



Queen Elizabeth's School

FOUNDED IN 1573

**Appointment of
a Chemistry
Graduate for
September 2018**



The role

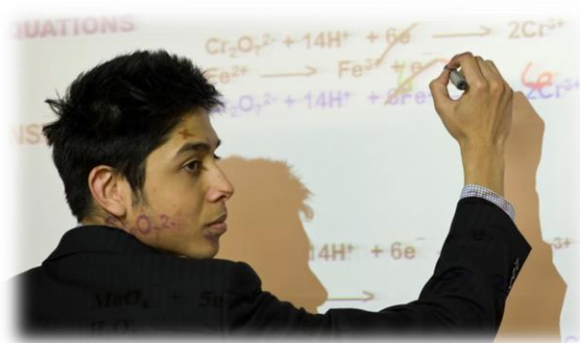
The post

A Chemistry graduate is required to teach in a department that is supportive, well-resourced and has a high reputation for pupil achievement. The successful applicant will be expected to teach Chemistry at GCSE (which boys study from Year 9) and A-Level and will be able and prepared to contribute to the delivery of our Lower School science curriculum which is followed by boys in Years 7 & 8.

All suitably qualified candidates are strongly encouraged to apply. We are happy to receive applications from qualified teachers and from those without a formal qualification or prior experience. The School has a successful track record in supporting unqualified teachers in the early stages of their careers so that they acquire Qualified Teacher Status whilst working.

The person

We are looking for a lively and engaging Chemist with outstanding subject knowledge. The ability to motivate and stretch able boys, instilling a genuine enthusiasm for the subject, is essential. The successful applicant will need to be a committed team player. He or she will also bring new ideas to the teaching of Chemistry at all levels and will contribute to raising the profile of the subject even further through extra-curricular activities. All teachers at Queen Elizabeth's are encouraged to play a full part in the wider life of this thriving School.



The Chemistry department

Chemistry lessons at Queen Elizabeth's School are styled to be enjoyable, fruitful occasions. We encourage discussion as an excellent means of elucidating relevant information. Practical work of course underpins learning in this subject, but thinking skills and the application of knowledge are also of great importance in the study of Chemistry. Within the department, the use of interactive whiteboards is encouraged and every student has his own textbook.

