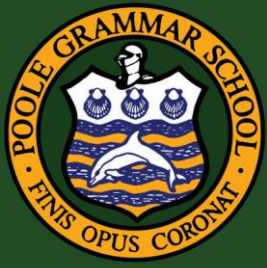


# POOLE GRAMMAR SCHOOL



**CHEMISTRY TEACHER  
INFORMATION PACK**



# POOLE GRAMMAR SCHOOL

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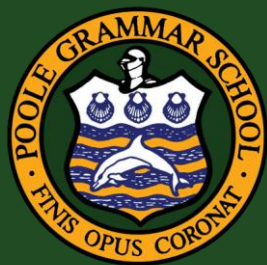
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## Job Description – Chemistry Teacher

For September 2020

MPS/UPS

The responsibilities of the postholder will include the following areas:

### Curriculum

- Teaching Chemistry from Year 7 to Year 13 in a manner appropriate to students' ages and abilities, including Oxbridge preparation classes as appropriate
- Teaching Biology and Physics to KS3 as appropriate
- Monitoring and recording of student's progress in accordance with departmental and school policies
- Promoting A level Chemistry to potential sixth form students
- Attending and contributing to departmental meetings
- Contributing to the development and effective use of departmental resources
- Keep an oversight of the work and progress of pupils, especially those who are gifted or have specific learning needs using appropriate data
- Maintenance of professional skills through INSET and CPD programmes
- To be proactive in exploring innovative ways of delivering Chemistry and promoting independent learning

### Health and Safety

- Monitor and make appropriate recommendations to the Health and Safety policy of the Chemistry department
- To implement current risk assessments for all Chemistry activities

### Extracurricular

- To promote extracurricular Chemistry within the school
- To promote Chemistry to the wider community
- To contribute to the extracurricular life of the school

### Pastoral

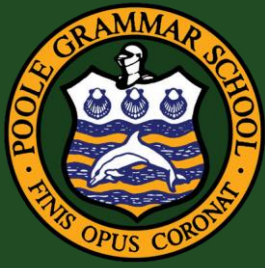
- To take part in the pastoral life of the school as a form tutor
- To contribute to the PSHE programme if appropriate

### Responsible to: Head of Chemistry

This job description is specific to the post of Teacher of Chemistry and additional to the generic job description of a Teacher at Poole Grammar School – see next page.

A J Baker

February 2020



## TEACHER (Generic Description)

**Job Purpose:** To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential coupled with raising standards of student attainment and achievement.

**Key aspects of the post are: -**

### Teaching

- Plan and prepare courses and lessons
- Teach students according to their educational needs, including the setting and marking of work
- Set and evaluate classwork and homework, the latter as per the relevant homework timetable and keep appropriate records of student attainment
- Assess, record and report on the development, progress and attainment and achievement of students, student should receive formal feedback at least once for every five hours of teaching
- Use a variety of teaching methods both inside and outside the classroom which will stimulate learning appropriate to student needs and demands of the specification/scheme of work
- Ensure that ICT, Numeracy, Literacy and school subject specialisms are reflected in the teaching/learning experience of students
- Ensure that all students are set appropriate grades and are tracked accurately against those targets at various points in the year cycle
- Prepare students for public examinations and other examinations as appropriate
- Participate as appropriate in the curriculum enrichment of the school

### Pastoral

- Promote the general progress and well-being of individual students of any classes assigned to him/her for example through tutor periods and registration
- Help gain access to appropriate advice on educational and social matters and on their further education and future careers as appropriate, including information about sources of more expert advice on specific questions; making relevant records and reports
- Being aware of the personal and social needs of students, recording information as appropriate and respecting the confidentiality of these records
- Communicating and consulting with the parents, other school staff and students



# POOLE GRAMMAR SCHOOL

- Communicating and co-operating with persons or bodies outside the school where appropriate
- Participating in meetings arranged for any of the purposes described above within directed time

## **Strategic planning**

- Assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the department
- Contribute to the department's development plan and self-evaluation strategies
- Contribute to the whole school's planning activities e.g. the departmental development plan, staff meetings and ad hoc committees, Year Head meetings etc

