



Second in Science: Chemistry Lead

Full/Part Time MPS/UPS + TLR2a (possible R + R) Permanent 1 September 2023



Headteacher
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Thank you for discovering more about the post of Second in Science (Chemistry Lead) at NGHS. This post is as a result of the planned retirement of a much-valued colleague. Chemistry is delivered as a discrete subject from Year 7 with three subject specialists. Our Head of Faculty leads on physics and we have another experienced Second in Faculty (Biology Lead). Staff are supported by technicians who both work incredibly hard to ensure lessons are executed smoothly. Given our intake to the sixth form and the number of UCAS applications for medicine, dentistry, veterinary science etc., it is no surprise that A-level chemistry is a popular subject with two or three sets in each year group. Each set has two teachers and there is flexibility to arrange this as the new colleague wishes.

This post provides an excellent first step for someone contemplating a leadership post in a very successful science faculty. The post would also suit a colleague who is already in charge of chemistry in their school; be that comprehensive or selective. Strong A-level teaching experience is a key requirement of the role, however. The current postholder was appointed after 20+ years as HoD in another school. Both those who are experienced and those who may be open to further promotion opportunities are encouraged to apply. NGHS is a Flexible Working Ambassador School for the DFE and **we are in a position to offer this post on a part-time (approx. 0.7-0.8) basis or full-time**. Candidates should declare in their application which style of working they prefer.

I am in my sixth year as Headteacher here and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my

colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff well-being extremely seriously and our Well-being Charter is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were very recently inspected by Ofsted in November 2022 and the school was judged **outstanding in every category**, placing us in the top 3% of schools. Please read the report [here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

Our governing body is incredibly supportive and experienced. Their drive and ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all students. We are heavily oversubscribed and hold an annual entrance test. We have, on average, 120 girls in each year group. The sixth form is also oversubscribed and we take students from a number of 11-16 and 11-18 high schools as well, of course, as our own Year 11s.

Importantly, NGHS believes in offering an all-round education and the successful applicant will be committed to extra-curricular opportunities. S/he will be expected to contribute to the school's varied programme within their subject or beyond.

Opportunities like this do not arise very often, so I wish you every success with your application. I appreciate the time taken to assemble an application and thank you in advance for your interest in the post and our fantastic school.

The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Art & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus in September 2021 is based around Rosenshine's Principles of Instruction and we are now in Year 2 of this three-year project.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to the call from Ofsted and navigating the Covid19 lockdowns.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are largely based around our fabulous House system.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS and staff work together to ensure absences are challenged in line with our attendance policy.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

Science at NGHS

(Head of Faculty: Dr Sandi Catalan)

The Science Faculty comprises eight staff, three of whom work part time. There are six laboratories and one classroom dedicated to science teaching. Since 2018, considerable investment has been made in laboratory facilities with a full refit of two laboratories and partial refit of one more. Grants from the Wolfson Foundation and school funding including by our PTA have contributed to this programme. All laboratories have the provision of interactive TVs and cameras for practical demonstrations. Visitors to the school often comment on the excellent facilities and their upkeep.

In KS3, all students have three weekly hours of teaching which is delivered as discrete lessons in Biology, Chemistry and Physics with some overlap between teachers. Students join NGHS with a variety of science experiences at KS2 and, as you might expect, there is an emphasis on safe laboratory practice as well as a number of experiments to instil excitement and curiosity in science. All Year 7 students take part in a science curriculum visit in Curriculum Enrichment Week.

KS4 begins in Year 9 with all students taking separate sciences (AQA). Students are taught in mixed-ability classes with the significant majority attaining grades 9-7 from two weekly periods of teaching in each science. In 2022 (the last year of formal public examinations), 90% of students achieved a Grade 9-7 in Physics and Biology and 85% in Chemistry. In Chemistry around one third of candidates achieved a Grade 9.



A-level science courses are the most popular at NGHS with two/three classes of biology and chemistry and one physics being the norm. In 2022 there were 33 chemistry candidates and they achieved around 65% A*-B. Similar results were seen in Biology whereas Physics saw a similar percentage achieve A*-A from a cohort of 11 candidates. A significant number of students apply to study science-related disciplines at university.

Enrichment wise, the chemistry team work closely with the University of Birmingham and staff often attend evening lectures with sixth formers. Considerable success has also been achieved both in Salters and the Chemistry Olympiad. Students

have achieved Gold Crest Awards with our links to Harper Adams University. Physics students often visit Jodrell Bank.

The Science Faculty looks forward to welcoming a new member of the team in September. S/he will be encouraged to review our current practice and provision before then implementing any improvements they feel are necessary with the support of the Faculty Leader and Faculty SLT link. A smooth handover will also be possible in the summer term.

Further details about the faculty, can be found [on our school website](#).

NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here our winning badminton squad. There is a real sense of friendship and camaraderie between students at NGHS. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Mrs Tomkinson and 10 girls attended a Downing Street reception in 2020 for International Women's Day.



JOB DESCRIPTION—SECOND IN FACULTY

Core Role

- ⇒ To support the Head of Faculty (HOF) in leading and developing a team of staff with due regard to their performance and well-being
- ⇒ To support the HOF in leading and developing a faculty of subjects with due regard to curriculum intent, implementation and impact including assessment and evaluation
- ⇒ To lead agreed aspects of the Faculty's development (in this instance chemistry + one whole-faculty responsibility)
- ⇒ To promote the development of the school

Appraisal Responsibility For:

Up to two staff within a faculty team or support staff

Responsible To:

Head of Faculty

Leadership & Management

- ⇒ To deputise for the Head of Faculty if absent
- ⇒ To help the HOF to foster a positive culture through engagement, innovation & enthusiasm.
- ⇒ To oversee aspects of teaching and learning across the faculty in line with the School's T&L policy and model best practice.
- ⇒ To support the HOF to implement a range of self-evaluation strategies, in line with school policy, to ensure the consistency of / sharing of best practice and evaluation of progress and student outcomes.
- ⇒ To lead the appraisal of others in line with school policy.
- ⇒ To deputise for the HOF (e.g. chairing meetings, responding to parents) as necessary.
- ⇒ To help to prepare and maintain reasonable documentation ahead of Ofsted inspection in conjunction with the senior leadership team.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.

Teaching & Learning

- ⇒ To support the HOF in monitoring standards of professional practice within the faculty.
- ⇒ To manage and facilitate student learning through effective teaching in accordance with the faculty's schemes of work and policies.
- ⇒ To work with the HOF to apply the school's T&L focus within the faculty.
- ⇒ To support the HOF in setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff to feel safe and secure.
- ⇒ To enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff.

Monitoring, Assessing & Reporting

- ⇒ To support the HoF with all aspects of subject/faculty review such as work scrutiny, curriculum evaluation and assessment.
- ⇒ To take a keen interest in tracking student progress to inform future teaching and curricular development.
- ⇒ To help to evaluate performance data and share this with staff across the faculty.

Curriculum Intent & Subject Knowledge

- ⇒ To oversee and lead the development of an aspect of the faculty's curriculum intent and implementation with the aim of ensuring high standards of student progress and attainment.
- ⇒ To have a thorough knowledge and understanding of KS3 Programmes of Study for your area of responsibility and the specifications and grades for all GCSE/A-level courses.
- ⇒ To understand how appropriate transition can occur between KS2 and KS3 in your faculty area.

Professional Standards

- ⇒ To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.
- ⇒ To meet all aspects of the job description for teachers at the school.
- ⇒ To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable within national limits.
- ⇒ To co-operate with the employer in all matters concerning Health and Safety.
- ⇒ To be familiar with the Staff Planner content and support all the School's policies.
- ⇒ To establish effective working relationships with colleagues irrespective of their/your role.
- ⇒ To be involved in extra-curricular activities such as contributing to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and Keeping Children Safe in Education.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- ⇒ To be aware of the role of the Governing Body of and to support it in executing its duties.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To undertake the role of Form Tutor and/or lead subject intervention sessions in registration.
- ⇒ Any other reasonable task as directed by the Headteacher.

PERSON SPECIFICATION— SECOND IN FACULTY



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in chemistry or related subject iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post vi. Middle leader qualification
Experience	<ul style="list-style-type: none"> i. Successful teaching in current school and previous posts (where appropriate) ii. Teaching chemistry at GCSE & A-level iii. Experience teaching another science to at least KS3 level iv. Recent CPD or relevant training v. Involvement in extra-curricular activities in chemistry and/or wider school life 	<ul style="list-style-type: none"> vi. Teaching in a high achieving school vii. Teaching in an good/outstanding school viii. Teaching a second science to GCSE or beyond ix. Exam marking experience in chemistry x. Interest in leading trips/visits to revision conferences / places of interest etc.
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current A-level chemistry specifications, outcome trends, past papers and examiner reports ii. Knowledge of best practice in assessment iii. Best practice in H&S (e.g. CLEAPS) iv. Ability to stretch and challenge able girls v. Well-read with awareness of recent academic research (e.g. for higher education) 	<ul style="list-style-type: none"> vi. Knowledge of AQA chemistry GCSE and A-level specifications vii. Knowledge of Rosenshine's Principles of Instruction
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and house/year pastoral team but also Team leader. iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iv. Willingness to support students as form tutor v. High standards in dress, attendance and punctuality vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour! 	<ul style="list-style-type: none"> viii. Knowledge of issues facing girls in a single-sex, high achieving environment

STAFF WELL-BEING CHARTER

The Governors, Headteacher and SLT take the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are very supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.



A dedicated Staff Wellbeing Committee which meets termly



Complementary tea, coffee, sugar and milk in the staffroom



Inclusive staff challenges to bring everyone together



A buddy for new staff who join NGHS for their first year



Counselling service free to all staff both in-house and externally



Opportunities for career development always considered



An annual flu jab for all staff available upon request each winter



Greater PPA time than national and no mainstream cover



Measured approach to lesson observation, drop-ins and good practice weeks



Calendared wellbeing weeks with no evening meetings/events



Childcare vouchers scheme for those who have children in regular day care



Annually reviewed Workload Policy; designed by staff for staff to support reducing workload



Deadlines well publicised and annual calendar consultation



Staff social evening each term - let your hair down and relax



Communications policy which protects time outside of school day



No student or class data collected for data's sake



A flexible and generous approach to family appointments, children's events, nativities, sports days etc.



SLT Open Door Policy at all times including urgent email for non-school days



Dedicated marking afternoon for all staff during internal exam week



Complementary Christmas Dinner for all staff each year



Cake, laughter & friendship in the staffroom



Dedicated classroom wherever possible for all teaching staff



Thank You Friday reward scheme for staff to share appreciation of colleagues



A firm commitment to the current DFE Staff Wellbeing Charter



Please complete the NGHS application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer.

We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We **particularly welcome applications from colleagues from under-represented backgrounds**. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad and online name/profile searches for shortlisted candidates.

Informal discussions about the post can be arranged. Email jobs@nghs.org.uk to arrange. These can be in-person or online via Teams. Visits to the school may be possible but please be aware that the school is closed from Thursday 16 February until Monday 27 February for half term.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 27 February 2023 at 9am**. Interviews will take place shortly after this deadline. Referees must include your current or most recent Headteacher. Letters of application should be addressed to our Headteacher Mr M J Scott. CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.