



The Tiffin Girls' School

Chemistry Teacher

Information Pack for candidates
May 2018



The Tiffin Girls' School

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Headteacher: Ian Keary

Dear Applicant

Chemistry post at The Tiffin Girls' School – May 2018

Thank you for your interest in the post of Chemistry Teacher at The Tiffin Girls' School. We are an aspirational school, looking for someone who is forward thinking, passionate about their subject and education, and enthusiastic about teaching in a high performing department. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2017 achieved some wonderful results:

- GCSE: 69% A* and 92% A*& A, Progress 8 1.21
- A Level: 32% A* and 93% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Whilst academic excellence is highly valued, so is the all-round development of the student, and I believe that, the performing and creative arts, sport, student leadership, debating, Young Enterprise, Duke of Edinburgh and other extra and co-curricular opportunities all play a significant role in supporting our students to hone different skills, experience new challenges and develop social and cultural capital.

When I joined the school in January 2016, I asked the staff to share with me what they thought was special about The Tiffin Girls' School, and below are some quotes that for me continue to capture the spirit of the school:

- *The attitude and behaviour of the girls - their willingness to throw themselves into everything with enthusiasm*
- *The students' eagerness to learn, their curiosity, how they embrace challenge*
- *The students (friendly, eager to learn). The staff (supportive, friendly, professional)*
- *The students are driven and love learning. The staff are exactly the same.*
- *The girls' enthusiasm for giving anything a go - being open to new ideas, being open to love something that is hard or not obviously lovable*

The girls take centre stage, and rightly so, as they prove themselves to be bright, articulate, friendly, assertive, caring and highly motivated young women who leave us in Year 13 to go on to a hugely impressive range of destinations: this year 25 students have been offered places at Oxbridge.

The school's motto is *sapere aude*; 'Dare to be wise', and we promote that with the students, challenging them to be the very best version of themselves by:

- demonstrating intellectual curiosity
- taking responsibility for their learning - being self-motivated
- thinking creatively and critically
- going beyond the norm - trying something new
- having the courage to take risks and fail
- reflecting and learning from mistakes
- articulating and expressing their own thoughts and ideas

My approach to leadership can be summed up by 'getting better never stops', and I look forward to watching the successful candidate contributing to the next phase of the department's development and making a tangible difference to our students and school community.

Every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a child, always acting in the interests of the child;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach in such a successful department is an appealing one. I look forward to receiving your application.



Ian Keary
Headteacher



Science Departments

Science at Tiffin Girls' School is run through the separate Chemistry, Physics and Biology departments. In total there are 15 full and part-time teaching staff and four technicians.

Courses

- In Years 7 and 8, students follow separate Biology, Chemistry and Physics courses. They have 1 one hour lesson per week in each and are taught in Form groups.
- At GCSE, which starts in Year 9, the AQA specifications for separate sciences are followed. Each class has 2 one hour lessons for each science per week.
- At A Level, the sciences are very popular. This year in Year 12 there are 94 students studying Chemistry, 87 studying AS Biology, and 40 studying Physics. In Year 13 there are 69 students doing Chemistry, 81 Biology, and 27 students doing Physics. Sixth Form chemistry students follow the OCR Chemistry A (H432) specification.

Results

In 2017, 72.5% of students achieved an A*/A at A level, and 97% achieved an A*/A at GCSE

Resources

- There are eleven well equipped laboratories, four of which have been built since 2013.
- Each lab has ICT provision including interactive whiteboards, a wide range of data logging equipment, and the ability to pre book laptops for lessons.
- We believe in the importance of practical work and so make a deliberate effort to include as much of it as possible within our lessons.

Enrichment activities

- Each year a variety of activities such as a Science Fair, liquid nitrogen demonstrations and visiting lecturers are offered to all year groups during our Science week.
- Science teachers run a weekly Science Club for KS3 students.
- Chemistry students at all key stages enjoy participating in competitions including Salters Chemistry competitions, RSC Top of the Bench, Schools' Analyst competition, the Cambridge Chemistry Challenge and the Chemistry Olympiad.
- There are a variety of STEM activities offered including the Engineering Education Scheme (EES) project.
- The three separate departments within the science faculty aim to offer each year group in KS3, KS4 and KS5 one trip/activity each year and there are a variety of lectures organised for KS4 and 5. For example, Year 13 chemistry students benefitted from using the 'Spectroscopy in a Suitcase' resource provided by Kingston University.
- We take advantage of being close to London by offering girls the opportunity to attend lectures, exhibitions and museums. For example, sixth formers attend lectures at the Royal Institution and the various colleges of London University, and many of them also attend the Summer Science Exhibition at The Royal Society.
- All three of the sciences run clinics for AS and A2 girls as well as talks/seminars for those interested in taking the subject further
- Science teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.
- Regular mentoring sessions are arranged on a one-to-one basis for any younger girl who needs extra help in science. These sessions are run by our sixth form science students.



Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,113 girls, aged between 11 and 18, and for over 138 years has been providing an education where girls can live up to the school's motto *sapere aude*; 'Dare to be wise'. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2017, we have 180 students in Years 7 and 8, and 150 each in Years 9, 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, one of which is a fully equipped ceramics room, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups focused on Assessment, and Teaching & Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2018-19 are available to read on the website. For admission in 2018-19 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to local girls, and those living locally who are from a disadvantaged background.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing four further options. All students receive PE as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications with the exception of Music, which currently follows the Pre-U course. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Following their AS exams in Year 12, students are given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we combine with Tiffin School for a joint programme of activities designed to broaden their education. The girls enjoy this social link with the boys' school.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge and other Russell Group universities, a small number are choosing to study abroad gaining places at Harvard, New York and Washington State universities.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health and Safety and Safeguarding policies and manual. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.



JOB DESCRIPTION

Classroom Teacher

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

- **Teaching:**
 - Plan work in accordance with departmental schemes of work and national curriculum programmes of study
 - Take account of students' prior levels of attainment and use them to set future targets and inform planning
 - Set appropriate and challenging work for all students
 - Maintain good discipline by following the Behaviour for Learning policies and procedures
 - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
 - Ensure effective setting of homework and provide comprehensive feedback to students
 - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
 - Set work when required for absent students
- **Assessment, recording and reporting:**
 - Keep accurate records of students' work in line with school's Assessment and Feedback policy
 - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Assessment and Feedback policy
 - Use the school's marking scheme at all times; including guidance on literacy
 - Complete records of achievement in line with school policy
 - Complete student reports in line with school policy
 - Attend parents' evenings as required and keep parents informed about their child's performance and future targets
- **Pastoral work (Form Tutor):**
 - Follow schemes of work provided by Heads of Year or Senior Leadership Team
 - Being aware of the strengths and needs of each student
 - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
 - Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
 - Promoting high standards of behaviour and attitudes to work within the group
 - Promptly completing administrative tasks relating to the group
 - Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.



Person Specification Teacher of Chemistry

| | Essential | Desirable |
|--|-----------|-----------|
| Qualifications | | |
| Qualified Teacher Status | ✓ | |
| Good honours degree | ✓ | |
| Evidence of commitment to continuing professional development | ✓ | |
| Experience | | |
| Evidence of raising student achievement | ✓ | |
| Awareness of current developments in education training | | ✓ |
| Strong track record of high success rates and positive value added in teaching at all Key Stages | ✓ | |
| Experience of undertaking Form Tutor role | | ✓ |
| Skills and abilities | | |
| Ability to demonstrate excellent Chemistry teaching practice against the current Teaching Standards to A level and General Science to KS3 | ✓ | |
| Demonstrate awareness of and ability to develop outstanding practice in teaching techniques | ✓ | |
| Demonstrate an ability to work as part of a team in a successful department | ✓ | |
| Ability to devise strategies to ensure aspirational student achievement | ✓ | |
| Evidence of effectively using assessment data to inform teaching and learning in your classroom | ✓ | |
| Demonstrate high level of skill in giving effective and regular feedback to students on academic progress | ✓ | |
| Ability to be an energetic and supportive form tutor | ✓ | |
| Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues | ✓ | |
| Ability to manage and develop a good relationship with parents encouraging their involvement | ✓ | |
| Personal qualities | | |
| Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development | ✓ | |
| The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback | ✓ | |
| The ability to communicate effectively (verbally and in writing) with all members of the school community | ✓ | |
| Excellent organisational skills, ability to work under pressure and meet deadlines | ✓ | |
| Commitment to the ambitious visions and values of The Tiffin Girls' School | ✓ | |
| Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department | ✓ | |
| Demonstrable commitment to treating others fairly, equitably and with dignity and respect | ✓ | |
| Be able to work in a way that promotes the safety and wellbeing of students | ✓ | |
| Commitment to the school's safeguarding policies and procedures | ✓ | |
| Demonstrate an understanding of safeguarding responsibilities | ✓ | |



Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare Voucher Scheme
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs