



Assumption Grammar School

Specialist School for Music with Physical Education

Fully Alive



JOB DESCRIPTION

TEACHER OF CHEMISTRY TO A2 LEVEL

with ability to teach Double Award Science to GCSE

Permanent Post

Assumption Grammar School is a Catholic voluntary grammar school for girls founded in 1933 by the Missionary Sisters of the Assumption. In September 2009, Assumption Grammar became a Specialist School for Music with Physical Education. Pupil enrolment is 910.

The school offers a full range of state-of-the-art facilities to support a full, broad and balanced curriculum. There is in place an infrastructure that enables the school to be forward thinking in curricular and business terms while remaining true to the values established by the Missionary Sisters of the Assumption.

The whole staff and community work as one team which embraces the school's "Fully Alive" ethos. This ethos is characterised by the strong pastoral care dimension which permeates every aspect of school life. All members of the school community share responsibility for maintaining the caring atmosphere of the school and each staff member, teaching and support, is expected to be guided by this in all dealings with the pupils.

CHEMISTRY DEPARTMENT

At Key Stage 3, the classes are unstreamed. Pupils in Years 8 and 9 have six periods of General Science per week. Year 10 pupils have two periods of Chemistry per week taught by a Chemistry teacher.

At Key Stage 4, pupils take either GCSE Science (Double Award) or GCSE Chemistry. The Chemistry component of the Double Award Science course is taught by a Chemistry specialist over three periods per week. GCSE Chemistry has a time allocation of five teaching periods per week.

At Post 16 level, Chemistry is offered to AS and A-Level and are taught by highly-experienced, specialist teachers. Chemistry continues to be among the most popular options at A level.

Pupils throughout the school engage in a range of enrichment activities, including the Junior Science Club and various STEM activities.

EXAMINATION RESULTS OVER THE PAST THREE YEARS

<u>LEVEL</u>	<u>2022</u>	<u>2022</u>	<u>2023</u>	<u>2023</u>	<u>2024</u>	<u>2024</u>
<u>GCSE</u>	<u>A* - B</u>	<u>A* - C</u>	<u>A* - B</u>	<u>A* - C</u>	<u>A* - B</u>	<u>A* - C</u>
CHEMISTRY	84.6%	100%	83.3%	94.4%	70.3%	97.3%
<u>A2</u>	<u>A* - B</u>	<u>A* - C</u>	<u>A* - B</u>	<u>A* - C</u>	<u>A* - B</u>	<u>A* - C</u>
CHEMISTRY	56.3%	93.8%	88.9%	100%	64.3%	78.6%

In line with the School Development Plan, the teacher, in liaison with the Head of Department, will contribute to the raising of standards and achievements by effectively monitoring, evaluating and reviewing all aspects of the departments. This Self Evaluation process will be carried out by using the quality indicators in Every School a Good School (2009), the Inspection and Self Evaluation Framework (2017) and Empowering Improvement (2024).

EFFECTIVE LEADERSHIP

In carrying out his/her responsibilities as a Classroom Leader, the teacher should keep in view the aims of the school and its Catholic ethos. He/She should also ensure that the aims of the departments are in line with the School Development Plan, overseen by the Head of Department.

The teacher will be responsible for providing dynamic and effective leadership within his/her classroom and in liaison with the Head of Department, within the school. The teacher is directly responsible to the Head of Department who is responsible to the Principal for all matters pertaining to the curriculum in the school and is expected to ensure high standards.

The teacher will be responsible for encouraging the development of the subjects within his/her classroom and beyond in order to ensure the highest quality of teaching and learning within these areas. He/She will engage in a process of Self Evaluation for improvement, led by the Head of Department, and employ effective target setting measures for all concerned.

HIGH QUALITY LEARNING AND TEACHING

To achieve this objective, he/she will be expected to engage in the following aspects of the Departments, led by the Head of Department:

Programmes of Study/Examinations

The Classroom Teacher, in liaison with the Head of Department, will:

- Oversee Quality Assurance within his/her classroom. He/She will ensure a robust approach to:
 - Self Evaluation
 - Standardisation
 - Book Looks
 - Data Analysis
 - Lesson Observations
 - Pupil Voice
- Contribute regularly to Schemes of Work for the Departments each year. This should also include an evaluation of: Homework Policy, Strategies for the use of ICT in the Department, Departmental Annual Focus in line with the School Development Plan, Literacy and Numeracy Policy, Study Skills Strategy, Assessment for Learning, Assessment Policy, SEN Policy, CEIAG Policy, Identification of Cross-Curricular Skills and Personal Capabilities and Thinking Skills in Key Stage 3 Schemes of Work.
- Set and maintain a high standard of work in his/her classroom and ensure that the above schemes/courses are successfully delivered.
- Engage in effective Data Analysis of Assessment, Results and Performance.
- Contribute to Identification of Need strategies within the Departments and access of additional support mechanisms when appropriate.
- Monitor and evaluate the curriculum area/Departments in line with agreed school procedures including evaluation against quality standards and performance criteria.

Members of Departments / Liaison with Senior Leadership Team

The Classroom Teacher, in liaison with the Head of Department, will:

- Keep abreast of curriculum development and up to date with professional development and in-service training.
- Contribute to Departmental Remote Learning Platform and establish a sharing culture of resources and practice with the Department.
- Attend and participate in departmental meetings with prepared agenda according to school policy. This agenda should include:

- formulation of departmental policy, departmental planning;
- review and evaluation of what is taught and how it is taught;
- awareness of learning styles;
- annual focus for development and improvement;
- analysis of results of tests (including diagnostic testing) and examinations and strategies for tackling areas of weakness;
- target setting and strategies to maintain and improve departmental and individual pupil performance;
- discussion of problems that may arise regarding the progress of pupils;
- consistent reporting, where relevant, from members on in-service courses attended;
- discussion of strategies for encouraging pupils and celebrating their successes;
- implementing strategies and Individual Educational Plans to support SEN and Gifted and Talented pupils;
- collation of comment banks for reporting where relevant;
- any other business pertaining to the Departments.

Minutes should be given to the Principal and Senior Leadership Link person within one week of a meeting taking place.

- Complete the required ICT training.
- Ensure that ICT is used effectively within his/her classroom teaching and keep up to date with developments in this field in relation to HE.
- Ensure the practice of self-review and evaluation within his/her classroom is integral to the teaching process.
- Participate in Performance Review and Staff Development (PRSD).
- Participate in school trips which are of educational value to pupil learning.

CHILD CENTRED PROVISION

The primary role of all teachers is Pastoral. The teacher will, in liaison with the Head of Department, take an active role in supporting the academic wellbeing of all his/her students. He/She will identify academic areas of need and will communicate with parents accordingly.

Responsibility for Pupils and for Teaching and Learning

The Classroom Teacher, in liaison with the Head of Department, will:

- Ensure regular testing and evaluation of pupils' work and participate in such assessment procedures as the KS3, GCSE, AS and A2 level specifications and school policy when required.
- Participate in the setting, marking and standardisation of all internal examinations, including interim tests.
- Contribute to the Departmental Homework and Marking Policy in line with the Assessment Policy, which should reflect an emphasis on marking for improvement and target setting. Ensure regularity of setting and marking of homework and standards of marking in line with the Department's Homework Policy, its Literacy Policy and the school's policies in these areas.
- Ensure the Head of Department and Year Heads are kept informed of any pupil whose progress or attitude to work is causing concern and that continuing support is provided.
- Encourage pupils to enter for a wide range of competitions.
- Participate in the extra curricular activities of the Department.
- Ensure that the school and departmental policy on Health and Safety is complied with fully.

Resources

Equipment

- Ensure care and maintenance of equipment in the Department.

Books/Class Materials

- Ensure that all books are returned by pupils.

Library List

- Return library books according to the arrangements of the Librarian.

Relationship with Members of Staff

The teacher will:

- Liaise with other members of the Departments in respect of cross-curricular themes, Areas of Study and other relevant issues.
- Liaise with Form Teachers and Year Heads regarding any pupil whose work is deteriorating or is not up to standard.

Careers

The Classroom Teacher, in liaison with the Head of Department and through ongoing collaboration with the Head of Careers, should be familiar with the current career opportunities open to students taught in the Departments. She/he should discuss such opportunities with the senior pupils, thus giving constructive support to the Careers Department.

SEN

The Classroom Teacher, in liaison with the Head of Department and through ongoing collaboration with the SENCO, should be familiar with the current SEN strategies applied in the teaching within the Department. She/he should discuss and apply SEN strategies in line with next practice.

A SCHOOL CONNECTED TO ITS COMMUNITY

Relationship with the Community

The Classroom Teacher, in liaison with the Head of Department, will:

- Establish and develop links with relevant external bodies and Institutes of Higher Education and maintain existing partnerships with other schools.
- Ensure that pupils from other schools in the ALC who avail of courses in HE are supported academically. Liaise with the relevant Assistant Principal and Vice Principal to ensure that these pupils are also supported pastorally.

ADDITIONAL DUTIES

- a) He/She will be involved in the Pastoral Care Programme of the school, with individual or shared responsibilities for a Form Class under the direction of the relevant Year Head and Assistant Principal.
- b) He/She will be part of a team for the completion of UCAS forms.
- c) He/She will be expected to carry out other duties as may be required by the Principal.

CONDITIONS OF SERVICE

All staff will carry out a range of professional duties required by the Board of Governors under the direction of the Principal and be expected to work as a team within the agreed Conditions of Service for Teachers. It is hoped that teachers will carry out such extra activities as may be required in the interest of the welfare of the pupils at the School.

In the interests of career development and the changing needs of the school, all of the above duties may be amended after negotiation with the post holder. This negotiation will take place on an annual basis.

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Permanent Post

PERSONNEL SPECIFICATION

QUALIFICATIONS

Essential Criteria

1. Qualified teacher as from 1 September 2025.
2. Honours Degree (min 2:2) in Chemistry or a closely related subject.
3. Experience in teaching Chemistry to A Level*.
4. Experience in teaching, or clearly indicated ability to teach, Double Award Science to GCSE*.

* Teaching practice acceptable

Desirable Criteria

1. Experience in teaching, or clearly indicated ability to teach, Life & Health Sciences to A Level.
2. Willingness to contribute to the Junior School Science Club.

The Board of Governors reserves the right to enhance these criteria to arrive at a manageable shortlist.

SKILLS

The successful candidate should:

- Have high level communication skills, both written and oral.
- Be competent in the use of ICT to support teaching and learning.
- Have ability to communicate effectively to large groups of people.
- Have experience of, or demonstrate an aptitude for effective administration.
- Have effective interpersonal skills.
- Be able to work effectively in a team situation.
- Be able to recognise when a decision is required and to act quickly.

PERSONAL QUALITIES

The successful candidate should:

- Demonstrate an understanding of the school ethos as expressed in "Fully Alive".
- Be tactful and diplomatic in his/her dealings with others.
- Be aware of personal strengths and shortcomings.
- Be able to seek and take advice.
- Demonstrate an enthusiasm for the post.
- Demonstrate dynamism and drive.

On taking up the above post, the applicant must be a registered teacher with the GTCNI.

The Governors seek to appoint teachers who are able and willing to contribute to the ethos of the school and are willing to contribute to its extra-curricular life.

April 2025