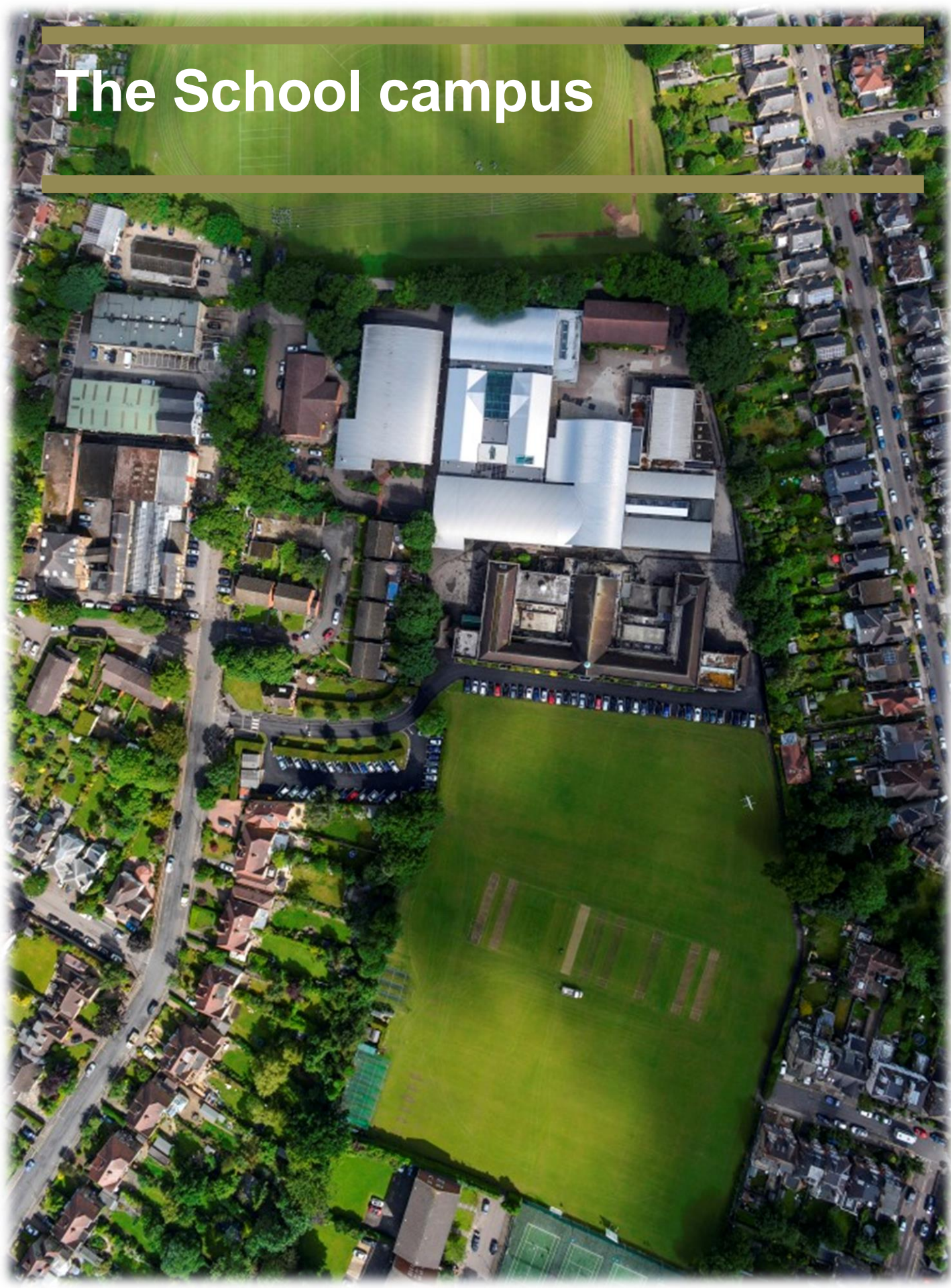
Chemistry is a very popular subject in the Sixth Form. Many boys pursue science-based courses at university (particularly medicine) and an enquiring mind is vital for success and enjoyment in such situations. Such characteristics are strongly promoted during lessons. We offer additional academic support through the Chemistry clinic held weekly.

We have an extensive programme of extra-curricular activities for senior boys. Outside speakers are invited to QE to discuss their research and interests. Boys from Years 9, 10 and 11 are offered a place in the Top of the Bench national competition. Year 11 boys enter the annual Imperial College Science Challenge, in which the School has had finalists in recent years. Year 12 boys are invited to the annual Daniell lecture at University College London. Year 12 pupils may also attend lecture days highlighting the importance of chemistry. In Year 13, QE boys are invited to attend the annual Ron Arad lecture organised by the British Technion Society.

Each year, some Year 13 boys are entered for the annual UK Chemistry Olympiad, which can lead on to participation in the International Chemistry Olympiad. QE has a record of involvement and success in both the national and international competitions.



The School campus



Recent A-level results

Year	% A*	% A* - A	% A* - B
2017	41.5	82.0	96.0
2016	40.1	84.2	98.8
2015	42.2	85.3	98.4
2014	36.1	82.2	96.0
2013	39.3	87.4	98.3
2012	40.2	88.5	98.5
2011	41.1	84.5	97.7



