



St Dunstan's

— College —

Recruitment Information

Head of Chemistry Full-Time September 2017

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About St. Dunstan's College



'Inspiring and assisting young people to achieve their potential'

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 125 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 900 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Family Society' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds. The swimming pool has been completely refurbished, the Chemistry laboratories have been rebuilt and the front façade of the building has been renovated and cleaned. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, is an exciting opportunity which will permit further development on both sites. Planning is currently underway for the construction of a new Junior School on the College grounds as well as enhanced sporting facilities at the Jubilee Ground.

The size of the College community is small compared to many of its competitors, offering all pupils an individualised approach to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students, in particular from China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



Science at St Dunstan's and the Chemistry Department

Science is taught by subject specialists in Biology, Chemistry and Physics and each science is led by its own Head of Department. There is currently no Head of Science and the effective teaching of science across the College is therefore dependent on close cooperation between the three heads of subject.

The College has three dedicated and well-equipped laboratories for each science and teachers are supported by a specialist technician in each. One Chemistry laboratory contains a Promethean interactive whiteboard connected to a networked computer. The other two laboratories have projectors connected to networked computers. Two of the three laboratories have fume cupboards within them. There is an open-plan ICT area attached to the Chemistry department which is mainly used for the teaching of Sixth-Form scientists. There is office working space for each member of staff with individual access to a networked computer and telephone.

On a day-to-day basis, Biology, Chemistry and Physics are taught as separate subjects throughout the school from Year 7, with setting starting at Year 10. All students are entered for the Edexcel IGCSE Certificate, with about half undertaking the Sciences separately and half sitting double award. This arrangement is currently under review.

At A-Level, the Chemistry Department currently follows the Edexcel 9CH01 specification. Chemistry is popular in the Sixth Form and many students progress to leading Russell Group Universities, including Oxford and Cambridge, to study related subjects.

The College has a thriving School Science Society (the Armstrong Society) and a busy science-based co-curricular programme. Students regularly enter the Biology, Chemistry and Physics Olympiads and attend lectures at the various London Universities and beyond.

Person Characteristics:

The College is seeking an energetic, creative and inspiring teacher of Chemistry who has the ambition to lead a Department at an exciting time in the College's development.

The successful candidate will have a proven track record in raising achievement and will have the skills and attributes necessary to motivate colleagues and students to realise their full potential. They will have the ability to think strategically and pro-actively, to work with effective structures and systems to ensure that every young person is achieving to the highest of their ability. This will be done whilst being an important part of the pastorally strong, happy and nurturing ethos of the College for which it is so well known.

The successful candidate will have a clear vision for what an exceptional Chemistry education looks like and will be able to import these ideas into the College with diplomacy and vitality, in equal measure. They will be adept at generating new, creative ideas that best serve the future needs of a forward thinking school and in so doing create an exciting curricular and co-curricular programme for their subject.

The Head of Chemistry will be part of the Heads of Department team, and the successful candidate is expected to be an important voice in this group, creating new and interesting ideas, able to debate intelligently, with good humour and with the ability to see solutions quickly and differently.

The Head of Chemistry will have an infectious love of subject and will be able to enthuse others with intellectual curiosity and the pursuit of excellence. They will be an excellent team player who is excited by working in a fast-paced, ambitious and aspirational environment whilst also having the self-belief to work effectively autonomously and in taking ownership of this vital part of the College curriculum.

	Essential	Desirable
A good degree in Chemistry, or a strongly related discipline	X	
Further education in Chemistry, or Chemistry education		X
Teaching experience through the age range from KS3-5	X	
A teaching qualification		X
A track record of improving student achievement	X	
Experience of motivating and coaching other teachers to improve their practice		X
A passion for subject and a high level of subject knowledge	X	
Successful examination experience in similar boards		X
A willingness to engage with Chemistry beyond the classroom	X	

Responsibilities of a Head of Department at St Dunstan's College

Responsible to: Deputy Head Academic / Headmaster

By example and by clear articulation of vision, to guide the work of all subject teachers within the Department and empower them to:

- Inspire a love of the subject in our students and encourage them to think beyond what is taught in the classroom; to become curious, motivated and independent learners.
- Assist and challenge our students to understand and fulfil their full potential in the subject

In order to obtain this, the leader of an academic department should constantly:

- Strive to develop and better understand the subject and its ongoing development
- Evaluate and implement the most effective mechanisms of teaching in order to maximise subject learning
- Guide and support new and more established teachers in their professional development and needs
- Monitor the development of staff progress and performance
- Monitor student progress through effective tracking systems and targeting strategies for improvement
- Market the subject effectively within and beyond the school
- Enrich the subject provision within the school

Meetings

- Meet annually with the Headmaster and Deputy Head (Academic) to discuss public examination results and strategies planned to improve them
- Meet biweekly with the Deputy Head (Academic) or Headmaster to discuss departmental progress
- Meet formally with the Department once a week and hold a recorded meeting discussing students, good classroom practice and operational business. All meeting notes should be sent to the Deputy Head (Academic) and Headmaster
- Meet as a Heads of Department group twice half-termly

Monitoring

- Conduct work scrutiny on a half-termly basis and submit the work-scrutiny form to the Deputy Head (Academic) and Headmaster
- Conduct weekly learning walk of the Department identifying good practice to share at Department meetings
- Update and maintain all procedural documentation pertaining to the effective management of the department and in preparation for inspection
- Coordinate platform, benchmark and trial exam data, compare to CEM data and scrutinise value added across the Department
- Be a part of the Student Tracking and Review System (STARS) analysis at each reporting period.
- Be active in pursuing any student whose work or behaviour is giving any subject teacher cause for concern

Enrichment

- Ensure adequate co-curricular activities for the subject, including trips and visits, an academic society and associated clubs.

Staff Development

- Ensure the appropriate provision and attendance of staff at both in-house and external professional development

Subject Development

- Foster and supervise the development of the subject at all levels at which it is taught; work with subject teachers, as necessary, in developing guidelines, syllabuses and schemes of work
- Keep abreast of all relevant developments in external examinations and National Curriculum syllabuses; be fully attuned to new developments in the subject, in particular as to how they may affect the teaching and learning of it in the College

Academic strategy

- To feed-in to whole school academic strategy decisions through the Heads of Department meeting and through the Senior Leadership Team, as required

Marketing

- Prepare for Open Mornings and, as a marketable asset of the school, ensure displays are current, innovative and kept tidy
- Market your subject as appropriate at various College events

Planning

- Use the College Development Plan to generate annual development plan targets and priorities for the department
- Use the development plan to apply prudent financial planning for submission to the Bursar

Competencies of a Middle Leader at St Dunstan's College

All middle leaders at St Dunstan's College are:

- expecting of high personal standards as a teacher and tutor
- able to identify and promote the Principles of Excellent Teaching and Tutoring within the College
- able to improve student attainment by working effectively with teachers and educational data
- able to formulate a clear vision for their area of College life through effective development planning
- able to inspire, empower, motivate and develop staff.

- effective and fair delegators
- able to manage and defuse difficult situations.
- able to think strategically by recognising strengths and weaknesses in the school structures and processes
- able to manage those above and below them effectively to turn ideas into actions.
- able to maintain perspective and to make sound and balanced judgements
- able to explain and present decisions and ideas clearly and articulately
- able to address issues of underperformance honestly, robustly and sensitively.

Competencies of a Teacher at St Dunstan's College

All teachers at St Dunstan's College are expected to:

- fulfil the Principles of Excellent Teaching set out by the College*
- fulfil the Principles of Excellent Pastoral Care set out by the College**
- enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom.
- further their understanding of subject and pursuit of knowledge
- engage in academic discourse with pupils and staff
- balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation
- express themselves clearly and articulately to pupils and staff
- welcoming and engaging with the many ideas, views and thoughts associated with a progressive organisation
- embrace technological change and innovation
- support the progress of all pupils, no matter what their needs, and through the effective use of educational data, as appropriate.
- be self-reflective enough to recognise their own strengths and weaknesses as a teacher and be proactively involved in your own professional development
- work with people effectively in a way which positively empowers yourself and others

*Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. *Planning.* Lessons are organised, well resourced, and located within a coherent scheme of learning.
2. *Engagement.* Students are actively focused on their learning.
3. *Teaching.* Teachers show strong subject knowledge and successfully challenge students to think for themselves.
4. *Assessment.* Teachers check and respond to student understanding and progress within and across lessons.
5. *Learning.* Lessons have clear learning outcomes based on high expectations.

****Principles of Excellent Pastoral Care (PEPCs)**

Staff at St Dunstan's College provide excellent pastoral care by being:

1. *Fair.* Students are treated in a consistent, reasonable and fair manner.
2. *Proactive.* Staff are aware of their students' circumstances, and are able to intervene early to prevent issues from arising or worsening.
3. *Involved.* Staff have positive and open relationships with their students. Students feel that the staff know and understand them, and are comfortable speaking with staff, even about sensitive issues.
4. *Responsive.* Staff react quickly to pastoral concerns, informing Tutors, Heads of Year and/or the DSL as appropriate, and providing the immediate attention that a student may need to feel reassured.
5. *Consistent.* Staff are consistent in their expectations of high standards of behaviour and academic conduct from the students. Staff hold students accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.

Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, energy and stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness

Promoting and Safeguarding the Welfare of Children and Young People

The post holder will be required to adhere to the College's Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the College these concerns must be reported to the College's Designated Safeguarding Lead (DSL)

Applications

The closing date for applications is Monday, 23 January 2017. Early applications are encouraged as the Foundation reserves the right to appoint at any stage during the application process. This is a full time post, commencing September 2017. All applications to be completed via [TES HireWire](#)

