



Candidate Information Pack

Head of Chemistry

For September 2024

Closing Date: **Monday 29 April 2024, 9AM**

Interviews **w/c 6 May 2024**



Join one of the highest performing all-girls' schools in the North West as Head of Chemistry.

Thank you for your interest in the position of Head of Chemistry at The Queen's School. **This is a wonderful and exciting opportunity to work in a thriving school with ambitious plans.**



The Queen's School is an all-girls, academically selective independent school and we are looking for a Head of Chemistry for September 2024 (full-time). The successful candidate must have the ability to teach chemistry from KS3 up to A-Level.

They should be enthusiastic and passionate, with the ability to inspire pupils to achieve the highest possible standards both academically and personally.

The Chemistry Department

The Chemistry Department at The Queen's School consists of two full-time and one part time member of teaching staff. There are two dedicated teaching laboratories serviced by a part time technician. All pupils and teaching staff have an iPad. The department is well resourced in terms of teaching materials and the school teaches AQA GCSE chemistry, AQA GCSE Trilogy (Dual Award) science and AQA A-Level chemistry. We are proud of our record of success in examinations (over 90% A*-B at A-Level and over 80% 9-6 at GCSE on average) and in chemistry Olympiad. Chemistry is one of the most popular subjects at Queen's and the department have supported a significant number of pupils to go on to study chemistry related disciplines at university.

A small school for girls, we are big and brave in attitude and ambitious in all we do which is why the school and the girls thrive. It is the amazing sense of community that flows through our School, right from Reception to Year 13 when pupils leave us ready and prepared to take on the world, that makes Queen's such a supportive, vibrant, and wonderful place to learn and work. To learn more about what makes our school unique, I encourage you to take a look at our website, www.thequeensschool.co.uk where you will find a wealth of information about all we do.

We hope that having read this brochure you will be encouraged to apply.

Joanne Keville
Headmistress

April 2024

Job Description

Job Title:	Head of Chemistry
Responsible to:	The Deputy Head on day-to-day issues and ultimately the Headmistress in all matters.

Objectives of the post:

- To provide leadership in and be responsible for the management of the chemistry department
- To determine the philosophy of the department
- To be responsible for the teaching, assessment and development of chemistry throughout the school
- To interact on a professional level with colleagues and to seek to establish and maintain productive relationships with the aim of improving the quality of teaching and learning in the school
- To contribute expertise, enthusiasm and talents in order to develop each girl's full potential within the ethos of the school
- To ensure that girls are prepared effectively for public examinations where applicable
- To participate with the other colleagues in the development of appropriate syllabuses, materials and schemes of work
- To make an appropriate contribution to the school's programme of extra-curricular activities
- To carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff.

Key areas of responsibility:

It is the statutory duty of all members of the teaching staff to safeguard and promote the welfare of all children at the school and to adhere to the school's safeguarding policy and procedures.

The subject teacher is under the guidance and leadership of the Head of Department in teaching the subject and in undertaking additional responsibilities, which can be reasonably assigned in respect of the subject.

Leadership and administration of the department

- draw up and update annually a departmental development plan which reflects the aims of the school development plan
- work with other members of the department to produce appropriate syllabuses, materials and schemes of work and an up-to-date departmental handbook.
- regularly review the department's success in meeting its aims and objectives
- ensure the provision of appropriate textbooks and materials
- ensure the best use of the department's resources and the proper maintenance of materials and equipment
- advise the Headmistress on the aims and policies of the department and the resources required to implement them.

- allocate teaching responsibilities, bearing in mind the abilities, experience and developmental needs of members of the department
- develop a departmental assessment policy and to co-ordinate standards of marking and assessment within the department
- ensure that the departmental teaching areas are attractive in appearance and conducive to stimulating an interest in the subject
- ensure that Health and Safety regulations are observed within the department, keeping the Headmistress informed of any changes which may affect the department.