Outstanding 2017 A-level results

THE TIMES

	Pupils	Exam entries	%A*	%A*, A, B
King's Maths Sch, Mixed, Sel, State, Lambeth	61	186	58.1	98.9
Cardiff Sixth Form Coll, Mixed, Sel, Ind, Cardiff	157	575	63.3	98.6
St John's Coll, Cardiff, Mixed, Sel, Ind, Cardiff	34	105	42.9	98.1
Guildford HS, Girls, Sel, Ind, Surrey	88	281	43.4	97.5
Concord Coll, Mixed, Sel, Ind, Shropshire	158	554	44.9	96.8
Magdalen Coll Sch, Oxford, Mixed, Sel, Ind, Oxfordshire	147	505	38.6	96.6
Queen Ethelburga's Coll, Mixed, Sel, Ind, North Yorkshire	108	324	33.6	96.6
Wilson's Sch, Boys, Sel, State, Sutton	140	474	30.2	96.6
The Perse Sch, Mixed, Sel, Ind, Cambridgeshire	171	557	53.9	96.4
King's Coll Sch, Wimbledon, Mixed, Sel, Ind, Merton	199	638	49.5	96.4
Westminster Sch, Mixed, Sel, Ind, City of Westminster	190	734	57.2	96.3
The Haberdashers' Aske's B Sch, Boys, Sel, Ind, Hertsmere	156	489	44.0	96.3
Queen Elizabeth's Sch, Barnet, Boys, Sel, State, Barnet	142	479	40.7	95.8
City of London Sch for G, Girls, Sel, Ind, City of London	69	227	45.4	95.6
Brighton Coll, Mixed, Sel, Ind, Brighton & Hove	199	642	33.2	95.6
St Olave's GS, Mixed, Sel, State, Bromley	213	711	31.2	95.6
The Faculty of Queen Ethelburga's, Mixed, Comp, Ind, North Yorkshire	64	91	9.9	95.6
Haberdashers' Aske's Sch For G, Girls, Sel, Ind, Hertfordshire	124	380	32.4	95.0
Royal GS, Guildford, Boys, Sel, Ind, Surrey	132	428	35.7	94.6
The Henrietta Barnett Sch, Girls, Sel, State, Barnet	134	471	42.9	94.3
Tiffin G' Sch, Girls, Sel, State, Kingston-on-Thames	148	476	30.3	93.1
Reading Sch, Boys, Sel, State, Reading	154	553	38.2	92.9
Altrincham GS for G, Girls, Sel, State, Trafford	162	492	25.6	92.7
South Hampstead HS, Girls, Sel, Ind, Camden	86	283	27.6	91.9
Putney HS GDST, Girls, Sel, Ind, Wandsworth	87	265	25.7	91.3
Hampton Sch, Boys, Sel, Ind, Richmond	194	645	33.2	91.2
St Albans Sch, Mixed, Sel, Ind, Hertfordshire	137	436	33.5	91.1
Bancroft's, Mixed, Sel, Ind, Redbridge	127	433	37.9	91.0
The Manchester GS, Boys, Sel, Ind, Manchester	163	539	36.4	90.9
Withington G' Sch, Girls, Sel, Ind, Manchester	69	219	29.2	90.9
Pate's Grammar, Mixed, Sel, State, Gloucestershire	230	775	30.5	90.5
North London Collegiate Sch, Girls, Sel, Ind, Harrow	117	399	39.3	90.2
Colchester Royal GS, Boys, Sel, State, Essex	172	658	26.9	90.1

Recent GCSE results

Year	% A* (9-7)	% A*-A (9-7)	% A*-B (9-6)
2017	70.9	91.8	98.9
2016	62.3	89.2	98.6
2015	69.6	93.5	99.3
2014	63.3	91.0	98.2
2013	66.1	92.5	99.0
2012	63.9	90.1	98.1
2011	55.3	90.6	99.3



Outstanding 2017 GCSE results

THE  **TIMES**



Boys at Queen Elizabeth's School, in London, aspired to achieve the new 9 grade, their head teacher said

Star pupils welcome the challenge of new GCSEs

The School

Queen Elizabeth I's favourite, Robert Dudley, Earl of Leicester, successfully petitioned his sovereign for a charter for "...the establishment of the Free Grammar School of Queen Elizabeth in Barnet, for the education, bringing up and instruction of boys in Grammar and other learning and the same to continue for ever". Since that final "for ever" may well have been just a rhetorical flourish, he would probably be surprised to discover that the School thus established in 1573 still exists. Yet what is really arresting is not merely the fact of its continued existence, but that more than four centuries later the School is still delivering education according to the precise tenets of its charter.

It was Elizabeth's half-brother, Edward VI, who had created the national system of "free grammar schools", both by reorganising existing schools teaching Latin grammar and by creating many new ones. They, like the School in Barnet established a generation later, did indeed provide a free education: that is, they offered free tuition to those who could not afford to pay the fees. But, the reality, of course, was that, 300 years before the introduction of compulsory education, few families could afford to forego the income from their sons' labour.

