



HASTINGS HIGH SCHOOL

Teacher of Science – Chemistry Full Time - Permanent

Ideal for ECTs – No Recruitment Agencies

Salary: Teacher MPS

Starting date: August, 2026

Application Deadline: February 6th, 2026

Interview date: w/b 9th February, 2026





HASTINGS HIGH SCHOOL

Janaury, 2026

Why join the Hastings Family?

At Hastings, we live by our motto: *Care and Excellence for All*.

We are a thriving, oversubscribed community school with a strong academic record and a reputation for nurturing ambition, responsibility, and self-development in every pupil.

- Ofsted: Judged “Good” with outstanding pupil behaviour and relationships.
- Academic success: Progress 8 consistently *above average* (+0.40 last year).
- Facilities: Multi-million investment in 2025, including 8 new classrooms, a sports hall, and redeveloped pastoral and dining areas.
- Community: A supportive, ambitious, and enriching environment for staff and pupils alike.

What We Offer You

- Comprehensive induction programme – tailored support for ECTs and new staff.
- Professional development – ongoing training, appraisal, and opportunities to grow.
- Wellbeing focus – a culture of care and respect for staff.
- Collaborative team spirit – work alongside talented, reflective practitioners.
- Enriching curriculum – access to a wide range of resources, facilities, and extracurricular opportunities.

How to Apply

Please submit:

1. Completed application form
2. Letter of application (max 2 sides of A4, font size 11)

Send to: Mrs. Sarah Brown – HR Manager [✉️ sarah.brown@hastings.school](mailto:sarah.brown@hastings.school)

Closing date: 9am, 6th February 2026

Interviews: Week beginning 9th February 2026

(If you have not heard from us by 10th February, please assume your application was unsuccessful.)

We love showing off our school! Prospective candidates are warmly invited to arrange a visit.

We very much hope you will apply and look forward to receiving your application.

Yours sincerely,

Miss C Bradley and Mr S Shipman
(Co-Headteachers)

HASTINGS HIGH SCHOOL

Care and Excellence for All

OUR HASTINGS FAMILY



All employees of Hastings High School are expected to live and breathe the school's CARES values so that they act as role models for our pupils and hold themselves and each other to high standards.

- Community: to demonstrate a collaborative, team working approach so that we can instil a sense of belonging to something that is greater than any one individual – the Hastings Family.
- Ambition: to believe that every pupil deserves to be given the opportunity and the tools so that they may become the best version of themselves.
- Responsibility: for personal professional growth and development, keeping up-to-date with national research and engaging with professional organisations.
- Enriching: a commitment to helping our young people develop existing interests and try something new which will shape experiences and memories that will stay with them for life.
- Self-development: demonstrates the capacity to be a self-reflective leader and practitioner and treats feedback as an opportunity to become even better.

A word from our pupils

- “Hastings is an amazing community of pupils and teachers who work together in striving for excellence.”
- “Hastings has helped me become ambitious and motivated to succeed.”
- “Relationships between staff and pupils are very positive. Staff are strong role models.”

HASTINGS HIGH SCHOOL

Care and Excellence for All

THE SCIENCE DEPARTMENT

The Science Department is a well organised and mutually supportive team of enthusiastic teaching staff and 2 very efficient technicians. All lessons are taught in our 8 modern, fully-equipped laboratories, two labs have access to a trolley of laptops and there are ICT rooms available through a school centralised booking system.

At Key Stage 3, students in Years 7 and 8 are taught in mixed ability groups, by one teacher. The Key Stage 3 curriculum prepares students for Key Stage 4, where the students study the AQA Science suite of qualifications. In Year 9 students start the GCSE content, which is common to both combined and separate science, and are taught by teachers in their specialisms. At the end of Year 9 students opt for Separate or Combined Science in Year 10, where they are set by ability. Throughout the course, emphasis is put on practical work to develop the student's confidence in 'working scientifically'.

The department has strong links with the school's SEND team and selected pupils receive extensive help in terms of class support. We constantly strive to adapt our teaching styles to accommodate all students.

Our students are enthusiastic and inquisitive scientists and perform well compared to their target grades, with many continuing to study Science through to 'A'-level at post-16. Their achievements reflect the positive relationships between staff and students, and the high quality teaching and learning in the department. We have strong links with our local primary school, where our Science Ambassadors (from Year 8 and 9) deliver practical science sessions.

We are looking to appoint a member of our team who will continue to build on our positive relationships and encourage our students to question the world around them.



Staff Wellbeing and Work-Life Balance



We recognise that our ambition to be +1 can only be achieved when staff wellbeing is high. Our aim is to create a culture that empowers individuals to take responsibility for their own wellbeing and care for each other. We believe that if we all play our part in getting wellbeing right, then we will get it right for every member of our Hastings Family.

