



Teacher of Chemistry

MPS/UPS Part Time (0.6-0.8FTE)
(full time for an exceptional candidate)
from 1 September 2019



NEWPORT GIRLS' HIGH SCHOOL

An outstanding grammar school for girls

Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of Chemistry for September 2019. The ability to teach A-level Chemistry and General Science to lower school is essential. We would prefer to appoint a candidate for 0.6-0.8FTE but would consider a full time appointment for an exceptional candidate. The post is paid on MPS or UPS. Please be clear if you are seeking part or full time employment in your application.

I joined NGHS in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. Each week's diary is full of opportunity and the weekly school newsletter, 'Newport News' (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. From a plethora of trips to local and far-flung destinations to participation in the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our new school building opened in February 2018 as a result of our massive fundraising campaign 'inspiring minds'. Thanks to donations from families of NGHS students and an academies fund bid, our sixth formers now have state-of-the-art building and space to work. With an additional six classrooms, reception and office space, the school can breathe again, having been crammed into a building which we had long outgrown. Students from all years benefit from this classroom space.

Professionally, staff are supported and led by heads of faculty and there is a strong sense of community in the staff room with social events planned throughout the year. All staff belong to a T&L Focus Group (of their choice) so that everyone can work together with colleagues to consider their professional practice in an area that interests them. As a small school, there is a real sense of everyone working together when it comes to organising events and supporting house competitions. Our house system a key feature of our school and fierce (but also friendly!) rivalry is seen at house competitions. Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target.

Our curriculum is unashamedly academic with a three year KS4 programme. This means that there



is time to enjoy learning at KS4 and not to be examination focussed at all times. In our Sixth Form, we offer a range of facilitating and practical subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential. Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is a well resourced pastoral provision. A recent, well-represented parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students' emotional wellbeing is at the forefront of all that we do at NGHS. Staff wellbeing is valued and all staff benefit from free tea/coffee/milk, flu jabs, a new colleague buddy system, social events and an understanding approach to attendance at family and child events such as nativities, sports days and personal emergencies.

Finally, I must comment on our students. They are a delight to teach and support. They are focused, attentive in lessons and keen to do their best. NGHS is a school where you can teach without the need to control unruly behaviour and whilst the students have very high expectations of their teachers, there is a genuine desire to please and to work with staff to achieve the best outcomes.

This information pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes and thank you for ensuring that you meet the deadline.



With all good wishes,
Michael J Scott
Headteacher
February 2019

Faculty & Subject Information

Head of Faculty: Dr S Catalan
(Head of Science, Physics)

Chemistry sits within the science faculty of six colleagues, two of whom are part time. The department also benefits from the support of two experienced laboratory technicians. There are currently two chemists in the faculty, one of whom also teaches Biology to GCSE. The faculty has a suite of labs, two of which have been refurbished in the past few years and another which is due for refurbishment in the next couple of months as a result of a successful Wolfson Foundation bid. The school is on the cusp of potential expansion and this will hopefully include the need for more specialist laboratories.

In Years 7 all students have three hours of science, normally taught by the same teacher, with a rough topic split across Physics, Chemistry and Biology. 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.

From Year 8, discrete sciences are taught by specialist teachers; one hour per science per week. Lessons focus on the learning of facts as well as the solving of problems, under the 'How

Science Works' element of the curriculum as well as the ongoing development of confidence in the subject. Opportunities to take part in the Salters Chemistry competition occur in Year 8.

At KS4, AQA Chemistry (8462) is studied by all students in mixed ability groups (within a selective school context). An overview of the course and the spread of topics can be found on the Science faculty page of school website (under Academic section).

Around 70% of students continue to study at least one science subject at A-level. AQA is the syllabus of choice for all science disciplines and the department enriches learning with visits to scientific places of interest as well as maintaining excellent links with the University of Birmingham's regular Chemistry Lectures programme.

In 2018, 70% of students achieved GCSE Grades 7-9 (A-A**) in science subjects. Of particular note were a third of students achieving a Grade 9 (A** equivalent) in Physics. These results yielded a positive value-added score of 0.4 for Science. At A-level, over a quarter of students achieved A*-A in Biology, 22% in Chemistry and 30% in Physics.

The faculty looks forward to welcoming a new member of staff to their team.



Job Description - Science Teacher

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution 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 teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor.

Person Specification

Area of interest	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree in Chemistry/Biochemistry or closely related subject QTS or other route into teaching by September 2019 if NQT 	<ul style="list-style-type: none"> Further degree or related qualification First/2:1 degree result
Experience	<ul style="list-style-type: none"> Successful teaching record in current school or on placement Teaching GCSE and A-level Chemistry in a secondary school either in substantive post or as part of Teacher Training. Teacher of Science in Year 7 	<ul style="list-style-type: none"> Teaching Biology KS3 and ideally GCSE Teaching experience in a high achieving/ good-outstanding school Leading and accompanying school visits
Knowledge and skills	<ul style="list-style-type: none"> Familiarity with AQA GCSE and A-level Chemistry specifications Safe laboratory practice How to work collaboratively and effectively with a Technician Team Ability to use data to monitor, track and improve pupil progress Ways to stretch/challenge girls to achieve full potential An ability to instil a passion for science in girls in all key stages Good interpersonal skills Strong ICT skills and high standards of English (written and spoken) Understanding of STEM and the role this plays in a girls school 	<ul style="list-style-type: none"> How to ensure high award of practical marks at A-level Use technology to enhance learning Willingness to employ creative styles of teaching Familiarisation with national and local challenges/competitions for Science Awareness of KS2-KS3 transition and KS2 Science Curriculum Recognition of the challenges of the subject at A-level in a school which attracts students from a number of local 11-16 schools Good understanding of the needs of SEND students
Personal and Professional Qualities	<ul style="list-style-type: none"> Ability to work as part of a team Sense of Humour Empathy with students and colleagues Enhanced DBS & identity checks Professional approach to conduct, dress and attendance Excellent references 	<ul style="list-style-type: none"> Creative, enthusiastic individual Willingness to contribute to the wider life of the school Positive and energetic approach Pastoral experience (form tutor or shadow form tutor)

Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to headteacher@nghs.org.uk or by post. NGHS is committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from any previous employer. References for all shortlisted candidates will be taken up prior to interview.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

The closing date for applications is 4.00pm on Friday 29th March.

Shortlisted candidates will be contacted later this week. Interviews will be at the start of April.

Rehabilitation of Offenders Act 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act. These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Disclosure and Barring Service for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Disclosure and Barring Service, who will also forward a copy to the Authority. Information received from the DBS will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the DBS.

The disclosure of a criminal record will not necessarily bar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply or accept or do any work in a 'regulated position', such as the post you are applying for.

Equal Opportunities Policy

NGHS is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

Health

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.





For more information about the post, please contact

Mr M J Scott, Headteacher

Tel: 01952 797550

headteacher@nghs.org.uk



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