

## Lead Teacher of Secondary Science

Pay: **MPS/UPS plus TLR £5,803.**

Hours: **Full Time**

**Start date: 1<sup>st</sup> September 2026**

We are seeking an exceptional Lead Teacher of Science with the energy, passion and creativity to teach Science in the Secondary phase of our thriving All-Through school. This is an opportunity for a full time position from September 2026.

CFS is a happy, collaborative and forward thinking school for 4-16 year olds, where the personal development of our pupils is just as important as the academic curriculum. In our recent Ofsted, inspectors observed that CFS is a vibrant, ambitious and inclusive school, where our respectful and friendly pupils are thriving and are well prepared for their adult lives. Our values of 'nurture, challenge and inspire' influence everything we do as a school, and genuinely permeate all areas of school life. If you share our values and ideals, we strongly encourage you to find out more about CFS via a visit to the school or through our school website [www.chichesterfreeschool.org.uk](http://www.chichesterfreeschool.org.uk).

Whilst this is a Secondary post, there is something extremely unique and special about working in an All-Through environment; the successful candidate will have the opportunity to work creatively with colleagues from both phases helping to develop a cohesive and truly progressive educational experience for all learners. There may be opportunities for you to teach in the Primary phase of CFS in the future, if this was something you wished to pursue.

CFS follows national pay scales; this role would be equally suitable for an early career teacher or more experienced teacher. The Upper Pay Scale would be considered for the right candidate and on the agreement of a whole school responsibility in addition to the role outlined below.

### The School

CFS is now entering its second decade and is fully established in our state-of-the-art facilities on the Carmelite Convent Site on the Hunston Road in the south of Chichester. Our PAN is 60 in Primary, and 120 in Secondary; in almost all year groups we are oversubscribed with waiting lists. Due to demand, we have a bulge intake of Year 7 who started in September 2023, with over 150 pupils currently on roll in this year group.

The School joined Sussex Learning Trust in September 2023 – a move that we personally initiated through the desire to collaborate with a like-minded family of schools. The Trust is currently small and based in Haywards Heath; CFS are well placed to launch a new Chichester Hub of the Trust, which is really exciting.

As a Free School, we are the same as any other academy; we are both held and hold ourselves to the same exacting and rigorous standards as all state-funded schools. We follow the national curriculum, and are proud of our ambitious, inclusive and varied curriculum offer. Our pupils engage with SATs and GCSE assessments. In May 2024 we received a very strong full graded Ofsted Inspection – graded at least a strong Good in all areas and Outstanding in Personal Development. In 24-25 we achieved our highest attainment in both Year 6 SATs and Year 11 GCSEs, with some exceptional achievement in multiple areas. As a school we are now striving for excellence in all areas.

CFS is open to pupils of all abilities. We do not have a catchment area, thus ensuring the School is fair and inclusive. We take part in the West Sussex County Council (WSCC) admissions process. As a school we benefit from longer holidays, specifically at October half term, Christmas and during the summer.

## Our Values and Vision



At CFS, we create a safe, inclusive, environment through our **culture of kindness** where we **nurture**, **challenge** and **inspire** all learners.

Our team of passionate educators, working with our **community**, offer a broad range of **opportunities** and **experiences through cultural capital**, alongside **excellent**, evidence based, teaching.

As a result, our young people develop a **love of learning** and are empowered to achieve accelerated **academic progress**, to find personal fulfilment and to become **resilient**, responsible **global citizens**.

## The Team

Our highly qualified and successful Science department consists of a five strong collaborative and highly capable teaching team, supported by two experienced and exceptionally creative Technicians. The Science Department is housed in six state of the art, bright, high-ceilinged labs and two specialist preparation rooms, with impressive views of the local area. Our results have been increasing year on year, with GCSE results in line with national average progress 8 scores. As a department we are committed to improving outcomes and sparking interest, with small class sizes in all GCSE year groups. The required science practical's are only a small part of the number of practical lessons that occur throughout the year, and all Science lessons - from Year 7 upwards - are timetabled in specialist laboratories to support our approach.

Pupils are entered for AQA Science Trilogy GCSE with a significant number of students opting for Triple Science, which is one of the most popular GCSE choices at CFS.

## The Role

The successful candidate will be expected to teach Science from Years 7 to 11. Due to the current expertise in the team – all three Sciences are ably represented – a specialist in Biology, Chemistry or Physics would be welcomed. The role of Lead Teacher, will also support the development of best practice and improving the quality of teaching and learning within the Science Department.