A commitment to quality workload	Collegial culture
Three data drops per school year and one staff meeting per week	Hastings Family and CAREs values informs culture and ethos
Department led policies for marking and feedback	Staff Wellbeing Champion and an Adult Mental Health Workplace Responder and First Aider
Sensible turnaround times e.g. mock exams	Regular opportunities to meet as a team
SDP takes into account impact on workload	Scheduled opportunities to share good practice
Virtual parents' evenings by popular demand	Staff room (tea, coffee and hot chocolate on tap!) and a Community Box
Digital Communications Policy	Staff treats and raffle –Christmas and Easter
Workload reduction kit used to inform school calendar	Buddy system
Centralised detentions for behaviour and homework	Staff social events
Individual directed time statements	Regular line management meetings
No more than 86% contact time for teachers	Occupational health and welfare service (Thrive) and an Employee assistance Programme
A 'family friendly' Attendance Management policy	SLT Walk and Leadership On Call to check-in rather than check-up
Employ 2 cover supervisors to meet 'rarely cover' requirements and protected PPA	
No 'no leaving site until XX:XX' policy	
Indicators of trust	An evidence informed approach
Butterfly suggestions and meetings – everybody can make a difference	
Hot Chocolate nominations and praise postcards	Daniel H. Pink – 'Drive, The surprising truth about what motivates us'
A low staff turnover	Dfe Workload reduction kit
Strong sense of shared purpose (our 'why')	Anna Freud: Supporting Staff Wellbeing in Schools
Regular opportunities for staff voice that is followed up by school leaders and actioned wherever possible	
A commitment to professional development and sharing good practice	
Flexible working and Sabbatical policies	
Opportunities for progression and wider school contributions	

1. REMEMBER THAT TO-DO LIST WILL NEVER BE COMPLETE - IT'S FINE.
2. GREET EVERYBODY WITH A SMILE TODAY.
3. TAKE TIME OUT TO EAT, NOT AT YOUR DESK.
4. GO HOME EARLY, WHEN THE BELL RINGS, ONCE A WEEK.
5. JOIN IN WITH A STAFF SOCIAL EVENT - ORGANISED OR IMPROMPTU



HASTINGS HIGH SCHOOL

Care and Excellence for All

TEACHER OF SCIENCE

JOB SUMMARY:

To exercise responsibility for the teaching, care, control and guidance of pupils in their lessons, in accordance with national legislation and school policy and practice.

OBJECTIVES

- To continuously raise standards of pupil achievement in your classes
- To foster enjoyment and satisfaction in the participation of learning by pupils
- To deliver well prepared lessons that meet the needs of the class and national curriculum content

PRINCIPAL RESPONSIBILITY AREAS

- A. Teaching
- B. Pupil Achievement
- C. Individual Needs
- D. Miscellaneous

A: TEACHING

- To use and implement subject/department curriculum policies and in co-operation with colleagues, work toward the achievement of the school's goals and targets within the subject area.
- To set and mark homework as per homework timetable.
- To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you, expecting the highest possible standard for each pupil. This includes responsibility for pupils identified in the SEND Code of Practice and responsibility for liaising with learning support staff to ensure the needs of all children with SEN are met within the SEN Code of Practice.
- To communicate and consult with the parents of pupils when appropriate and to communicate and co-operate with persons or bodies outside the school when appropriate, taking account of any departmental or school policy.
- To participate in meetings as determined in the school and departmental meeting cycles.
- To participate in the arrangements made for professional development, review and appraisal.
- To participate in staff training and development activities as required.
- To ensure that, whenever possible, appropriate work is set to cover absence. This should always be done when absence is known in advance.

B: PUPIL ACHIEVEMENT

- To develop appropriate learning experiences for each group using a variety of teaching styles (keeping abreast of current developments) and maintaining the level of discipline essential for learning to take place.
- To assess, record and report on the development, progress and attainment of those

pupils for which you have a responsibility in accordance with any agreed departmental and school policies, providing or contributing to oral and written reports as required.

- To attend Progress Evenings as required.
- To report on pupils' progress as required, in line with reporting procedures and time frames.

C: INDIVIDUAL NEEDS

- To teach pupils according to their individual educational needs, including provision for pupils with Special Educational Needs; ensuring that pupils' work is regularly monitored, marked and recorded, in accordance with department and school assessment policies.
- To maintain, record and mark books as required (including electronically).
- To advise the Head of Department on recommendations for changes of group/set, as and when appropriate.
- To advise and co-operate with the Head of Department on the preparation and development of courses of study, meeting N.C. requirements, teaching materials, teaching programmes, methods of teaching and assessment arrangements.
- To contribute to EHCP review meetings.
- To ensure that the school's Child Protection Policy is followed at all times and any safeguarding issues are immediately reported following the school's safeguarding procedures.

D: MISCELLANEOUS

- To oversee the general tidiness and condition of furniture and fabric of, and equipment in, the teaching base, including where appropriate the display of pupils' work, thus creating an environment conducive to learning (reporting to the Site Team any issues of health and safety or damage requiring repairs).
- Provide advice, as necessary, on Health & Safety issues to staff and pupils.
- Alert staff as necessary to any 'unsafe' practices by pupils, to reduce the possibility of accidents.
- To adhere to all policies relating to Health and Safety and carry out the duties placed on employees by the Health and Safety at Work Act 1974.
- To adhere to the requirements of C.O.S.H.H - Control of Substances Hazardous to Health) (Amendment) Regulations 1991 and Equal Opportunities, as determined by the Governors of the school.

Please note that these responsibilities are indicative rather than exhaustive. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The school takes its safeguarding and child protection responsibilities very seriously and the post will be subject to an enhanced DBS clearance, agreeing to our E-safety policy, two supportive written references, social media checks and a pre-employment medical health check.



HASTINGS HIGH SCHOOL

Care and Excellence for All

LOCATION AND CONTACT DETAILS

St Catherine's Close

Burbage

Leicestershire

LE10 2QE

Telephone: 01455 239414

Email: reception@hastings.school

Website: www.hastings.school



Reception:

