



# Croydon High School

*for girls aged 3-18yrs*

**GDST**  
GIRLS' DAY SCHOOL TRUST

## TEACHER OF CHEMISTRY

Required for September 2025

Full-time / Permanent

Salary commensurate with experience and qualifications, plus benefits



Information for applicants

# Information for applicants

[www.croydonhigh.gdst.net](http://www.croydonhigh.gdst.net)



## The School

As part of the GDST (Girls' Day School Trust), a family of all girls' schools across England and Wales, Croydon High School is an exceptional independent day school for girls aged three to 18. It was the first 'all-through' GDST school and has a proud history of providing outstanding education for girls stretching back to 1874.

Our purpose-built campus in Selsdon, South Croydon, accommodates both the Junior and Senior Schools, as well as a sports' centre, on a sloping site of over 20 acres, three miles from the centre of Croydon. Bright, large classrooms are served by wide corridors and offer a superb learning environment.

Proud of its heritage, Croydon High School is also firmly focused on the future. Staff are supported by a Senior Leadership Team, under Head Annabel Davies, who consistently strive to move the School forward preparing girls to meet the challenges of the modern world.

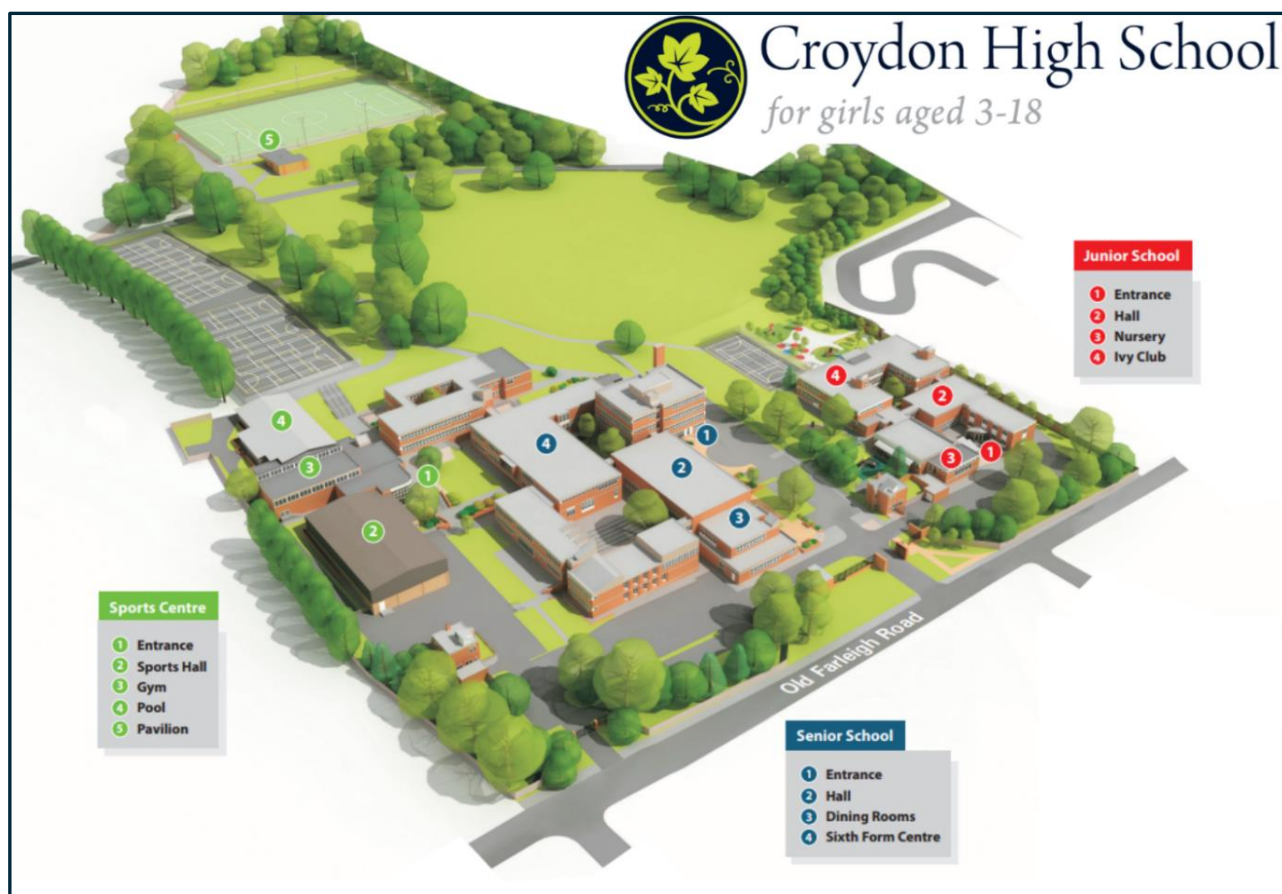
Our staff are dedicated, inspirational and they love their work. Relationships between the staff and girls are supportive, proactive, and warm. We pride ourselves on managing the balance between offering challenge and supporting each girl to be the best version of herself that she can be.

