



Head of Chemistry

APPLICATION PACK

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'Academies in Christ'
Part of the Archdiocese of Southwark



Letter from the Executive Principal

Dear Candidate,

Thank you for your interest in this exciting role within in our ambitious partnership of two secondary schools in the West Kent Cluster of Kent Catholic Schools' Partnership.

We are a collaborative partnership of proudly Catholic, world class schools connected by our ambitious extended curriculum and passion to nurture the young people in our care into confident, well-rounded Individuals who make the world a better place.

We have extremely high expectations of what we do for the students in our schools and are keen to recruit like-minded, passionate colleagues who have the potential to redefine what is possible in the education landscape.

If you are passionate about making a better world through the power of education and have the skills and determination to deliver an exceptional science curriculum, we would love to hear from you.

Kind regards

Mike Wilson

Executive Principal

St Gregory's Catholic School & St Simon Stock Catholic School



St Gregory's students make the world a better place

School vision and values

Our Vision

We provide the students in our care with a world-class Catholic education. We guide our students to understand their own unique value and dignity. Inspired by the life of St Gregory, we empower our students to approach, with vigour, the opportunities of their education; to recognise and realise their potential as servant leaders and use their discernment to choose how they will make the world a better place.

Our Aims

With Christ's **love** at the centre of all that we do, students;

- **live** life to the full
- **learn** all they can about their world in order to
- **lead** lives which change it for the better

Students accomplish this because our curriculum:

- is appropriately ambitious for all our students, including SEND and Disadvantaged students
- is progressive, interleaved and sequenced to develop knowledge and understanding
- provides opportunities to develop and strengthen literacy across all curriculum areas
- provides opportunities for reading
- promotes opportunities for the development of strong relationships, healthy lifestyles and good wellbeing
- challenges students to apply their knowledge and make informed decisions
- teaches our students how to learn and develop scholarly habits so that they become confident, independent learners
- promotes a learning environment in which students discover and develop new talents helping them to become well-rounded individuals
- provides world class opportunities in our schools' four pillars enabling students to gain a strong understanding of how to achieve success through balance in their lives

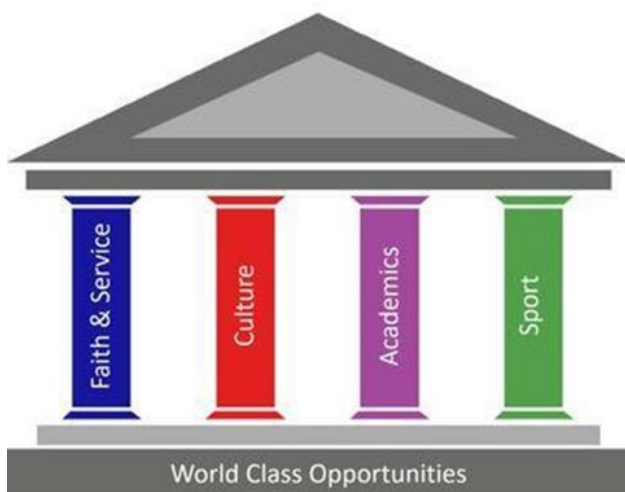
St Gregory's students make the world a better place

School vision and values

These pillars provide a framework to focus students as they set ambitious goals for their future.

Our aim, through our curriculum is to develop young people:

- who are happy and feel fulfilled
- who have the confidence, resilience and knowledge to build relationships, pursue active and healthy lifestyles and stay mentally healthy
- who are curious, enjoy learning and have high expectations for themselves and are ambitious for their futures
- who know how to learn and evaluate their own strengths to make progress
- who can make and articulate informed decisions and are aware of their rights and responsibilities in a global society
- who demonstrate respect, compassion and empathy towards the beliefs and values of others
- who possess the cultural capital they need so that they are not disadvantaged by the social context in which they live



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About St Gregory's Catholic School



St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP). KCSP is a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent and it currently comprises 25 academies of which 20 are primary schools and five are secondary schools.

St Gregory's Catholic School is an over-subscribed seven-form entry secondary school located in Tunbridge Wells and is a popular destination for pupils from its Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks.

St Gregory's Catholic School is an inclusive academy. Its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world. Its most recent denominational inspection in March 2018 judged it as 'Outstanding' and its most recent Ofsted inspection in March 2013 judged the academy to be 'Outstanding' in all areas.



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Role description

We wish to appoint an innovative, enthusiastic and well-qualified teacher of Science (specialising in Chemistry) to join us at St Gregory's. This post would suit an experienced teacher.

The Role:

The Science department has a wealth of experience and consistently produces excellent results at GCSE and A Level. You will be joining a skilled, energetic and committed team so we are seeking an outstanding candidate who can continue to raise the quality of provision to enable the best possible outcomes for our students.

The successful candidate will be a committed team player with a passion and determination to inspire and motivate students to develop a passion for science. They will be dynamic, emotionally intelligent and sympathetic with the strong Catholic ethos and values of St Gregory's who are committed to improving the life chances of young people.

Benefits of working at St Gregory's:

- A supportive and caring working environment for staff and students
- A research-informed approach to curriculum design and assessment
- Fully planned and resourced schemes of work for KS3 and 4
- Opportunity to teach KS5 for the right candidate
- Dedicated and bespoke CPD time for all staff each week



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Job description

Job Title:	Head of Chemistry
Salary Grade:	MPS/UPS Plus a TLR 2.1 (£3,346)
FTE:	1.0
Line Manager:	Subject Leader of Science

Main Purpose:

- To provide strong leadership to the Chemistry Department of the Science faculty so that teaching and learning is consistently excellent.
- To ensure that all young people make at least expected progress and that ambitious targets for student performance are met in all Key Stages.
- To continue to develop an innovative and progressive curriculum in Science lessons which is supported by world-class opportunities for students.
- To performance manage robustly all leaders, teachers and support staff in the Science Department so that ambitious targets are met and there is a clear link between pay and progression.



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Job description

General Responsibilities:

1	Catholic Ethos in the Department	
1.1	Leading by Example	<p>Act as a role model for students and staff in the respect and traditions of the Catholic faith by:</p> <ul style="list-style-type: none"> • leading the department in prayer at appropriate times • championing the gospel values • maintain an up-to-date understanding of the requirements of Catholic Education • Ensure the department ethos is aligned with the school, cluster and Trust ethos
2	Leading Teaching in the Department	
2.1	Excellence in the classroom	<ul style="list-style-type: none"> • Plan and deliver well-sequenced lessons • Develop and maintain extremely high expectations of behaviour for learning • Promote a culture of independent learning • Enable all students to achieve their full academic potential in science • Regularly and consistently review the students acquisition of knowledge and understanding • Intervene efficiently and effectively to promote and accelerate student progress
2.2	Commitment to CPD	<ul style="list-style-type: none"> • Demonstrate a desire and passion to continually improve your own practice • Read widely and often about the best practice in science and general pedagogy • Enhance your own subject knowledge • Engage fully with research and development of teaching and learning • Investigate and visit other settings to draw on best practice in science teaching
2.3	Leading by example	<ul style="list-style-type: none"> • Ensure that you champion excellent pedagogy within the department • Critically evaluate the quality of teaching and learning within the department regularly • Support teachers in the science department to develop their own practice • Model the high expectation of teaching and learning by providing concrete examples for the team
3	Literacy & Oracy in the Department	
3.1	Teacher of Literacy	<ul style="list-style-type: none"> • All teachers are expected to champion and explicitly teach literacy • Model high expectations of written and spoken English • Explicitly teach key vocabulary (not just subject specific) and reinforce through regular retrieval • Identify students who need to develop their literacy skills and intervene appropriately • Insist that students write in full sentences as often as is appropriate • Provide regular feedback which develops accurate spelling and grammar
3.2	Teacher of Oracy	<ul style="list-style-type: none"> • All teachers are expected to champion and explicitly teach oracy • Model high expectations of spoken English and insist that student emulate this • Ensure students speak in complete sentences using correct grammar and pronunciation • Encourage students' eloquence by reducing their reliance on filler words, e.g. "um", "er" • Celebrate good oracy



