of 34 x 50-minute lessons per week

ICT is used regularly to support pupils' learning.

Key Stage 2

All pupils have one 50-minute lesson per week in Key Stage 2 with Science specialist and further Science lessons with their class teacher.

Key Stage 3

All pupils currently have four 50-minute lessons of general Science per week. We track students regularly and set across half year groups, which are flexible and constantly under review.

Key Stage 4

GCSE Science starts being taught in Year 9 with four 50-minute lessons per week. All students start on the Separate Science course, their end of year assessment is then used to finalise GCSE routes into Year 10.

In Year 10 top sets take the Separate Science route, subject to their end of Year 9 level, all of the other sets are on the Combined Science route. All sets currently have six lessons per week, two in each specialism. We follow the AQA specifications. Across years 10 & 11, all Sciences are taught discretely in fixed blocks, by a subject specialist where the timetable allows.

Key Stage 5

All pupils currently have six 50-minute lessons per week, this is usually split across two specialist teachers where the timetable allows. Biology and Chemistry A levels following the OCR A specifications, Physics A level follows the AQA specification.

Staffing

Head of Science: Wendy Peck,

2i/c, Head of Biology: Philippa Robb

KS3 Science Coordinator: Meagan MacFarlane

Science Teachers: Jennifer Ball, Gary Bendall, Michael Fenn, Joe Gale, Charlene Kaye, Bryony Potter, Ingrid Rolland, Ewan Williams, Michael Brown, Joshua Philpott, Laura De Veulle-Filleul, Elysia Newton

Senior Science Technician: John Weaver

Science Technician: Debra Andrews

JOB DESCRIPTION

Post Title:	2ic, Head of Chemistry
Scale:	UPS / MPR + TLR2A £2,873 (2021-22 value)
Responsible to:	Head of Science
Start date:	September 2022

The Role

To provide highly effective teaching and leadership of Science across all key stages, contributing to the ongoing development of the department with a particular focus on Chemistry.

Key Responsibilities

- To teach Science across Key Stage 3 and 4 and A Level Chemistry
- To lead and develop Chemistry across the school
- Lead the design and implementation of the Chemistry curriculum and assessment in conjunction with the Head of Department
- Be a role model of outstanding teaching in the department
- To be a form tutor
- To contribute to the co-curricular life of the school

As Head of Chemistry, to work closely with the Head of Department to:

- Develop innovative schemes of work which are inspiring for learners and teachers alike and feed into standards-based assessments
- Ensure assessments are moderated internally
- Ensure assessments reflect each pupil's overall level
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Work in collaboration with colleagues to ensure pupils receive high quality interventions
- Through regular observation and feedback, mentor subject teachers to ensure excellent teaching and learning in all lessons
- Ensure that classroom teachers are utilising best practice for the teaching of Chemistry
- Lead specific departmental inset, and inset across the school, to share good practice
- Create and sustain a positive department culture, where staff feel collectively supported and developed
- Take the role of Performance Manager for members of the department

Teaching and Learning

- To provide clear structures for lessons, and for sequences of lessons, in the short, medium, and longer term, which maintain pace, motivation and challenge
- To plan effectively to ensure that pupils have the opportunity to meet their potential, taking account of the needs from those who are underachieving to those who are very able, making use of relevant information and specialist help where available
- Use regular, measurable and significant assessments of teaching
- Complete all reporting on time
- Closely monitor progress and attainment of pupils and use it to inform teaching
- To set high expectations for pupil behaviour and establish a safe environment that supports learning and where pupils feel secure and confident
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required

Other

- Actively contribute to the co-curricular life of the School
- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Headteacher
- Be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate
- Contribute to the overall ethos and aims of the School

Person Specification: 2ic, Head of Chemistry

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Good Honours Degree in a relevant subject• Recognised Teaching Qualification	<ul style="list-style-type: none">• Additional qualifications/ training
Experience	<ul style="list-style-type: none">• Experience of teaching Chemistry at KS4 and KS5, and general Science across KS3	<ul style="list-style-type: none">• Experience of teaching outside of specialism at KS4
Teaching and Learning	<ul style="list-style-type: none">• Excellent classroom practitioner• Commitment to regular and on-going professional development	
Personal	<ul style="list-style-type: none">• Good communication, planning and organisational skills• Hardworking• Enthusiastic• Resilient• A strong team player• Good sense of humour	

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check.