Today, Queen Elizabeth's School offers an education that is "free" beyond anything that Dudley is likely to have imagined. Its blue blazers are worn by boys of all social backgrounds, with 90% of them from ethnic minorities, and the School on London's northern fringe is proud of the open access it offers.



The School



The School was first established in Tudor Hall on Barnet's Wood Street. This remained its base for more than 350 years, until 1930, when Hertfordshire County Council erected elegant – and much more spacious buildings – on Queen's Road. In recent years, several new buildings have been added to the 30-acre campus. They include: the Heard Building, purpose-built to accommodate the enlarged Sixth Form; the Friends' Music Rooms to serve the many musicians; the Clark Laboratories to improve the science facilities and the new Olympic-size Martin swimming pool.

Having become a comprehensive during the 1970s, the School reverted to its former selective status as a boys' grammar school in 1994. Since then, it has established a reputation for academic excellence, including exceptional results in public at A-level and GCSE. Research by the Sutton Trust revealed that Queen Elizabeth's now sends a greater proportion of its students to Oxford and Cambridge than any other state school. QE sends in excess of 90% of its pupils to the country's 30 most selective universities and is thus the top state school in the country for university placement.

Beyond the classroom the boys at Queen Elizabeth's continue to excel in fields as diverse as cricket, athletics, water polo, music and chess. The School invests a great deal of time and resources in extra-curricular "enrichment" activities. Its main sports are rugby and cricket - and all boys are encouraged to participate – but there are many other sports offered, including athletics, tennis, water polo and Eton Fives. Among a wide range of clubs and societies, the chess and debating clubs are both strong and successful in external competitions. Performance music is exceptional.



The School

Thus Queen Elizabeth's School's modern-day success consists not only in the social breadth of its intake, which includes many boys from modest backgrounds, but also in the way it stretches even the brightest of these boys, opening up new intellectual and career horizons that were often only a dream to their parents' generation. It is not just about the boys the School takes in at 11; it is about how these boys are transformed by the time they leave at 18.

From the day they first walk into the impressive main building past cabinets containing the names of some of their most illustrious predecessors, there is inspiration aplenty for today's young pupils. Some of those listed have played rugby for England; some have made their mark as water polo internationals; others still have been selected to represent their country in Olympiads, pitting their brains successfully against the finest young mathematicians, linguists, chemists and chess players in the world.

But the inspiration of past glories alone cannot explain the academic success of the School and the social mobility it provides for the talented sons of ordinary North London families. To understand the causes of its modern success, one must look closely at how Queen Elizabeth's School operates.

One of those causes is indisputably the School's own high expectations. Led by the example of Headmaster Neil Enright, the staff quietly but determinedly expects the very highest levels of effort and application from all their pupils from the day they arrive at the School. There is also meticulous attention to detail at all levels of the curriculum – and indeed in every aspect of school life, including how the uniform is worn.



The School



“Early-warning” systems are in place both to help pupils who are struggling academically and to intervene when boys are beginning to kick over the traces. Parental involvement is considered an important element in a boy’s education at Queen Elizabeth’s School. Parents are expected to take a detailed interest in their sons’ work, not only ensuring that homework is done, but also steering them towards leisure activities that will stimulate their particular interests.



Another aspect that marks out Queen Elizabeth’s School is its emphasis on what it calls “bespoke education”. Boys can find one-to-one help in the lunchtime or after-school clinics in every subject. These are not just for boys who are finding the work too difficult: they are equally for pupils who are finding it too easy. There is no glass ceiling here: teachers are both willing and able to take gifted boys as far academically as they are able to go.