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Job description

4	Leadership of the successful delivery of Chemistry	
4.1	Vision	Inspire and enthuse members of the team, with a clear vision for the future direction of the Science Department and Chemistry.
4.2	Improvement Planning	<ul style="list-style-type: none"> Support the Head of Science to lead the department's strategic planning processes Complete an Improvement Plan for Chemistry to be embedded in the DIP annually Drive identified improvement priorities in Chemistry Ensure any plans are appropriately and effectively resourced Monitor the impact of the Improvement Plan for Chemistry
4.3	Accurate evaluation	<ul style="list-style-type: none"> Undertake regular audits and quality assurance checks within Chemistry Use the audits to lead the self-evaluation of Chemistry and support the self-evaluation of Science Review the implementation and impact of school and department initiatives in Chemistry
4.4	Role Modelling	<ul style="list-style-type: none"> Act as a role model to others, demonstrating high standards of professionalism in all aspects
4.5	General Administration	<ul style="list-style-type: none"> Provide appropriate, accurate and timely management information to enable continuous evaluation Quality assure information about Chemistry required by various stakeholders Design and implement departmental procedures that complement School policies & procedures
5	Chemistry Curriculum	
5.1	Intent and design	<ul style="list-style-type: none"> Clearly articulate to all stakeholders the intent of the Chemistry curriculum within Science Drive innovative, progressive curriculum in Chemistry which fits with the wider Science curriculum Ensure this reflects the ethos of the School and meets the needs of all students Ensure that all statutory requirements of the National Curriculum are met for Chemistry Maintain up-to-date knowledge of initiatives and developments and incorporate these elements
5.2	Implementation	<ul style="list-style-type: none"> Develop differentiated schemes of work at KS3, KS4 and KS5 so that all make progress Develop and use high quality resources for the delivery of the curriculum Incorporate assessment into all aspects of curriculum planning Ensure the teaching and learning meets the needs of all students (including SEN, PP, PA)
5.2	Curriculum Review	<ul style="list-style-type: none"> Review, evaluate and improve the design and delivery of the curriculum on an ongoing basis
6	Science Team Leadership	
6.1	Working with the Head of Science to manage the team	<ul style="list-style-type: none"> Adopt strong, caring and flexible leadership style to influence and motivate staff Create an environment of open-mindedness, fairness and harmony Organise activities/processes that encourage team development Ensure that effective, caring procedures for staff welfare matters are implemented Ensure that all feel that their contributions are valued To co-ordinate the resources of the Department, giving support and guidance to relevant staff Manage the allocation of the teaching timetable in a fair way that achieve the best outcomes
6.2	Recruitment	<ul style="list-style-type: none"> Advise the Head of Science about the recruitment and retention of high-calibre staff Ensure that all staff receive departmental induction and fully understand all relevant policies
6.3	Professional Development & Appraisal	<ul style="list-style-type: none"> Implement the School performance management processes where staff are assigned to you Ensure that staff develop their practice and their performance is accurately evaluated Ensure all staff are committed to CPD in a meaningful way that improves practice
6.4	HR issues	<p>Work with the Head of Science to support with first level of approval/intervention for HR issues, including:</p> <ul style="list-style-type: none"> Managing absence CPD approval Special leave requests Disputes within the team Support to address concerns with practice Well-being and mental health of staff in the team