## **Staffing**

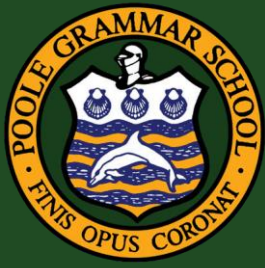
- Take part in the school's continuing professional development programme by participating in arrangements for further training and professional development
- Continue professional development, including subject knowledge and teaching methods
- Ensure the effective/efficient use of classroom support when allocated
- Work as a member of a team and to contribute positively to effective working relationships within the school;
- Participating in any arrangements within an agreed national framework for performance management of the teacher and other teachers
- Contributing as appropriate to the professional development of other teachers and non-teaching staff, including the induction and assessment of newly qualified teachers

## **Quality Assurance**

- Help to implement school quality procedures e.g. departmental reviews, performance management and to adhere to them
- Contribute to the process of monitoring and evaluation of the curriculum including evaluation against quality standards and performance criteria
- Review from time to time methods of teaching and programmes of work

## **Management Information**

- Maintain appropriate personal records and inform support staff of changes for the school management information system
- Complete the relevant documentation to assist in the tracking of students



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## **Management of resources**

- Contribute to the process of ordering and allocation of equipment and materials e.g. suggesting new resources
- Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources
- Take responsibility for certain subject rooms and tutor rooms, including providing material for displays connected with the subject

## **Discipline and Health and Safety**

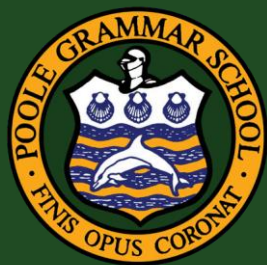
- Maintain good order and discipline among the students
- Safeguard student health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- Develop in students the appropriate respect for the ethos of the school through an understanding of student rights and responsibilities

## **Responsible to: Head of Department/Year Head**

In drawing up this job description the Headteacher acknowledges his responsibility, in ways defined for Headteachers in their Conditions of Employment, to enable the holder of each post to carry out the assigned duties and responsibilities. Staff will be consulted as appropriate during any review of such policies. These duties and responsibilities may be altered from time to time after consultation with the Headteacher and the relevant Head of Department in order to meet the changing needs of the school and the interests of the member of staff.

**A J Baker**

**February 2020**



## Person Specification: Chemistry Teacher

### Experience

- Exemplary classroom practitioner
- Teaching Chemistry at KS3, KS4 and A level
- An understanding of Health and Safety issues relating to Chemistry activities
- An awareness of curriculum issues relating to Chemistry
- Meeting the needs of students with Special Educational Needs and gifted and talented
- Awareness and promotion of the use of ICT in the Chemistry curriculum
- Pastoral work in a school setting

### Qualifications

- Degree in an appropriate Chemistry related discipline
- Qualified Teacher Status

### In-Service Training

- Up-to-date subject knowledge and skills reflecting the demands of current specifications
- A programme of relevant recent courses undertaken

### Skills

- An ability to lead and inspire pupils of all abilities
- Ability to establish clear expectations and constructive working relationships amongst staff and pupils
- An ability to motivate and encourage participation in Chemistry both inside and outside the classroom
- Proven communication, organisational and interpersonal skills
- An ability to work effectively as part of a team but also to be able to work independently
- ICT competence

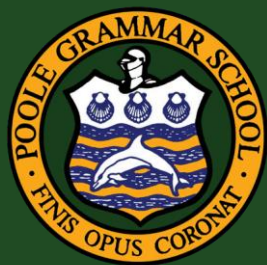
### Personal Skills and Qualities

- Confidence, tenacity, flexibility and adaptability
- Empathy for pupils, parents, staff and the community
- Energy and commitment
- A sense of humour and can-do attitude

A full NQT induction process is available from a very experienced department which is committed to teacher training at all levels.