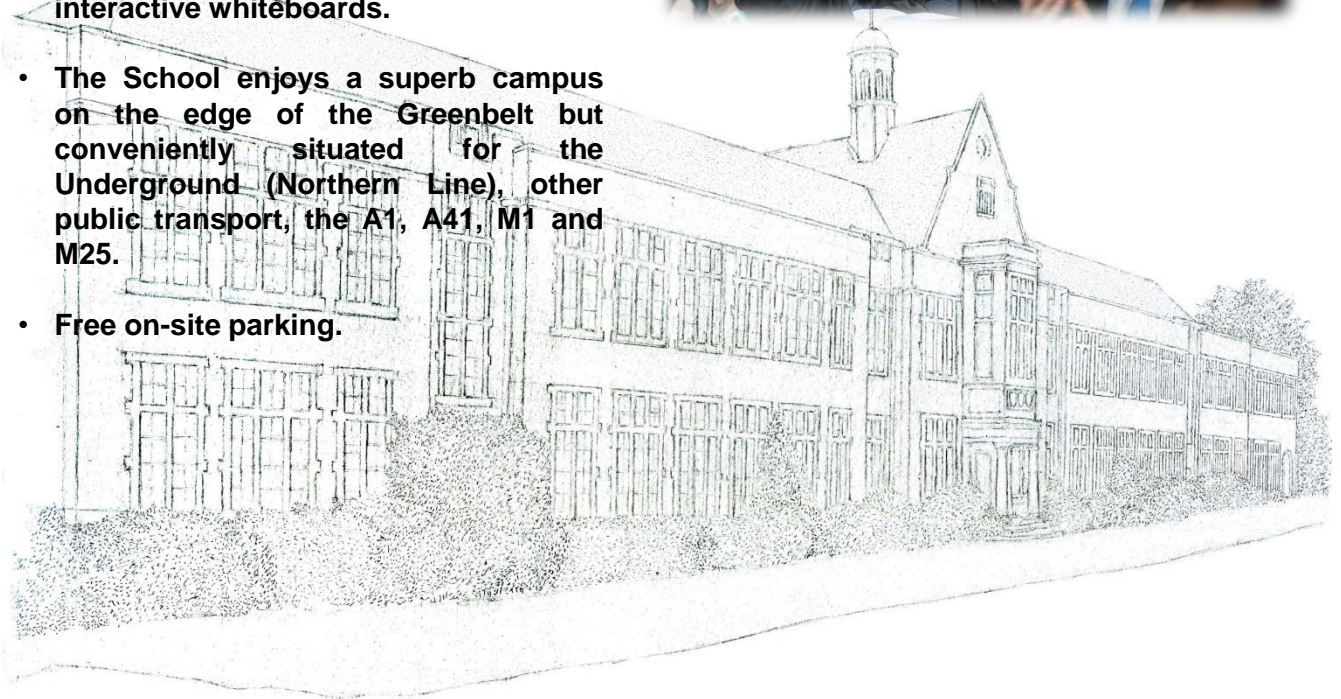


Queen Elizabeth’s is a school that cherishes its links with the past, its traditions sitting comfortably alongside forward-thinking leadership and developments that enable academic excellence and the rounded preparedness of boys for the Twenty First Century. As such it delivers its characteristically understated mission to ‘produce boys who are confident, able and responsible.’



Working at Queen Elizabeth's

- Teachers at Queen Elizabeth's enjoy working with supportive colleagues and motivated, talented pupils in a calm, positive academic environment.
- Admission to the School is completely meritocratic with the boys being selected on their academic ability alone. They come together from a diverse range of backgrounds
- There are excellent opportunities for professional development and career enhancement.
- There is an extensive induction programme for all new colleagues.
- Facilities are excellent: all teachers have their own office space, most have their own classroom or laboratory and all learning spaces are equipped with interactive whiteboards.
- The School enjoys a superb campus on the edge of the Greenbelt but conveniently situated for the Underground (Northern Line), other public transport, the A1, A41, M1 and M25.
- Free on-site parking.



Making an application

- Applications must be made using the School's own application form which should be accompanied by a covering letter and an up-to-date curriculum vitae.
- Applications should be addressed to the Headmaster:

Neil Enright MA (Oxon), MBA, FRSA
Headmaster
Queen Elizabeth's School
Queen's Road
Barnet
Hertfordshire
EN5 4DQ
- Our preference is for applications to be submitted using the online form on the staff vacancies page of our website.



Applications should be submitted as soon as possible and they will be considered as they are received.

The Headmaster is happy to have an informal conversation about the post with potential applicants, as is Malcolm Russell, the Head of Science. Either can be contacted through the Headmaster's Personal Assistant, Nicola Weston: 020 8441 4646 or at recruitment@qebarnet.co.uk.

Queen Elizabeth's School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service. We are an equal opportunities employer.