The School is a community where every girl is valued. We tailor our approach in line with our mantra, *Every Girl, Every Day*, to ensure that we offer an exceptional education where everyone can aspire without limits. We want every girl to enjoy a learning experience – every day – that inspires her ideas, stimulates her curiosity, and motivates.

Croydon High is made up of pupils from a broad and culturally diverse range of backgrounds and the school recognises and hugely values the positive impact this has on all who work, teach and learn here. To support and enhance the educational and pastoral provision for all our pupils, we are fully committed to a recruitment policy in which job applicants are not discriminated against on the grounds of sex, race, disability, age, nationality, colour, ethnic or national origin, marital or civil partner status, pregnancy, sexual orientation, gender reassignment, religion, or belief.

*"Your kindness, hard work and dedication ensured that I have had a wonderful year at school."*

*Thank you card to form tutor*



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## Organisational structure

### The Girls Day School Trust

The GDST owns and operates 24 independent girls' schools and sponsors two academies, delivering innovative learning to girls. From nursery, primary and prep school, throughout secondary school and Sixth Form, they learn in an environment where every girl thrives.

A Council of Trustees is legally responsible for the GDST's strategic direction, its activities and has oversight of the organisation. This includes ensuring financial viability and control, the safety and welfare of pupils, and the realisation of their duties as employers of all GDST staff.

Whether you are looking for a teaching or support role you will not only belong to a successful school, but also be part of the GDST network of valued and essential colleagues from a wide range of backgrounds. The GDST is committed to diversity, inclusion, and real change: a family where every individual is valued, respected and included.

### The School Governing Body

Under the GDST governance arrangements, each GDST school is supported by a SGB who plays a valuable role in providing a high-quality education for our girls.

The SGB for Croydon High offers guidance, advice and critical oversight, bringing expertise from their varied areas of specialism. They support the Head and help the School to foster the excellence for which it is renowned in the local area.

### The School Senior Leadership Team

Croydon High is managed and run by a Senior Leadership Team; including the Head of Junior School, Director of Philanthropy and External Relations, and Director of Finance and Operations alongside the academic leaders of the Senior School.



*"Croydon High School is a great school to teach in and I have seen a lot of kindness in action in the past eight years that I have been here. I always feel well supported and empowered to have high aspirations for myself and my pupils."*  
Junior School staff member

*"Croydon High's way – and the GDST way – is so exactly representative of an ideal workplace, in my mind. The way Croydon High is concerned for mental and physical wellbeing of pupils AND staff, the way you're open to change, the way you're welcoming to everyone from any and all backgrounds, the way you encourage healthy discussions around accountability and how to make progress and improve... Working in this kind of environment is a dream."*  
Senior School staff member



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## The Science Faculty and Chemistry Department

The Science Faculty—comprising Biology, Chemistry, and Physics—is one of the largest departments in the school. Each subject is led by a dedicated Head of Department, working under the leadership of the Head of Science. Science is a highly popular choice at A level, with many students going on to pursue science-related degrees at university.