Job description

7	Resources Management, Facilities and Health & Safety	
7.1	Health & Safety	<ul style="list-style-type: none"> Safeguard young people, ensuring all aspects of H&S are adhered to in lessons and prep areas Represent the Science department at H&S Committee meetings with the Head of Science To be aware of the need for security and of the importance of implementing H&S policies, including COSHH
7.2	Financial management	<ul style="list-style-type: none"> Oversee the Chemistry budget with the Head of Science Ensure the use of financial resources has a clear impact on improving student outcomes Ensure that physical resources to deliver the curriculum are acquired and maintained effectively
7.3	Facilities	<ul style="list-style-type: none"> Ensure the accommodation is used effectively to meet the needs of students and the curriculum Ensure that the interior and exterior of the building are maintained Ensure the condition of the teaching spaces reflect the ethos of the cluster and school
8	Measuring Impact and Reporting	
8.1	Pupil Progress	<ul style="list-style-type: none"> Provide regular reports on student performance based on internal assessment data Provide regular reports on student performance based on externally verified examination results
8.2	Underachievement & Intervention	<ul style="list-style-type: none"> Identify underachievement and plan effective interventions to address this Regularly report this underachievement and the plans to intervene
8.3	Examinations	<ul style="list-style-type: none"> Ensure that appropriate arrangements are made for examination entries and any other NEA
8.4	Outcomes	<ul style="list-style-type: none"> Meet the aspirational targets set for students in Chemistry at GCSE and A Level
9	Developing & Maintaining Strong Community Links	
9.1	KCSP & Cluster Collaboration	<ul style="list-style-type: none"> Develop strong collaboration with the Science Team in St Simon Stock Catholic School, especially Chemistry staff. Develop strong links with all science leaders within KCSP
9.2	Outreach	<ul style="list-style-type: none"> Develop outreach initiatives which promote the dept in the community, including primary schools Support staff as appropriate in other Trust schools
9.3	Parental Engagement	<ul style="list-style-type: none"> Create and implement ways of actively involving parents and carers in the learning process
9.4	World Class Opportunities	<ul style="list-style-type: none"> Facilitate a broad range of activities to deepen and broaden students' experiences in Science Support initiatives and projects in the STEM and CEIAG strategies within Science
9.5	Event Coordination	<ul style="list-style-type: none"> Ensure events (assigned to you annually) are appropriately calendared in good time at key planning meetings. Plan events in good time and ensure all stakeholders are aware of details and requirements necessary to make the event successful. Routinely evaluate events to continually improve these for future dates. Provide a brief report including photographs/video (where appropriate for inclusion in any marketing and publicity for the school.



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Person specification

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school.	E
	Experience in leading acts of worship in Catholic schools.	D
	A practising Catholic.	D
Qualifications	At least five GCSEs grade C and above (or equivalent)	E
	A Level Chemistry	D
	Honours Degree or equivalent & QTS	E
	Experience of teaching KS 3 & 4 Chemistry and the ability to teach A level Chemistry	E
Experience	Health & Safety, CLEAPPS & COSHH Training	D
	Successful history of results at KS4 and KS5.	E
	Evidence of ability to manage a team and teaching and learning in a curriculum area.	E
	Experience in leading change within a department.	D
Professional Development	Experience of leading/coordinating professional development opportunities.	D
	Ability to identify own learning needs.	E
	Willingness to engage in CPD.	E
	Able to train and support peers.	E
	Evidence of continuing professional development relating to wider school and curriculum/teaching and learning.	E
	A commitment to continued professional and personal development	E
Leadership	Potential for promotion within the school.	D
	Able to lead on the development of key materials and initiatives.	E
	Ability to inspire and motivate staff, students, parents and key-stakeholders to achieve the aims of Catholic Education.	E
	Ability to support staff within the faculty to achieve its vision.	E
Teaching & Learning	Ability to create a compelling vision and secure commitment from team	E
	Knowledge of a range of successful teaching and learning strategies to meet the needs of all students at KS5.	E
	Excellent subject knowledge	E
	Experience of Key Stage 4 and A-Level teaching.	E
	Knowledge and experience of exam board requirements.	D
	An understanding of assessment strategies and the use of assessment at KS5.	D
Skills, Qualities & Abilities	Experience of effective monitoring and evaluation of teaching and learning.	D
	Empathy with pupils from Key Stage 3 upwards.	E
	Excellent communication skills.	E
	Excellent interpersonal skills	E
	Excellent organisation skills	E
	Dedication.	E
	Ability to remain positive and enthusiastic when working under pressure.	E
	Ability to organise work, prioritise tasks, make decisions and manage time effectively.	E
	Potential for further promotion.	D

Application process

Please contact the school at HR@sgschool.org.uk to obtain an application form or download it from our website [here](#).

If you wish to visit the school before applying or require any support with your application, please contact HR@sgschool.org.uk

Please send your application form and related documents to the HR Hub
HR@sgschool.org.uk

Closing date for applications: Monday 30 January 2023

Interviews to be held on: Week commencing 6 February 2023

Start date: 1 September 2023 or sooner

All applicants need to have the Right to Work in the UK to be considered for this role.

This vacancy will close on or before the specified closing date depending on the volume of suitable applicants. If you have not heard from us within 21 days of the closing date, please assume that you have not been shortlisted on this occasion. We wish to stress that no discourtesy is intended in following such a procedure, and you should not let this deter you from future applications

Safer Recruitment

St Gregory's is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.



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