

CHEMISTRY TEACHER JOB DESCRIPTION

Job Title :	Chemistry Teacher
Line Manager:	Head of Department

Purpose of Job

Subject teachers are responsible for maximising the academic progress of the students they teach, working with colleagues to participate fully in the development of the department. Subject teachers promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge, whilst valuing the contribution that individuals make to the success of the Department.

Duties and Responsibilities

Overall Responsibilities

- Encourage high standards in all aspects of school life, particularly in student progress
- Contribute to the effective and efficient running of the School
- Promote a school culture which is positive, purposeful and professional
- Support and motivate students, teachers and other school employees
- Encourage consultation, review and improvement

Teaching and Learning Responsibilities

- Plan and prepare well-structured, clearly presented lessons appropriate to the abilities of all students and the syllabus being taught
- Make sure that the classroom is a stimulating environment that facilitates learning
- Generate enthusiasm for the subject being taught and inspire all students to work to their potential
- Liaise with the Head of Department and Learning Support where a student may have special educational needs and with the form tutor and Head of House if a student is experiencing pastoral difficulties
- Promote high standards of behaviour by encouraging a positive, proactive approach to study and build productive relationships with students
- Set homework according to policy and pertinent to the student's ability and wider workload
- Promote high standards of organisation
- Be punctual to lessons
- Promote high standards in the use of English as the common language and help develop English for Academic Progress
- Provide high quality, accurate, constructive and targeted information to parents at Parents' Evenings, in subject reports, incidental meetings and communications
- Assess, record and monitor the progress of all students according to faculty guidelines in order to provide accurate information to parents in a variety of forms, as and when necessary
- Maintain materials and resources as needed

Responsibilities to the Department and School

- Be respectful of the needs of colleagues and the department with regards to cooperation, collegiality, deadlines and team cohesion
- Participate positively in departmental meetings, follow policies and generally contributing to the effective and efficient running of the department
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practice and new approaches and initiatives
- Take part in, and contribute to, INSET activities offered in the department and by the school
- Enthusiastically contribute to cross-curricular links and initiatives, and Leadership in Action activities
- Be involved in new responsibilities within the department as part of an ongoing process of professional development
- Keep up to date with developments in the subject, and in education generally

Other Responsibilities

- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team and 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 extracurricular 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.

CHEMISTRY TEACHER 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, and a Prep School Science Coordinator. The Science & PE leadership team members 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 2017-18, Harrow Bangkok Chemistry students achieved examination outcomes which contributed positively to whole school success (IGCSE A*/A - 72%, A Level A*/A- 50%). 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; our 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, a teaching classroom and a study area called 'The Nucleus' where students can do their independent 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 IGCSE studies.

In Shell, children have timetabled Biology, Chemistry and Physics lessons and are taught by subject specialists, which helps them to prepare fully for IGCSE 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 IGCSE 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 extracurricular activities