The faculty benefits from a team of specialist teachers, supported by two full-time and one part-time technician. Teaching takes place across seven spacious, well-equipped laboratories, with an additional two smaller teaching labs. Six of these laboratories have been recently refurbished and feature Clevertouch interactive screens.

Students follow a bespoke Science curriculum in Years 7 and 8, designed to develop their knowledge, skills, and curiosity. From Year 9 onwards, Chemistry, Biology, and Physics are taught as separate disciplines. At GCSE, students choose between the Triple and Double Science courses, with the majority opting for separate sciences at IGCSE, while others take the Double Award to allow flexibility for an additional non-science subject.

The department offers a thriving co-curricular programme, with students participating in Chemistry competitions and subject-specific clubs. There is a strong culture of academic support, with teachers dedicated to helping every student reach their full potential.

Chemistry consistently achieves outstanding results. In 2024, A level students achieved 100% A\* to B grades, while 92% of GCSE students secured grades 9-7.



## Working at Croydon High

As part of the GDST we offer a variety of benefits, such as:

- Competitive salaries and pay progression
- Extensive professional development opportunities
- Training grants for obtaining further qualifications
- Access to the GDST central training and development programme
- Generous pension schemes
- Life assurance benefit
- Free school lunches
- Up to 50% discount on fees for children at GDST schools
- Interest free loans for training, computer purchase or season tickets
- Cycle to Work scheme
- Employee Assistant Programme
- Retail and lifestyle discounts
- Financial guidance and support
- Competitive terms and conditions of employment

There are, however, many more good reasons to work with us.

## Location

By rail:

Nearest stations are South Croydon and East Croydon, followed by bus journey (64, 433) to the School.

By tram:

Nearest stop Gravel Hill, followed by bus journey (64, 433) to the School.

By bus:

Routes 64, 409, 412, 433 all have stops within a short walk from the School.

By car:

Postcode CR2 8YB for Sat Nav.

By bicycle:

There is a cycle rack for those wishing to cycle.



## Job description

### **Role** **TEACHER SENIOR SCHOOL**

#### **Job Purpose**

- To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual pupils and contributing to the school's pastoral system.
- To support the Head and the SLT in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.
- To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.
- To demonstrate GDST values and high standards of professional conduct at all times.

**Accountable to** The Head, through the Head of Department

#### **Accountabilities** **Teaching and learning**

*Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:*

- a. Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and expectations and are designed to raise levels of attainment.
- b. Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
- c. Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
- d. Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- e. Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners.
- f. Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, incorporating these in the planning and delivery of lessons.
- g. Assessing, recording and reporting on the development, progress and attainment of pupils.
- h. Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- i. With reference to learners' individual learning objectives, planning, setting, supporting and assessing classwork, homework and other out-of-class assignments and coursework for examinations, where appropriate and reasonable, to sustain learners' progress and to extend and consolidate their learning.
- j. Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
- k. Knowing and implementing the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- l. Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- m. Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment.
- n. Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- o. Working collaboratively across the department, school and the GDST network.
- p. Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- q. Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.

## **Pastoral**

*Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:*

- a. Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- b. Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- c. Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- d. Acting as Form Teacher.
- e. Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- f. Leading and participating in Assemblies.

## **Marketing and external links, including public occasions**

*Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community, where possible, by:*

- a. Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
- b. Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.

## **Management and administration**

*Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:*

- a. Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.
- b. Coordinating or supervising the work of those who provide support for teachers in the department (i.e. technicians or teaching assistants), where required.
- c. Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- d. Ordering and allocating of equipment and materials where required.

## **Training and development of self and others**

*Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:*

- a. Reviewing own methods of teaching and programmes of work.
- b. Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- c. With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

## **General requirements**

All School staff are expected to:

- Work towards and support the school vision and the current School objectives outlined in the School Development Plan.
- Support and contribute to the school's responsibility for safeguarding pupils.
- Work within the school's health and safety policy to ensure a safe working environment for staff, pupils and visitors.
- Contribute towards organising, participating in or delivering on the school's programme of co-curricular activities.
- Work within the GDST's Diversity Policy to promote equality of opportunity for all pupils and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents, colleagues and any external personnel.
- Engage actively in the performance review process and training and development opportunities available.

- Adhere to policies as set out in the GDST Council Regulations, the Hub and GDST guidance and communications.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- Carry out duties such as supervising pupils at break or lunch, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head.

#### **Review and Amendment**

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

### **Person Specification**

#### **Skills required**

Ability to teach specialist subject up to A level	Essential
Ability to use a range of teaching strategies in order to meet the needs of all pupils	Essential
Sound behaviour management skills and discipline, both inside and outside the classroom	Essential
Dedication to promoting subject or key stage within the school and marketing within and outside school	Essential
Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies	Essential
Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)	Essential
Excellent organisational and time management skills with the ability to prioritise and work to deadlines	Essential
Ability to work on own initiative and react to competing demands	Essential
Ability to maintain confidentiality	Essential
Confident user of ICT to aid administration and learning	Desirable

#### **Knowledge Base**

Experience of working in a successful department at KS3 to 5	Desirable
Knowledge of latest developments within teaching	Desirable

#### **Qualifications/Attainment**

Well qualified graduate	Essential
Qualified teacher status, or willingness to gain qualification within a reasonable period	Essential
Proven track record of academic success within the subject area or phase or NQT equivalent	Essential

#### **Experience**

Experience of teaching Chemistry	Essential
Proven experience of successfully contributing to or running extra-curricular clubs and activities	Desirable
Experience of working within a successful team	Desirable

## Personal attributes

Enthusiastic, positive and hard working	Essential
A passion for education	Essential
Commitment to the safeguarding of children and young people	Essential
Ability to inspire, motivate and support pupils	Essential
Flexible and approachable attitude	Essential
Ability to solve problems, make sound judgements and take decisions	Essential
Ability to work under pressure, on own initiative, accurately and with attention to detail	Essential
Commitment to the improvement and development of own teaching and performance	Essential
The drive and stamina to provide excellent opportunities for all girls in the school	Essential
Willingness to play a part in the overall developments of the school	Essential
Commitment to maintaining the caring and supportive ethos of the school	Essential



## How to apply

**CLICK TO APPLY HERE**

**Closing date for applications:** 12.00pm noon, Monday 24 March 2025

Any candidate wishing to seek additional information on the role, or application process, should contact the HR & Compliance Officer by email: [hr@cry.gdst.net](mailto:hr@cry.gdst.net)

The school reserves the right to appoint at any stage during the recruitment process.

## Safeguarding

Croydon High is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection checks appropriate to the post, including online searches and checks with past employers and the Disclosure and Barring Service.

A copy of our School Safeguarding and Child Protection Policy (CHS) and Whole School Recruitment, Selection and Disclosure policy (including employment of ex-offenders) can be found [here](#) on our website.





Croydon High School, Old Farleigh Road,  
Selsdon, South Croydon CR2 8YB

Head: Ms Annabel Davies

Head of Juniors: Miss Sarah-Jane Pendleton

[www.croydonhigh.gdst.net](http://www.croydonhigh.gdst.net)



Croydon High School

*for girls aged 3-18*

G D S T

**Juniors**

Tel: 020 8260 7508

Email: [juniors@cry.gdst.net](mailto:juniors@cry.gdst.net)

**Seniors & Sixth Form**

Tel: 020 8260 7500

Email: [seniors@cry.gdst.net](mailto:seniors@cry.gdst.net)



G D S T

GIRLS' DAY SCHOOL TRUST

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