A J Baker

February 2020



## The Chemistry Department

Chemistry is taught as a separate subject throughout the school, with a staff of four full-time specialist Chemistry teachers (including this post) and one dedicated laboratory technician. The department consists of four modern laboratories, all of which were newly refurbished in 2007/08, two preparation rooms for practical work, a chemical store and a chemistry office for members of the department to work in.

The sciences are organised on a departmental format with Heads of Biology, Chemistry and Physics. There is no Head of Science, with the heads of each of the sciences working collaboratively on issues relating to issues of common concern across the sciences. Members of the department also contribute to teaching in other areas of Science and Games.

The department typically teaches 40 A level students per year in 3 classes, with class sizes of around 12-15 students. The department's results contribute significantly to the school's overall outcomes, with 5 or 6 students per year regularly gaining entrance to highly competitive courses such as Oxbridge, medicine, dentistry and veterinary science.

In Year 7 chemistry is part of a combined science course covering Biology, Chemistry, Physics and scientific skills. Most students take triple science GCSE, but approximately 35 students per annum opt to take Double Award Science at the end of year 9, in order to study a broader range of subjects at GCSE. The AQA GCSE and A level courses are taught.

### The achievement of students

Outcomes in public examinations at KS4 and KS5 for the new GCSE and A level courses are indicated below:

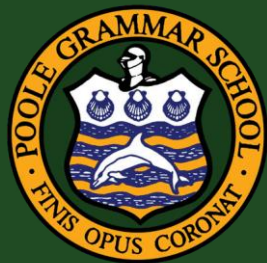
#### GCSE Results

YEAR	Course	Total entry	9	8	7	6	5	4	3	U	% PASS	% 7/8/9
2018	AQA	122	30	32	23	24	12	1	0	0	100	70
2019	AQA	128	47	30	19	24	8	0	0	0	100	75

#### A Level Results

YEAR	Course	Total entry	A*	A	B	C	D	E	U	% PASS	% A/A*	% A/A*/B
2017	AQA	15	1	5	4	4	0	1	0	100	40	67
2018	AQA	27	4	8	4	4	5	2	0	100	44	59
2019	AQA	35	3	13	8	7	3	1	0	100	46	69





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## **The Post**

We are looking for a teacher with enthusiasm for Chemistry. It is suited to new entrants to the profession as well as more experienced teachers and Chemistry professionals.

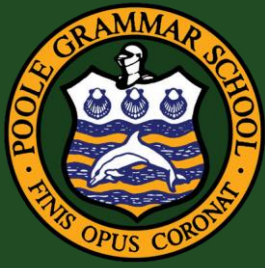
You will be joining a department in a school situated in an historic borough within an area of outstanding natural beauty with the Jurassic coast and New Forest only a few minutes away. This is coupled with working in a school renowned for the friendliness of its staff room and the potential of its students; where students and teachers share their interest in scholarship and learning and students become well-rounded individuals.

The school has a well-structured masterclass programme for professional development as well as a successful track record of training aspiring teachers through the local Graduate Teacher Training Programme, the Wessex Partnership. The school is also part of the SIGMA Teaching School Alliance, which gives staff access to a range of training opportunities as well as the chance to network with colleagues in other schools.

Further details of the school and department are available from the school website [www.poolegrammar.com](http://www.poolegrammar.com)

**A J Baker**

**February 2020**



## Application Procedure

Please visit [www.poolegrammar.com](http://www.poolegrammar.com) and complete the online application form.

CVs will be accepted in addition to the above but will not be accepted on their own.

Online application forms are preferred but a PDF version of the application form is available to download from our website. This can either be emailed to the HR Department or posted direct to the school.

If you have any questions regarding the application process, please contact the HR Department at [pgshrdept@poolegrammar.com](mailto:pgshrdept@poolegrammar.com)

**Closing date for applications: Friday 6 March 2020**

Informal visits are encouraged. Please contact Dr Smith, Head of Chemistry, to make an appointment. 01202 692132 or [smithrj@poolegrammar.com](mailto:smithrj@poolegrammar.com)

*Poole Grammar School is committed to safeguarding and promoting the welfare of children and young people. All successful applicants will be required to complete an enhanced DBS application. Poole Grammar School also promotes equal opportunities for its workforce.*