

HEAD OF CHEMISTRY JOB DESCRIPTION

Job Title :	Head of Chemistry	RA Point:	2
Line Manager:	Head of Science & PE Faculty	Responsible for:	Chemistry Department Staff

Purpose of Job

With responsibility for the academic attainment of the students studying within their department, Heads of Department are exemplary in their professionalism and educational practice, so are role models to their colleagues.

Duties and Responsibilities

Objectives

- Ensure the academic progress of students who study their subject matches their potential
- Encourage high standards in all aspects of School life, contributing to the effective and efficient management of the School and promotion of a School culture that is happy, purposeful and learning orientated
- Support and motivate students, teachers and other School employees, encouraging consultation and discussion
- Communicate effectively and proactively with parents and guardians
- Be responsible for supporting the work of subject teachers and making sure that all members of the department work effectively
- Support the professional development of all staff within the department and promote a working atmosphere that encourages cooperation and values the contribution that individuals make to the work of the department
- Ensure the developments undertaken within the department support the School Improvement Plan (SIP) and promote the aims of the School

Overall Responsibilities

- Provide professional leadership and management for the subject to secure a high quality of teaching, effective use of resources and the highest standards of learning and achievement of all students
- Play a leading role in developing School policy through Heads of Department and departmental meetings
- Evaluate the effectiveness of the teaching and learning of the subject's curriculum
- Establish priorities and targets for the department's development and review their progress
- Set targets for staff and students and monitor progress, within the context of School and departmental targets
- Understand the needs of their own subject and appreciate the way that other subjects contribute to the overall education of the students
- Efficiently and effectively carry out lesson observations and report back to the Head of Faculty and Director of Studies

Responsibilities for Students

- Ensure that students have the highest possible standard of education in the subject
- Establish and implement clear policies and procedures for assessing, recording and reporting on student progress. Use this information to recognise achievement and set targets for future improvement, keeping the Director of Studies informed

- Liaise with other phases of the School regarding attainment and induction of students into the Upper School
- Support the options processes for IGCSEs and A Levels
- Liaise with form tutors, Heads of House and Student Support Services as appropriate

Responsibilities for Staff

- Advise on the recruitment of new staff, making them aware of their roles and responsibilities as subject teachers
- Support the work of all staff and encourage an atmosphere of cooperation and mutual trust within the department
- Actively promote staff development by delegating responsibilities within the department. Encourage staff to develop by undertaking professional development opportunities and providing feedback within (and outside) the department
- Make sure that all staff use new technologies appropriately and in a way that promotes learning

Responsibilities as Head of Department

- Ensure curriculum coverage, continuity and progression in the subject for all students of all abilities
- Oversee effective planning, preparation and lesson delivery. Visit lessons on a regular basis and encourage visits by others both inside and outside the department. Encourage cross-curricular links with other departments
- Keep up to date with changes within the subject curriculum and make recommendations to the Director of Studies about new courses and resources and professional development needs
- Lead professional development of subject staff through example and support and coordinate the provision of high-quality professional development by methods such as coaching, job-alike workshops, visiting lessons and professional dialogue
- Negotiate departmental staffing requirements and teaching loads. Coordinate the purchase of resources for the department
- Ensure appropriate cover work is set in the case of a department member's absence.
- Liaise with the Director of Studies regarding course outlines for curriculum booklets for Years 6 to 9 and option booklets for IGCSE and A Level and with the Examination Officer regarding external examinations

Other Responsibilities

- Plus any duties that the Head Master deems necessary for the effective operation of the School

Required Qualifications, Knowledge, Skills and Personal Qualities

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England (Plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- Previous experience working with students for whom English is not their first language

- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check (for applicants who have never worked in UK) and no question regarding suitability to work with children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.

HEAD OF CHEMISTRY JOB SPECIFICATION

About the Department

Science and PE is a large and very successful faculty with specialist teachers of Biology, Chemistry, Physics and PE. The Head of Faculty supports four individual Heads of Department, the Second in PE and a Prep School Science Coordinator. The Science & PE leadership team members all support colleagues in ensuring all children in Years 6 to 13 enjoy Science and PE lessons safely and make appropriate progress. Practical work is at the core of the faculty and there is support from four experienced laboratory technicians. There is a strong CPD focus on teaching and learning; this is sustained through structured faculty time devoted to promoting professional development by sharing good practice, developing understanding of pedagogy and nurturing the teams professionally.

Outcomes (Science/Chemistry)

In 2016-17, Harrow Bangkok Chemistry students achieved the highest examination outcomes in the School's history (IGCSE A*/A - 78%, A Level A*/A- 63%). The Science and PE Faculty contributes significantly to Harrow Bangkok's outstanding A Level results; consequently, a large range of students are attracted, who opt for A Level Sciences and many aspire to the world's top universities including Oxford, Cambridge, Harvard and Yale. A significant component of the students' success is the dedication of faculty colleagues who take collective responsibility for outcomes. Support for learning is at the heart of the faculty; the teachers are passionate about providing differentiated lesson inputs to support all learners to progress and colleagues are skilled and dedicated to providing regular feedback. Early identification and intervention of learning needs begins in the Prep Phase to build a foundation which is built on throughout the Upper School. Teachers offer significant extra support and intervention outside of lesson time to ensure all children reach their potential. There is great emphasis on stretching and challenging students regardless of their starting point. EAL learners face particular challenges and we have a strong emphasis on developing students' linguistic ability.

The faculty is well resourced with equipment and colleagues are dedicated to teaching and learning; the whole team is focussed on the best outcomes for learners. Use of technology and active teaching methods are well developed – commencing with the use of iPads in the Prep Phase. The Science building has 13 dedicated laboratories and a study area called 'The Nucleus' where students can do their work or relax whilst reading a scientific journal or watching one of the many scientific documentaries or films on offer.

About the Curriculum (Science)

All teachers are expected to teach across the phases; General Science in the Prep Phase (Years 6 to 8) and their subject specialism in Shell (Year 9), Remove (Year 10), Fifth Form (Year 11) and the Sixth Form. In the Prep Phase, students follow a general Science curriculum with topics linked to the National Curriculum of England and content and practical tasks to develop knowledge and skills in preparation for GCSE studies.

In Shell, children have timetabled Biology, Chemistry and Physics lessons and are taught by subject specialists, which helps them to prepare fully for GCSE level study and making their option choices.

In Remove and Fifth Form, students follow Cambridge International Examination IGCSE courses in Chemistry, Biology and Physics. All students study at least one Science subject and many students opt for all three Sciences. An IGCSE in Astronomy is also offered to a small number of academically gifted children.

Aptitude or experience in the following areas would be an advantage

- Passion for Science and for helping children progress in Science regardless of their starting point
- Experience in teaching both high achieving and less able students at Key Stage 3 and GCSE level; the ability to extend able students and scaffold to enable students at a lower starting point to access and enjoy Science lessons
- Commitment to dialogical feedback and ensuring learners benefit from a wide range of feedback
- Willingness to analyse learning outcomes during and after learning episodes and use this to plan differentiated inputs to lessons
- Experience of teaching EAL learners, or willingness to develop skills necessary to fully engage them and ensure maximum progress
- Commitment to 'marking for literacy' and supporting 'English for Academic Progress'
- Ability to identify individuals in need of support and a commitment to offering significant extra support outside of lesson time to ensure all students reach their potential
- Commitment to investigative practical work and ability to allow children to enjoy Science safely
- Willingness to share practice with colleagues and take an active approach to developing professionally by learning from other colleagues
- Experience of using creative approaches in the classroom, including the use of new technologies to support learning
- Willingness to take part in Subject related extra-curricular activities