

# Chemistry Teacher Application Pack



## West London District

Andrew Morgan - Principal

## Welcome to Space Studio West London

Space Studio West London caters for a maximum of 300 students aged 14-18 years and specialises in Space, Aerospace, Science and Maths. The Studio School offers students the opportunity to work with local, national and international experts in the field and some exciting employers including The National Space Centre, UK Space Agency, European Space Agency, and the aerospace industry around Heathrow. Space Studio West London opened in September 2015 and places are available for students to join us in Year 10 and 12.



The Studio School is non-selective and open to students from anywhere, and the 75 students in each year group are mostly drawn from the growing population in the Feltham area but also from further afield, including West London and the home-counties. Transport connections to Feltham are excellent. The location of a Studio School related to aerospace technologies in West London is unique and world leading.

We are looking for highly motivated and enthusiastic teachers who embody high aspirations and are committed to the highest standards of teaching and learning. Our ambition is for Space Studio West

London to be a world demonstration site for raising the aspirations of the entire community and for raising levels of achievement beyond excellence.

Teaching and learning at Space Studio West London will be primarily focused on Project Based Learning. In addition, since the Studio School has a small intake we are able to be flexible with working hours.

Are you committed to raising student's aspirations? Do you thrive on challenge and high levels of expectation? If you can honestly say yes, then we are interested in hearing from you.

Yours Faithfully,

Andrew Morgan  
Principal

If you would like to take your career to a very different level then please complete the application pack and return it to:

Aaron Barringer: Director of Operations,  
Email: [abarringer@spacestudiowestlondon.org](mailto:abarringer@spacestudiowestlondon.org)  
Tel: 07482 212 938

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## JOB DESCRIPTION

<b>Job Title: Chemistry Teacher (Part-time 0.4 or Full-time for right candidate)</b>	
Salary: Main Scale dependant on experience	Department/Area: Science
Accountable to: Line Manager	Date effective from: 1 <sup>st</sup> September 2023

### Job Purpose: In close collaboration with all staff:

- Deliver and plan a challenging KS4 and KS5 Chemistry Curriculum that links with transition between KS4 and KS5 and supports Project Based Learning (PBL).
- To contribute to providing a positive and continuous learning culture that promotes achievement and personal well-being among students and team members. To enhance and help develop the school's diversity.
- To ensure that lessons consistently model best practice.

### Job Dimensions:

**Students:** All Key Stages

**Staff:** All staff and visitors.

### General:

The most recent School Teachers' Pay and Conditions contains provisions relating to the statutory conditions of employment of all school teachers. Part XII identifies the Conditions of Employment of Teachers other than Head Teachers and identifies the exercise of general professional and particular duties which are expected to be fulfilled along with standards identified by QTS.

### Performance Threshold Standards:

Reference to Performance Threshold Standards is made in the School's Pay Policy and School Teachers' Pay and Conditions Document, and identifies the five key areas that need to be met.

### Principal Accountabilities:

- To support the Vice Principal (or equivalent) in delivering the work of the department.
- To enable the school to meet its statutory responsibilities.
- To establish and safeguard a focus and commitment to high quality teaching and learning in the curriculum area and ensure that students are given every opportunity to gain success in terms of formal accreditation and personal development.

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- To work with the Vice Principal (or equivalent) to agree, monitor, evaluate and be accountable for the subject/area student progress targets and to make a measurable contribution to whole school targets.
- To support the self-evaluation of the department, including the formulation and implementation of an Improvement Plan.
- To be actively engaged with other colleagues in rigorous self-review consistent with the school's self-evaluation procedures thereby providing a continual focus on school improvement.
- To contribute significantly to the development of course outlines, syllabuses and schemes of work.
- To provide support and feedback for team membership recognising good practice, challenging underperformance and supporting student progress against performance management objectives to impact positively on learning.
- To 'lead the practice of others' specifically employers and visitors working with students, through the use of coaching and mentoring to improve others' practice
- To understand and actively implement the key aspects of the school's ethos, school policies and procedures and key actions for improvement.
- To engage in the creation, consistent implementation and improvement of schemes of work, which encapsulate key school learning strategies.
- To attend and support CPD within the department and school.
- To work collaboratively with other institutions and employers.

## Application

**Closing date for applications is 16th June 2023**

We will meet agreed interview expenses of those invited to interview unless they withdraw unreasonably.

Thank you for your interest in Space Studio West London and we look forward to hearing from you.

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## PERSON SPECIFICATION

	Essential	Desirable
NQT or QTS specialising in the teaching of chosen subject at KS4 and the Sixth Form	*	
Ability to teach subject/s to A2		*
Ability to teach two or more subjects		*
Desire to engage in interdisciplinary teaching approaches and collaboration across other subjects	*	
Experience within the secondary sector	*	
Evidence of a commitment to contribute fully as part of the department and school	*	
Evidence of an ability to deliver high quality teaching and learning in the classroom	*	
Evidence of good classroom management with pupils of a wide range of abilities and aspirations	*	
Excellent communicator	*	
Evidence of quality planning and good record keeping	*	
Evidence of a strong health record and good attendance	*	
Commitment to the work of tutoring	*	
Willingness to contribute to extra-curricular and extension activities	*	
Recent and relevant involvement in professional development		*
Experience of working with disaffected or vulnerable secondary age young people <u>or</u> gifted and talented secondary age young people		*
Excellent ICT skills to support teaching of the subject and tracking progress of students' learning	*	
Confident use of digital devices to enhance teaching and learning		*
Sense of humour and proportion	*	

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## THE ASPIRATIONS ACADEMIES TRUST

The Aspirations Academies Trust is a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russell Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary, studio and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

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## SAFER RECRUITMENT PROCEDURE

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

### Disclosure

This post is classified as having substantial access to children, and appointment is subject to enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

### Interview

Long-listed candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.

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