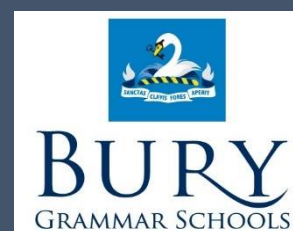


# BURY GRAMMAR SCHOOLS

## HEAD OF CHEMISTRY

## APPLICATION PACK

September 2018



## **Bury Grammar Schools**

The Bury Grammar Schools are a family of independent, selective, day schools for girls and boys aged 3 to 18, which combines a strong tradition of academic excellence with the best of modern educational practice. The Schools are situated in the heart of Bury and are widely recognised as one of the top independent schools in the North West of England. In all, there are five Schools in the Bury Grammar Schools Foundation; a Senior Girls' School, a Senior Boys' School, a Junior Girls' School, a Junior Boys' School and a co-educational Infant School and Nursery. Currently there are over 1,300 girls and boys on roll, most living in the town of Bury, its suburbs and the surrounding area of North Manchester, including towns such as Bolton and Rochdale.

Exam results are very strong. In 2017 a truly impressive 65% of Bury Grammar School Girls GCSE grades were at the coveted A\*/A level, and an astonishing 90% of grades were at A\*-B. They also say a 100% pass at A Level examinations; 28% of grades were at the elite A/A\* level, 64% of grades were at A\* to B. In the Boys School they are also celebrating another successful year of GCSE results with a phenomenal 44% of grades at the coveted A/A\* level. In A-levels they also excelled with a stunning 45% of grades at A\*/A (set against a national average of 26%) and 71% of grades at A\* - B

Both schools have been rated as Excellent by the Independent Schools Inspectorate and are proud of the outstanding standard of education provided.

As an employer we are focused on creating an outstanding place for all our staff to work so that we can attract, retain and engage talented individuals, who have a desire to transform the lives of others.

More information regarding the Schools and their history can be found on our website at <http://burygrammar.com>.

## **Our Facilities**

The Bury Grammar Schools date back to 1570 but the current campus was established in 1903. The Schools later expanded in the 1950s and 1960s when a new Boys' School was constructed and since then several fantastic new buildings have been added across the campus, the most recent being a brand new joint Sixth Form centre which was opened in November 2014 and Boys Sports Complex which opened in September 2016. We continually strive to improve our facilities and give our staff and pupils the best possible environment to work and learn in.



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## The Post

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We are seeking to appoint, from September 2018, an inspiring and enthusiastic Head of Chemistry to join and lead a friendly and successful department. The successful candidate will be an outstanding teacher, passionate about their subject, and willing to contribute to the wider life of a busy day school.

Please note that although this post is currently based in the Boys' School at Bury Grammar Schools, you may be required to teach and work in either the boys or the girls' school.

## The Department

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Bury Grammar School Boys' chemistry department consists of 2.5 full time subject specialists and a full time chemistry technician. It is situated alongside Biology and Physics and we occupy 3 well-equipped/recently refurbished laboratories. We also have a dedicated Sixth form study room. At KS4 we follow the Edexcel IGCSE course and at A-Level we teach AQA Chemistry. Our examination results for the last few years are shown below.

A-Level		
	A* - A	A* - C
2017 (New Specification)	73%	91%
2016	53%	87%
2015	40%	100%
2014	27%	80%

IGCSE/GCSE		
	A* - A	A* - C
2016 (Edexcel IGCSE)	54%	92%
2015 (AQA GCSE)	47%	95%
2014 (AQA GCSE)	55%	92%

As a department we run a number of extracurricular clubs including weekly science clubs and for the last 4 years we have offered Bronze and Silver CREST (a minimum of 10 or 30 hours of work respectively). To date over 70 students have achieved their Bronze CREST, with 7 Silver awards and 1 Gold award (70+ hours of post-18 research). Since 2014, we have also organised a number of Saturday morning STEM clubs.



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We enter teams in the annual Salters and Chemquiz competitions, as well as the Cambridge Chemistry Challenge and The RSC Chemistry Olympiad. In terms of accreditation, we are affiliated with the Royal Society Associate Schools & Colleges scheme, the RSC's Learn Chemistry Partnership and we are a CREST accredited school.

In terms of targeted intervention, we run weekly IGCSE and A-Level clinics in addition to a general chemistry drop-in clinic.



## Salary and Benefits

The starting salary will be dependent on experience.

- All individuals who join Bury Grammar Schools will automatically become members of the Teachers' Pension Scheme unless they decide to opt out of the Scheme.
- Fee remission will be offered for children to attend Bury Grammar Schools from reception onwards; children of staff must meet the academic requirements of the School
- Childcare voucher scheme
- Free use of after school club for children who are pupils at the Schools between set times.
- Daily lunch allowance at the School canteen.
- Free parking on-site

## Guidance Notes for Applicants

We advise you to read carefully all available information for this job before you start completing the application form. This pack includes a job description and a person specification which details the skills, qualifications and experience which are required for the job.

All shortlisting decisions will be based initially on essential criteria. We interview those candidates who are the closest match to the identified criteria.

### **Rehabilitation of Offenders/ Disclosure and Barring Service**

A criminal conviction will not necessarily be a bar to employment. The Bury Grammar Schools (BGS) comply with the Disclosure and Barring Service's Code of Practice and will consider the suitability of all applicants on merit and ability.

The Rehabilitation of Offenders Act 1974 entitles people who have been convicted of a criminal offence carrying a sentence of up to 30 months' imprisonment and who have completed the appropriate period of rehabilitation to regard their conviction as 'spent'. 'Spent convictions' can then be regarded as never having occurred.

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, however, exempts certain types of employment such as working in a school from the provisions of the Act. In addition, the Police Act 1997 requires Police checks for all posts that come into contact with under 18s and vulnerable adults on a regular basis. Appointment to this post will require the post holder to undergo checks by the Disclosure and Barring Service before commencing any duties which could bring them into contact with children.

Any information disclosed will be kept in strict confidence and used only in consideration of your suitability for the job for which you are applying. If you fail to disclose relevant information requested at any stage of the recruitment process, then your employment could be subject to withdrawal of contract, dismissal or disciplinary action in accordance with Bury Grammar Schools policies.

### **Application Form**

Please complete all sections of the application form. If a section does not apply to you, please just write 'not applicable' in the box.

Incomplete forms and CVs sent without an accompanying completed form will not be accepted.

Applications for the role will only be accepted from those who complete application forms. CVs will not be accepted in substitution for completed application forms.

If you need to attach a continuation sheet to any section, please ensure that your full name is included at the top of the page. NB: If you are planning to submit your application electronically, all documents, including any attachments, must be sent in Microsoft Word format.

### **Evidence of permission to work in UK**

Prior to being permitted to commence employment with BGS, you will be required to produce documentary evidence of permission to work in the United Kingdom. You could provide, for example, either a British passport or a passport or National Identity Card from an EEA Country or Switzerland; alternatively, a document showing your permanent UK National Insurance Number and your full UK Birth Certificate.

A full list of acceptable documentary evidence is available on request. Original documents must be seen before you start working for BGS.

For further information, please refer to the Home Office website [www.bia.homeoffice.gov.uk](http://www.bia.homeoffice.gov.uk).

**Useful information on living and working in the UK can be found at [www.britishcouncil.org/eumobility](http://www.britishcouncil.org/eumobility)**

### **Employment**



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Please give us details of your complete work history since leaving school/tertiary education. This should include information on your current and past employers, job title, dates employed and salary. Please explain any breaks in employment when detailing your full work history.

In your accompanying letter, you need to demonstrate clearly how your experience, knowledge, skills and abilities match those required in the job, as detailed in the Person Specification. Where possible you should give examples of when you have used specific skills and abilities or needed to develop competencies in the relevant areas. You can draw on elements from any aspect of your life, such as education, work, home or community life, as long as you focus on its relevance in comparison to the needs of this job.

### **References**

Please give details of 2 referees who can comment on your suitability to do this job. At least one reference must be from your current or latest employer and your references must cover your last three years of employment. It is BGS policy to request references prior to interview. If you do not wish for your current or latest employer to be contacted before the interview, then please make this clear on the application form. BGS reserves the right to contact your current or latest employer following the interview and prior to offering a contract of employment.

In providing the names of referees, you are agreeing that the Bury Grammar Schools may ask their opinions on your character in relation to this application. These opinions, given in trust, will remain confidential.

### **General**

If you do not receive an invitation to interview within four weeks of the closing date, then you may assume that your application has been unsuccessful.

By signing and returning our application form you consent to Bury Grammar Schools using and keeping information about you provided by you, or by third parties such as referees, relating to your application or future employment. In the case of unsuccessful candidates this information will be retained for six months from the closing date. Information provided by successful candidates will be transferred to their personnel file.

### **How will we keep your information secure?**

Personal and Monitoring information is treated as strictly confidential and will be dealt with in accordance with the Data Protection Act (1998) and our Data Protection Policy.

### **Whom can I contact if I need help in completing the form?**

Please contact us via email at [vacancies@burygrammar.com](mailto:vacancies@burygrammar.com)

Please send your completed application to: [vacancies@burygrammar.com](mailto:vacancies@burygrammar.com)

**Closing date for applications: 9am on Wednesday 4<sup>th</sup> April 2018**

### **Safer Recruitment**

The Bury Grammar Schools operate an equal opportunities policy, and are committed to safer recruitment and safeguarding pupils. Any appointment will be subject to successful DBS clearance, satisfactory references and confirmation of medical fitness for the post.



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***Thank you for your interest in a role at Bury Grammar Schools.***



### **Job Description: Head of Chemistry**

Reporting to: Head of Teaching and Learning

#### **Overall purpose of the job:**

To strategically lead the development and management of the Department to ensure outstanding academic outcomes for all students at Bury Grammar School.

#### **Key Areas and Accountabilities**

1. To be accountable for the strategy, leadership and academic outcomes of the Department.
2. To drive the raising of standards of student progress and attainment within the Department and to monitor and support student achievement.
3. To ensure a robust and sustained strategy for improvement within the Department and to implement clear and appropriate evidence-based Department improvement plans and policies, monitoring, evaluating and reviewing their impact.
4. To lead by example, develop and enhance the pedagogy and practice within the Department.
5. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum within the Department.
6. To manage and deploy effectively staff, financial and physical resources to support Department and school strategic Development Plans.
7. To undertake an appropriate programme of teaching and tutoring as well as participate in supervisory duties, as required. A commitment to the school's co-curricular programme will also be expected.

#### **Main Duties**

#### **Strategic and Operational Planning**

HR079/V4

1. To lead on the Department contribution to the school self-evaluation process, contributing to school-wide improvement, development plans and Department strategic targets in collaboration with the Head of Teaching and Learning.
2. To lead the development of aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
3. To ensure that all members of the Department are familiar with individual departmental aims and objectives within the framework of the School's strategic Development Plan.
4. To lead on the establishment of the Department development plan and contribute to other self-evaluation processes.
5. To implement all BGS policies and procedures.

### **Teaching and Learning**

1. To establish common standards of practice within the Department.
2. To develop teaching and learning strategies across the Department that reflect the very latest methodologies and best practice.
3. To ensure that numeracy and literacy is embedded across the curriculum and on a school-wide level.
4. To ensure that homework is set, completed and assessed regularly and with appropriate feedback provided.
5. To provide support in ensuring relevant action is initiated in response to poor or inappropriate student behaviour in line with the School's Behaviour policy.
6. To oversee the application of ICT and e-learning technologies within the Department to provide open learning opportunities that assist in the raising of standards and progress.

### **Standards and Progress**

1. To increase the proportion of students achieving their target grades.
2. To ensure that all available data is gathered and used in planning, assessment and teaching and learning to enable all student groups to make good progress.
3. To monitor, follow up and report on student progress actively and promptly.
4. To contribute to the School's procedures for quality assurance of teaching and learning including the assessment and moderation of students' work.
5. To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
6. To report on student performance, as required.
7. To provide the Head of Teaching and Learning with relevant information relating to performance in and development of the Department.

### **Curriculum Management and Development**

1. To ensure the delivery of an appropriate, comprehensive, high quality, differentiated and cost-effective curriculum programme in the Department.
2. To lead the development of appropriate specifications, resources, Department handbooks, schemes of work, marking policies, assessment and teaching and learning strategies within the Department.
3. To ensure that schemes of work are challenging and enable students to make the necessary progress to achieve their target grades.
4. To implement curriculum developments in response to local and national initiatives, ensuring that British values are taken fully into account.





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5. To lead Department and subject meetings and ensure a record of such meetings is available to members of the Department, Head of Teaching and Learning and the Principal.
6. To provide appropriate support to the examinations officer in the preparation for and delivery of examinations.
7. To ensure examination documentation is provided promptly and accurately to enable accreditation to be maintained.

### **Staff Management and Development**

1. To lead, manage and motivate team members within the Department and to support leadership and other professional opportunities based on individual needs and the needs of the Department.
2. To actively promote collaboration across faculties, sharing good practice across teams in order to promote improvements in outcomes for the academy.
3. To promote teamwork and to motivate staff to ensure effective working relations.
4. To be responsible for the day-to-day management of staff within the Department and act as a positive role model.
5. To ensure the efficient and effective deployment of staff and physical resources including timetabling and rooming.
6. To manage performance within the Department and undertake formal reviews in accordance with designated time scales.
7. To manage underperformance in accordance with the School's disciplinary and capability procedures.
8. To be responsible for the professional development of staff members and to support individual staff needs.
9. To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover is set.
10. To participate in the staff recruitment process when required and to ensure effective induction of new staff in line with school procedures.
11. To effectively support and manage the Department's involvement in teacher training programmes.

### **Resource Management**

1. To take responsibility for maintaining the standards of the area occupied by the Department.
2. To ensure that Department health and safety policies and practices, including risk assessments, meet legal requirements and are updated when necessary.
3. To manage the Department budgets, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

### **Partnerships**

1. To ensure effective and prompt communication/consultation, as appropriate, with the parents/guardians/agents of students, including reports, parents' evenings and ad hoc meetings / contact, as appropriate.
2. To collaborate with other schools, colleges, universities, and other organisations for purposes of Department improvement.

***It should be noted that this is not a definitive list; the duties of the Head of Department will be at least those listed above.***

### **General Duties**



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- Comply with all School policies and procedures. Within these boundaries, staff are expected to use initiative to resolve problems and address issues.
- Be committed to safeguarding and promoting the welfare of children at all times
- Ensure the quality standards and performance measures applying to your area of work are met and facilitate continuous improvements in all aspects of the post.
- Maintain a safe environment by working within Health & Safety guidelines and being aware of your responsibilities for health and safety.
- Value diversity and promote equal opportunities
- Comply with GDPR and data protection legislation and relevant policies and procedures where applicable.
- Participate in appraisal activities as required. Undertake further training as needed to ensure up to date knowledge and implementation of best practice.
- All Bury Grammar Schools' employees are expected to act as ambassadors for the Schools and promote the organisation and its services positively as well as behave in a manner consistent with the Schools' Values at all times.
- Undertake any other duties and tasks appropriate to the grade and character of work as may reasonably be required.

*The details contained in this job description reflect the content of the job at the date the job description was prepared. However, over time, the nature of individual jobs inevitably change; existing duties may be lost and other duties gained without changing the general character of the duties or the level of responsibility entailed. Consequently, the Schools will expect to revise this job description from time to time and will consult with the job holder in so doing.*

### Person Specification: Head of Chemistry

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>▪ Good Honours degree</li><li>▪ Relevant teaching qualification</li></ul>	<ul style="list-style-type: none"><li>▪ Evidence of continued professional development</li><li>▪ Evidence of leadership development</li><li>▪ PG qualification</li></ul>
Experience	<ul style="list-style-type: none"><li>▪ Good exam results achieved by pupils taught</li><li>▪ Teaching A Level experience</li><li>▪ Leadership experience</li></ul>	<ul style="list-style-type: none"><li>▪ Experience of interrogating data</li><li>▪ Track record in preparing students for Oxbridge</li></ul>



Knowledge	<ul style="list-style-type: none"> <li>▪ Knowledge of educational issues</li> <li>▪ Experience taking students through UCAS</li> <li>▪ Appreciation of national issues facing Schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of UCAS and Careers</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>▪ Positive approach to problem solving</li> <li>▪ Excellent interpersonal skills</li> <li>▪ Ability to relate to young people, parents, staff and Governors alike</li> <li>▪ Commitment to high expectation and standard of work</li> <li>▪ Ability to present to large groups</li> <li>▪ Excellent written communication skills</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>▪ Humour</li> <li>▪ Ability to motivate and inspire</li> <li>▪ Considerate and considerable work ethic</li> <li>▪ High degree of personal efficiency and organisation</li> <li>▪ Sensitivity</li> <li>▪ Enthusiasm</li> <li>▪ Adaptability</li> <li>▪ Demonstrates real promise</li> <li>▪ Excellent rapport with students and parents</li> <li>▪ Time Management skills</li> </ul>	
Technical Skills	<ul style="list-style-type: none"> <li>▪ An interest in and aptitude for collection, analysis and communication of statistical data</li> <li>▪ Demonstrate effective intervention strategies</li> <li>▪ Resource Management skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of timetabling and scheduling</li> <li>▪ Project Management in an educational context</li> <li>▪ Budget Management</li> </ul>