Leadership of staff

- contribute to the Professional Review programme and to support members of the department in their professional development
- recognise any areas of difficulty that may arise with members of the department and to be supportive and constructive in finding a solution
- organise departmental meetings to discuss the work of the department and the implementation of departmental and school policies
- ensure that all the department follow departmental schemes of work
- ensure that expectations of standards are clearly understood by all members of the department so that pupils are stimulated and challenged
- play a role in the appointment of new members of the department
- contribute to the induction of new members of staff as required

Planning, teaching and class management

Achieve progression of learning for allocated students through:

- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught, and in line with schemes of work;
- setting tasks which challenge students and ensure high levels of interest;
- providing clear objectives and structures for lessons, maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of schemes of work; monitoring and intervening to ensure students behave in a manner which maximises teaching and learning;
- using a variety of teaching methods;
- sharing good practice with others in the department;
- establishing a safe working environment which supports learning and in which students feel secure and confident;
- contributing to planning and development within the department;
- participating in the development of appropriate departmental materials and schemes of work.

Monitoring, assessment, recording and reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;

- assess and record students' progress systematically and keep records to:
 - check work is understood and completed,
 - monitor strengths and weaknesses,
 - inform planning and recognise the level at which the student is achieving;
- prepare and present informative reports to parents;
- contribute to the setting and marking of all forms of departmental assessment.

Other professional requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school, especially those relating to the safeguarding of, and promoting the welfare of, children;
- establish effective working relationships and set a good example through personal presentation and professional conduct;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- organise educational visits, activities and extra-curricular clubs & societies as appropriate;
- promote the general progress and well-being of individual pupils and of the any class or group assigned to the post holder;
- provide guidance and advice on educational and social matters where appropriate;
- ensure that departmental teaching areas are attractive in appearance and conducive to stimulating an interest in the subject;
- liaise with other Heads of Departments;
- submit reports and recommendations to the Head and staff as requested;
- contribute to the induction of new members of staff;
- carry out supervisory duties in accordance with published rosters
- contribute towards the marketing of the school by participating in Open Mornings and parent events;
- carry out other associated duties as are reasonably assigned by the Head or other appropriate senior member of staff;
- take part in the professional review programme as a mentee and as a mentor, as directed;
- participate, when appropriate, in meetings and functions with colleagues and parents.

The post holder may also be required to perform any other duties as may be reasonably required as far is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.

PERSON SPECIFICATION—HEAD OF CHEMISTRY

	Essential	Desirable
	Qualities without which the applicant could not be appointed	Qualities which may be used to choose between candidates who meet all of our essential criteria
Qualifications / Attainment	<ul style="list-style-type: none"> · Very good honours degree in chemistry/ chemistry related subject. 	<ul style="list-style-type: none"> · PGCE or equivalent teaching qualification.
Experience	<ul style="list-style-type: none"> · Ability to teach chemistry at A-level, GCSE and KS3. · Leadership experience in a secondary school 	<ul style="list-style-type: none"> · Experience of successfully teaching science at KS3
Knowledge	<ul style="list-style-type: none"> • Strong knowledge of developments in chemistry • Ability to provide relevant and relatable real-life chemistry examples. 	<ul style="list-style-type: none"> • Knowledge of SEN requirements • Ability to assist in university interviews and careers advice for potential chemistry UCAS applicants, including Oxbridge.
Skills and Personal Competencies	<ul style="list-style-type: none"> • Excellent interpersonal skills • Excellent communication skills • Effective use of assessment for monitoring student progress and providing feedback for improvement • Ability to fully utilise technology available to improve learning • Ability to motivate pupils to realise their potential • Strong organisational, personal time management and planning skills • Commitment to maintaining the caring and supportive ethos of the school • Commitment to the highest standards of education, safeguarding and pastoral care for all pupils 	<ul style="list-style-type: none"> • Commitment to leading or assisting with extra-curricular activities and curriculum enrichment including accompanying school trips • Ability to provide developmental support to girls applying to leading universities to study chemistry or science related courses.

BENEFITS

The successful candidate will be offered an attractive and competitive package reflecting the significance of this role. The package will include several other benefits including

- A strong sense of community
- Supportive colleagues
- A competitive salary
- The School offers all eligible teaching staff a pension scheme with Legal and General with an employer pension contribution of 15% of pensionable salary
- Discounted school fees
- Subsidised meals and refreshments available

NOTES

- We hope that this brochure provides you with plenty of detail about the role and the School in general. If, however, you have any other specific questions you would like answered before deciding whether to make an application, please email the Human Resource Department at recruitment@thequeensschool.co.uk

APPLICATION PROCESS

Please read all the information provided before completing your application. All applications should be made electronically.

Key Dates:

- Closing date: **Monday 29 April 2024 (9am)**
- Interviews: **w/c 6 May 2024**
- Start date: **September 2024**

When completing your application, you should submit:

- The School's official application form - available to [DOWNLOAD HERE](#).
- Please note that applications will only be considered on the School's application form.
- A letter of application, (no more than one side of A4) which should include your reasons for applying for the position. This becomes particularly crucial if your situation involves significant factors such as a notable change in pay, a shift in career, or relocation. Please address to the Human Resources Department and submit by **9am on 29 April 2024** by emailing: recruitment@thequeensschool.co.uk.
- Please do not send testimonials, certificates, or examples of work etc.
- It is The Queen's School policy that feedback will not be given following application.





THE QUEEN'S SCHOOL

We are a progressive school, small enough to get to know every pupil, yet big enough to provide a wealth of opportunities well beyond the classroom for every pupil who passes through our doors.

As Cheshire's leading independent girls' school, we are proud of our excellent academic results, careers provision, pastoral care, and abundance of co-curricular activities to suit all pupils. The ISI inspection (2022) - [READ HERE](#) - awarded Queen's the top grade of '**excellent**' in all areas. But we are much more than the grades, accolades, and rating. We are a family and community that cares deeply for everyone.

An academically selective day school for girls aged 4-18, we provide an ambitious, supportive learning environment with limitless opportunities for exploration and intellectual challenge. This is reflected in our three pillars: **Think Independently**, **Aspire Globally**, and **Collaborate Confidently** which underpin all we do as a school. The excellent relationships between pupils, staff, and parents and between the pupils themselves, are a hallmark of the School as is the passion for learning and the focus on the needs of the individual.

Our aim is to empower the girls of today to make a difference as the women of tomorrow, hence our strap line of '**Igniting Her Potential**'. But this is so much more than a strapline; it is a promise we make and fulfil to every pupil who joins our community.

At Queen's we believe in:

- A promotion of self-belief, kindness, independent thinking, collaboration, and emotional intelligence.
- A drive to offer opportunities to develop talents within a culture of excellence and ambition.
- A focus on developing links between the Lower School and Senior School.
- The benefits to girls of single-sex education.

"A **wonderfully empowering environment** in which girls flourish academically but also personally, with **bountiful opportunities** on offer to pursue extracurricular passions and interests of every variety."

THE
GOOD
SCHOOLS
GUIDE



Guidance for the completion of the ‘Personal Statement’ section

This is an important section of the application as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples of impact rather than simply stating that you possess certain skills and abilities or simply outlining all your experiences whether relevant or not. It is also important that you use this section of the application form to outline how you would contribute to The Queen’s School co-curricular programme.

References

Shortlisted applicants are advised that **references will be taken up prior to interview.**

All offers of employment are subject to the receipt of a minimum of two satisfactory references. One of the references must be from your current or most recent employer. If your current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom you most recently worked with children. If you are or have been employed within a school, then one reference must be from the Head of your current school, or the last school at which you worked. Neither referee should be a relative or someone known to you solely as a friend.

Online Checks

In line with statutory requirements and KCSIE guidance, the School will undertake relevant checks on publicly available online and social media presences. Any concerns or issues arising from the checks will be discussed as part of the Safer Recruitment processes as appropriate.

Shortlisting and Interviews

If you are shortlisted, your visit will involve a brief session with our Human Resources Department, to undertake several checks we are required to carry out by the Department for Education (DfE). These include the requirement for a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS); and checks to verify your identity, address, right to work in the UK (you will be asked to produce your passport and/or visa before commencing work), qualifications and overseas checks (if relevant). A list of valid identity documents will be sent to you in advance of your interview. Successful candidates will also be asked to confirm that they are medically fit to carry out the duties associated with this post.

During your visit with our Human Resources Department, if you have not done so already, you will be required to sign your application form to declare that the information you have given is accurate and true.

Please notify the School if you have any disability for which special arrangements need to be made for either the interview or if the position is offered.



All interviewees must bring original documents confirming qualifications and professional training, and three identification documents:

- at least two of the following: passport, driving licence photocard, birth or marriage certificate (evidencing change of name)
- and one document evidencing address: driving licence, council tax bill, or recent financial statement or utility bill dated within the last three months.

If you are unsuccessful, please be assured that photocopies of documents taken will be destroyed. Should you have any other questions relating to the post, please contact the School at Smulcaster@thequeensschool.co.uk

Conditional Offer of Appointment

At Queen's we are committed to safeguarding and promoting the welfare of children and young people. Any offer to a successful candidate will be conditional upon the following:

- Verification of identity;
- Verification of qualifications and professional status;
- Satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS);
- A check against the Barred List;
- A Prohibition from Teaching check;
- A Prohibition from Management check;
- Where the successful candidate has worked or been resident overseas for three months or more in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance;
- Verification of the right to work in the UK;
- Receipt of at least two satisfactory references;
- A check for gaps in your employment history;
- Verification of medical fitness - completion of a pre-employment medical declaration;
- Satisfactory completion of the probationary period.

It is the School's policy to employ the best qualified team and to provide equal opportunity for the advancement of our team, including promotion and training, and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital or civil partnership status, religion or religious belief, disability or age

“Parents know that we place the **wellbeing of our pupils at our core** of Queen’s and fundamental to their daughter’s all-round development and success.”



AWARDS

Successes, accolades, nominations, and awards have been many. Below are some of our most recent ones which highlight why we are proud of who we are and what we offer:

- **‘Excellent’ in all aspects of the inspection** - Independent Schools Inspectorate (ISI) March 2022
- **Best Independent Girls’ School** – North West England in 2023 and 2022 - Education and Training Awards
- **Gold Award Green School** - The Woodland Trust in 2023 (acknowledgment of our eco commitment)
- **Most Supportive Independent School** – North West England in 2022 - Lux Life Private Education Awards
- **Gold Standard Careers Provision** – awarded in 2022 – from the Quality in Careers Standard
- **Global Education Excellence Award** – awarded by EF Education

PASTORAL CARE - SCHOOL AND FAMILY TOGETHER

As a school we truly believe in the positive power a strong relationship with parents and our families can bring. Parents know that we place the wellbeing of our pupils at our core of Queen’s and fundamental to their daughter’s all-round development and success. That is why our pupils are confident that their voice will be always heard, and that great interest is always being taken in their learning and their welfare.

SEND PROVISION

Queen’s encourages pupils to **embrace their differences**, to be self-aware enough to know how best they learn, and to never see a disability or a special educational need as a reason to not try something.

All staff are trained in SEND issues and the appropriate referral pathway, with the School employing a fully trained SEND specialist teacher, who deals with a wide range of issues, allowing every pupil to achieve their full potential.

ADMISSIONS & BURSARIES

While Queen’s is an academically selective school that welcomes pupils from a variety of backgrounds, it is potential to make the most out of what a Queen’s education affords that matters most. We offer a bespoke, personalised admissions journey and accept pupils throughout the year, subject to places being available.



PARENTS AND PARTNERSHIPS

We have a wonderfully supportive and active Queen's School Parents' Association (QSPA) who organise a range of social and fundraising events throughout the year, with parents automatically becoming members when their daughters join the School.

At Queen's we are also proud of our long association with the local community, Chester Cathedral, and local universities. The sharing of local facilities is highly valued, and we are keen to maintain and strengthen links with local schools, businesses and charities and attach great importance to delivering on its public benefit commitments.

GOVERNANCE AND LEADERSHIP

The Governors are responsible for the general educational character and aims of the School and for creating and reviewing the Governing Body's Strategic Plan. They also set the fees, oversee the finances, disciplinary and ethical matters, make senior appointments and decisions on major building projects.

There are link arrangements between governors and departments and most governors are assigned to between one and three departments.

The Senior Leadership Team (SLT) consists of the Headmistress, Director of Finance and Operations, Head of Lower School, Deputy Head (Academic), Head of Teaching and Learning, Head of Pastoral Care, Head of Sixth Form and Director of External Relations.

LOCATION AND CAMPUS

A vibrant city with charm and packed full of things to do, Chester is a unique place to live and to work. Set within the glorious City Walls, access to the School could not be easier. Ideally placed in the North West of England, it is less than an hour from Manchester and Liverpool, just a two-hour direct train journey to London and close to both beautiful countryside and the coast of North Wales.