You will:

- be a well-qualified, enthusiastic graduate of Science, or appropriately linked discipline/subject
- be a highly-skilled and competent teacher who is enthusiastic and totally committed to the ethos of CFS
- readily establish excellent relationships with both staff and pupils
- have an up-to-date awareness of current issues relating to Science teaching, especially new curriculum and GCSE requirements
- enjoy pioneering new developments in pedagogy
- embrace the use of new technologies in the classroom
- be skilled in behaviour for learning
- value creating an inspiring learning environment
- explore opportunities to further participation and achievement in your classroom
- possess drive, expertise and enthusiasm
- be well-organised and disciplined when it comes to administrative duties possess an optimistic and resilient style when faced with pressure
- be able to communicate well with children and young people, having an understanding of safeguarding and promoting the welfare of young people

Additionally, the Lead teacher is expected to carry out specific operational duties.

### Teaching and Learning

- work with colleagues in the Science department, and at times the wider school, to improve the quality of teaching.
- use a range of strategies to support the development of good and outstanding teaching.
- monitor the quality of teaching, giving appropriate feedback to staff and accurate evaluations to the Senior and Middle Leadership Teams.
- act as both a coach or mentor, where appropriate, to ensure consistently improved teaching standards.

### Induction and Training

- plan and deliver induction programmes for new staff within the department.
- participate in the training of ECTs.
- participate in ITT partnership activities.

### Curriculum

- develop teacher subject knowledge within science.

- support the Head of Department in the development of a broad, balanced and innovative curriculum including opportunities for the application of skills across the curriculum.
- effectively monitor and evaluate the maths curriculum area, implementing strategies for necessary improvements.
- keep up to date with developments in teaching and learning in science and share these with the team.

All teachers at CFS commit to fully contributing to the ethos and life of the school in and outside the classroom.

**CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Executive Principal'. The successful applicant must obtain List 99 clearance and DBS clearance at enhanced level.**

## The Recruitment Process

For further information and an informal discussion about this post, please do not hesitate to contact us via [recruitment@chichesterfreeschool.org.uk](mailto:recruitment@chichesterfreeschool.org.uk) or on **01243 792690**.

Candidates should complete an application form and supporting statement addressing the criteria presented in the role description and person specification. Completed applications should be sent to [recruitment@chichesterfreeschool.org.uk](mailto:recruitment@chichesterfreeschool.org.uk) by **9am Friday 20<sup>th</sup> March 2026**.

**Early applications are encouraged, and we reserve the right to interview and appoint prior to this deadline.**

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check.

## Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

### Qualification/Attainment

a. Educated to honours degree or above	Essential
b. Qualified teacher status, or on route to obtaining this	Essential
c. Post graduate qualifications, Masters degree/post graduate diplomas	Desirable
d. Evidence of relevant Professional Development	Essential

### Knowledge Base

a. Excellent professional knowledge and understanding, specifically in the Science curriculum	Essential
b. Models of learning and teaching	Essential
c. Models of behaviour and attendance management	Desirable
d. Current educational trends and issues	Desirable

e. An understanding of assessment strategies and the use of assessment to inform the next stages of teaching and learning	Desirable
f. Principles and practice of quality assurance systems, including data analysis, self evaluation and performance management	Desirable
g. An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children	Essential

### Leadership & Management

a. Excellent classroom practitioner who can lead by example, with a knowledge of adjacent phases of education	Essential
b. The ability to build positive working relationships, negotiate with and influence individuals and relevant groups	Desirable
c. Authority and ability to inspire confidence in students, teaching and associate staff and parents alike	Essential
d. A strong commitment to continuing professional development	Essential

### Skills Required

a. Leadership skills: the ability to lead, and inspire pupils	Essential
b. Decision making skills: the ability to solve problems and make decisions	Essential
c. Teamwork: the ability to work collaboratively with others	Essential
d. Communication skills: the ability to make points clearly and understand the views of others	Essential
e. Self-management skills: the ability to plan time effectively and organise oneself well	Essential
f. Able to communicate with a wide range of audiences including pupils, parents, teachers and associate staff	Essential
g. Analysing and using the full range of evidence, including performance data and to support, monitor, evaluate and improve	Essential
h. Ability to be innovative, creative and tenacious.	Essential
i. High level ICT skills, including experience of using new technologies in the classroom	Essential

### Attitude/approach

a. A deep and passionate commitment to the values and ethos of CFS in and outside of the classroom	Essential
b. Ability to enthuse children and adults	Essential
c. Possess a positive attitude and approach to change and development	Essential
d. Flexible and firm with the ability to know when to be either	Desirable
e. Enjoy rising to the challenges inherent in a school environment	Essential
f. Lifelong learner	Essential
g. Maintain professional relationships at all times, acting with authenticity and integrity and in accordance with the values and ethos of Chichester Free School	Essential
h. Be an ambassador for the School, maintaining visibility, demonstrating impact, presence and self-confidence	Essential
i. Developing and sustaining a learning culture that has the Chichester Free School ethos at its core, including high expectations and standards of achievement for all	Essential
j. Ability to manage and resolve conflict	Essential

**Safeguarding**

a. Commitment to promoting the health, welfare and safeguarding of children	Essential
b. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school	Essential