



**HAMPSTEAD SCHOOL**  
Learning together Achieving together



Teacher of Science and Key Stage Coordinator

Application Pack



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Dear Applicant,

Thank you for your interest in this exciting post at Hampstead School. More information about the school can be found on our website [www.hampsteadschool.org.uk](http://www.hampsteadschool.org.uk).

The job profile and person specification are included in this document. We advertise our roles through TES but please take time to look at website to find out more about Hampstead School.

At Hampstead School, we are committed to promoting a diverse and inclusive community – a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, staff engagement forums, in-school facilities and services to support staff from different backgrounds. We are keen to explore part-time, job share or flexible working arrangements. Everyone is welcome – we are committed to inclusion across race, gender, age, religion, identity and experience.

The School is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced DBS check. Checks will be made with previous employers.

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### Message from the Head

I started as Head at Hampstead School in September 2020. Reopening the school in the midst of a global pandemic was a baptism of fire but staff, students and parents were incredibly supportive. This is a remarkable school and it is a privilege to work here.

The period since has been made easier by my existing knowledge of the school, having started my career here as an NQT. My original spell only lasted four years, a length of time that pales into insignificance when compared to the years of service some have given, but after leaving I retained a strong connection to the school. Hampstead School reflects – and has shaped – my educational values. It is a truly comprehensive school, seeking to serve its local community. It is non-selective in the truest sense; there are no ability bands, selection tests or restrictions based on gender or religion. If you live nearby, if it is your local school, there is nothing to stop you coming here. It is part of a strong local authority working to ensure high standards through co-operation rather than competition.



When Hampstead School gets it right then there are no caveats, no 'yes buts'. Success is not based on a selective admissions criteria or top-down interventions from an academy chain. Success is sustainable, ethically sound and based on an unwavering commitment to equality of access. I can honestly say that I would not have applied for any other headship.



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## The School and its Community

Hampstead School is a London Borough of Camden maintained comprehensive school with over 1330 students. The school, with an admission number of 210, is popular locally and oversubscribed.

Founded in 1961 as a mixed comprehensive school, visitors often comment on the mutual respect which is evident between students and staff. This has been recognised; we are the first secondary school in London to be awarded the UNICEF “Rights Respecting School Award” at the highest level.

The diversity of our students is a strength of the school. Over 80% of students are of ethnic minority origin, with over 60 different languages spoken. Around half our students have English as an Additional Language, with a similar proportion eligible for the Pupil Premium.

Sections of the school have been rebuilt over the past five years as part of the Priority Schools Building Programme; our facilities are now world class.



## Our Ethos

We expect staff and students to *Think Big, Work Hard and Be Kind*, principles underpinned by the value we place on ambition, critical thought, effort and compassion. This culture is fostered in an atmosphere where the quality of relationships is crucial; our motto, ‘*Learning Together, Achieving Together*’, is reflected in the interactions that take place between staff and students every day.

The impact of this ethos, when combined with the highest expectations of achievement and a belief that every student can and will achieve, is seen in some of our successes and initiatives over the past few years. They confirm that Hampstead School’s reputation for creativity, innovation and inspiration is firmly rooted in rigour:

- One of seven UK schools recognised as an inaugural “Achievement for All” Ambassador School
- Arts Mark Award (Gold) from the Arts Council for England
- Sportsmark
- International School Full Award
- Geography and History Quality Mark



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- Sustainable Schools Award (Gold)
- Cultural Diversity Quality Standard (Gold)
- Stonewall Award
- National Champions in the Model United Nations national debating competition
- Our work with New Arrivals recognised as best practice and disseminated to all UK schools
- Enduring relationships with Future Leaders, Teaching Leaders and Teach First.
- Princes Trust kitemark (English)
- Diana Awards from the Prime Minister for our anti bullying and peer mentoring schemes
- Part of the National Association for Able Children in Education (NACE)

We are proud of what we have achieved, never complacent and retain a genuine and positive determination to become exceptional in all areas. We relish our challenges, being fortunate in our committed and enthusiastic staff, all of whom work together for the benefit of our students. A sign of success is that, within a stable workforce, nearly all who leave do so for promotion. Consequently, this creates opportunities to appoint new colleagues with new ideas, enthusiasm, and moral purpose.

#### **More about this role**

The Science Faculty at Hampstead School is a dedicated and enthusiastic team who work collaboratively to provide an enjoyable, engaging and relevant learning experience for students. Department members constantly strive to raise student achievement and offer students every opportunity to develop confidence, resilience and independence.

If you are creative, inquisitive, enthusiastic, and passionate about science, we look forward to welcoming you to our friendly, dynamic and highly successful Science Faculty. We value teachers who are committed to the academic success and wellbeing of their students as well as being keen to take part in a wide range of STEAM and other extra-curricular clubs and activities. We value colleagues who are imaginative, flexible and can inspire and support pupils with a variety of learning needs. Applicants will be expected to teach all three disciplines in Science to KS4 and one discipline to KS5.

I am very excited about developing the school further and working with colleagues with differing strengths, but who all share an unwavering passion for education, and a commitment to improving the life chances of all our students.

If you are one of these talented people, we would love to hear from you.

Matthew Sadler  
Head



### Job Description Teacher of Science

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

Direct Reporting	Head of Subject / Faculty
<b>Main Purpose</b>  To, under the reasonable direction of the Head, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).  The teacher will be required to: <ol style="list-style-type: none"> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the Conditions of Employment of School Teachers, the requirements of the National Curriculum, the School's aims and policies of the Governing Body.</li> <li>To monitor and support the overall progress and development of students</li> <li>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>To contribute to raising standards of student attainment and to provide and monitor opportunities for personal and academic growth.</li> <li>To support colleagues in maintaining a high level of professionalism and contribute to a shared sense of purpose and positive emotional climate.</li> </ol>	
Faculty Standard	Duties and responsibilities
<b>Culture</b>	<ol style="list-style-type: none"> <li>Assist the Head of Subject/Faculty to ensure the provision of a range of activities that complement the school's strategic objectives.</li> <li>Assist in the process of curriculum development and change to ensure continued relevance to the needs of students and the school's vision and strategic objectives.</li> <li>Help create a culture where pupils experience a positive and enriching school life.</li> <li>Foster positive relationships across the school community and contribute to maintaining a safe, orderly and inclusive environment.</li> <li>Contribute to a culture of high staff professionalism, including implementing the school policies and procedures.</li> </ol>
<b>Operational &amp; Strategic Planning</b>	<ol style="list-style-type: none"> <li>To assist in the development of appropriate specifications, resources, schemes of learning, assessment and marking policies and teaching strategies in the department</li> <li>To contribute to the departmental Improvement plan and its implementation</li> <li>To plan and prepare lessons, courses and schemes of learning as required</li> <li>To have organisational awareness and so contribute to the school's planning</li> </ol>
<b>Teaching</b>	<ol style="list-style-type: none"> <li>Teach students according to their learning needs, including the setting and marking of work.</li> <li>Ensure that ICT, Literacy, Numeracy are part of students' learning experiences.</li> <li>Ensure a high quality learning experience for students, which meets internal and external quality standards.</li> <li>Use a variety of delivery methods, which stimulate learning appropriate to student needs, learning styles and demands of the subject.</li> <li>Maintain high expectations in punctuality, behaviour and standards of work.</li> <li>Undertake assessment of students as requested by external examination bodies, faculty and school procedures.</li> </ol>
<b>Curriculum &amp; Assessment</b>	<ol style="list-style-type: none"> <li>Assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>Contribute to targets, action plans, and detailed and structured reporting.</li> </ol>





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	c. Alert appropriate staff to challenges experienced by students, make recommendations and implement processes that may help resolve these.
<b>Behaviour</b>	a. Sustain high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly all. b. Ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner. c. Model and teach the behaviour of a good citizen
<b>SEND &amp; EAL</b>	a. Maintain ambitious expectations for all pupils with SEND and EAL that enable pupils to access the curriculum and learn effectively b. Fulfil statutory duties with regard to the SEND code of practice
<b>Professional development</b>	a. To take part in the school's staff development programme by participating in training and professional development. b. To take initiative and ownership for personal and professional development including subject knowledge and pedagogy. c. To actively and self-confidently engage in the Performance Management process. d. To work as a member of designated teams and contribute positively to effective working relationships within the school.
<b>Organisational management</b>	a. Communicate effectively with the parents of students as appropriate. b. Where appropriate, to communicate and co-operate with persons or bodies outside the school and in so doing promote the school's ethos. c. Follow school policies related to communications.
<b>Pastoral Care &amp; Welfare</b>	a. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care. b. As a Form Tutor, promote the general progress and well-being of individual students and the Tutor Group as a whole c. Deliver Personal, Social, Health & Citizenship Education (PHSCE) in line with schemes of learning. d. Liaise with Pastoral Leaders and support with the implementation of the school's Pastoral System. e. Expect and encourage students' full attendance to all lessons and their full participation in school life. f. Communicate, where appropriate, with parents and external agencies concerned with the welfare of individual students.
<b>Quality Assurance</b>	a. Help to implement and adhere to school Quality Assurance procedures b. Contribute to the monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. c. Implement modification and improvement as required. d. Transparently review methods of teaching and learning.
<p>The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.</p> <p>This job description may be amended at any time in consultation with the post holder, Governing Body and/or Senior Management as required. Trade union representation will be welcomed in any such discussions.</p> <p>The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law, and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	



### Person Specification Teacher of Science

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

Criteria	Qualities and evidence
<b>1. Qualifications &amp; Experience</b>	<ul style="list-style-type: none"><li>a. Relevant Degree / PGCE or equivalent</li><li>b. Qualified Teacher Status desirable</li><li>c. Successful teaching experience at<ul style="list-style-type: none"><li>1) A school, or</li><li>2) On teaching practice</li></ul></li><li>d. Ability to teach either Biology, Chemistry or Physics to A- level and all three disciplines to KS3 and KS4.</li></ul>
<b>2. Skills &amp; Abilities</b>	<ul style="list-style-type: none"><li>a. Imaginative and able teacher with the ability to engage and relate to students of all ability</li><li>b. Evident skills of communication both verbal and non-verbal</li><li>c. Knowledge of how students learn and the range of teaching and learning styles that may facilitate effective curriculum delivery</li><li>d. Willingness to acquire new skills as appropriate</li><li>e. Imaginative ideas on classroom differentiation</li><li>f. Strong interpersonal skills</li></ul>
<b>3. Inclusion &amp; Equal Opportunities:</b>	<ul style="list-style-type: none"><li>a. Belief in every child's potential and a desire to see every child succeed</li><li>b. Commitment to equal opportunities</li><li>c. Commitment to celebrating diversity</li><li>d. Commitment to ensuring every team member feels valued</li><li>e. Awareness of equal opportunities and how these are addressed within the subject area.</li></ul>
<b>4. Disposition:</b>	<ul style="list-style-type: none"><li>a. Strong commitment to own CPD and a willingness to further develop pedagogy</li><li>b. A sense of perspective and manifest enthusiasm</li><li>c. Ability to work hard and prioritise within competing deadlines</li><li>d. A commitment to comprehensive education, teamwork and collaboration.</li></ul>
<b>5. Curriculum:</b>	<ul style="list-style-type: none"><li>a. Evidence of ability to implement schemes of learning that are exciting, challenging and encourage enquiry</li><li>b. Evidence of success in implementing strategies to support students at risk of falling behind</li><li>c. Evidence of strong understanding that an excellent curriculum is one that is inclusive, accessible and promotes a passion for the subject</li><li>d. Evidence and willingness to develop curricula</li><li>e. Evidence of making effective use of online learning platforms (e.g. Seneca Learning/ Microsoft Teams) to complement and enhance learning</li></ul>

All candidates must have strong working knowledge of safeguarding practices and be committed to safeguarding and promoting the welfare of children and young people.



**Job Description**  
**Key Stage Coordinator - Science**

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

<b>Direct Reporting</b>	Head of Science
<b>Main Purpose</b>	<p>To, under the reasonable direction of the Head, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>The Key Stage Coordinator will be required to:</p> <ul style="list-style-type: none"><li>a) To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the Conditions of Employment of School Teachers, the requirements of the National Curriculum, the School's aims and policies of the Governing Body.</li><li>b) To optimise standards of student attainment and achievement within the faculty and to monitor and support student progress</li><li>c) To be accountable to the Head of Faculty (HoF) for quality assurance of student progress and development in the key stage</li><li>d) To develop, enhance and monitor the teaching practice of others</li><li>e) To lead in actively engendering a high level of professionalism, shared sense of purpose &amp; positive emotional climate in the school and so create a vision, sense of purpose and pride in the faculty</li><li>f) To support the HoF, deputising when necessary</li></ul>
<b>Faculty Standard</b>	<b>Duties and responsibilities</b>
<b>Culture</b>	<ul style="list-style-type: none"><li>• Assist the Head of Faculty to ensure the provision of a range of activities that complement the school's strategic objectives.</li><li>• Assist in the process of curriculum development and change to ensure continued relevance to the needs of students and the school's vision and strategic objectives</li><li>• Help create a culture where pupils experience a positive and enriching school life.</li><li>• Foster positive relationships across the school community and contribute to maintaining a safe, orderly and inclusive environment.</li><li>• Contribute to a culture of high staff professionalism, including implementing the school policies and procedures.</li></ul>
<b>Operational &amp; Strategic Planning</b>	<ul style="list-style-type: none"><li>• To lead the development of appropriate specifications, resources, schemes of work, assessment and marking policies, and teaching for learning strategies within the designated key stage</li><li>• The day-to-day management, control and operation of key stage subject service delivery</li><li>• To systematically track, monitor and follow up student progress</li><li>• To implement and monitor school policies and procedures</li><li>• To take a leading role formulating aims, objectives and strategic plans for the faculty which meet client need, have coherence and congruence with and contribute to the School Improvement Plan</li><li>• To assist in ensuring that service delivery holistically reflects the school's distinctive ethos and mission</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• To develop, enhance and monitor the teaching practice of others</li><li>• To support staff if practice does not meet required standards.</li><li>• Establish and sustain high-quality, expert teaching across the key stage, built on an evidence-informed understanding of effective teaching and how pupils learn</li><li>• Ensure teaching is underpinned by high levels of subject expertise</li><li>• Ensure effective use is made of formative assessment</li></ul>
<b>Curriculum &amp; assessment</b>	<ul style="list-style-type: none"><li>• To liaise with the HoF in the development and delivery of an appropriate, comprehensive, high quality and cost-effective curriculum within the key stage and wider faculty</li></ul>





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	<ul style="list-style-type: none"><li>• Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li><li>• Establish effective, pro-active curricular leadership</li><li>• Keep up to date with national developments and relevant external organisations</li><li>• Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li><li>• Design subject assessments that are suitably rigorous and delivered in line with the school's assessment policy for the key stage</li></ul>
<b>Behaviour</b>	<ul style="list-style-type: none"><li>• To ensure high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly all, across the faculty.</li><li>• To ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner, across the faculty.</li><li>• Model and teach the behaviour of a good citizen</li></ul>
<b>SEND &amp; EAL</b>	<ul style="list-style-type: none"><li>• To ensure ambitious expectations for all pupils with SEND and EAL that enable pupils to access the curriculum and learn effectively</li><li>• Fulfil statutory duties with regard to the SEND code of practice</li></ul>
<b>Professional development</b>	<ul style="list-style-type: none"><li>• To take part in the school's staff development programme by participating in training and professional development</li><li>• Ensure the faculty staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li><li>• Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation</li><li>• To work as a member of designated teams and contribute positively to effective working relationships within the school.</li></ul>
<b>Organisational management</b>	<ul style="list-style-type: none"><li>e. Communicate effectively with the parents of students as appropriate.</li><li>f. Where appropriate, to communicate and co-operate with persons or bodies outside the school and in so doing promote the school's ethos.</li><li>g. Follow school policies related to communications.</li></ul>
<b>Pastoral Care &amp; Welfare</b>	<ul style="list-style-type: none"><li>h. To monitor and support the overall wellbeing, progress and development of students within the key stage</li><li>i. To help monitor student attendance, progress and performance in relation to targets ensuring that interventionist strategies are implemented</li><li>j. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care</li><li>k. Liaise with Pastoral Leaders and support with the implementation of the school's Pastoral System</li><li>l. Communicate, where appropriate, with parents and external agencies concerned with the welfare of individual students</li></ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"><li>m. Help to implement and adhere to school quality assurance procedures</li><li>n. Contribute to the monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria</li><li>o. Implement modification and improvement as required</li><li>p. Transparently review methods of teaching and learning</li></ul>

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.

This job description may be amended at any time in consultation with the post holder, Governing Body and/or Senior Management as required. Trade union representation will be welcomed in any such discussions.

The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law, and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition



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## **Person Specification Key Stage Coordinator Science**

<b>Criteria</b>	<b>Qualities and evidence</b>
<b>Qualifications &amp; Experience:</b>	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Experience of teaching at key stage 3 - 4</li><li>• Conversant knowledge of issues pertinent to Science teaching</li><li>• Exemplary classroom practitioner</li><li>• Proven track record of improving students' outcomes</li></ul>
<b>Skills &amp; abilities:</b>	<ul style="list-style-type: none"><li>• Demonstrable knowledge of contemporary issues in Science education, especially in relation to the key stage 3 - 4</li><li>• Knowledge of national educational policy, priorities and initiatives</li><li>• A track record of positive and effective relationships with both teaching, support staff and other leaders</li><li>• Ability to work under pressure and prioritise effectively</li><li>• A positive mindset, adaptability, resourcefulness and the ability to self-reflect</li><li>• Ability to analyse and act on attainment data</li></ul>
<b>Inclusion &amp; Equal Opportunities:</b>	<ul style="list-style-type: none"><li>• Belief in every child's potential and a desire to see every child succeed</li><li>• Commitment to equal opportunities</li><li>• Commitment to celebrating diversity</li><li>• Commitment to ensuring every team member feels valued</li><li>• Awareness of equal opportunities and how these are addressed within the subject areas</li></ul>
<b>Disposition:</b>	<ul style="list-style-type: none"><li>• Strong commitment to own CPD and a willingness to further develop pedagogy</li><li>• A sense of perspective and manifest enthusiasm</li><li>• Ability to work hard and prioritise within competing deadlines</li><li>• A commitment to comprehensive education, teamwork and collaboration</li></ul>
<b>Curriculum:</b>	<ul style="list-style-type: none"><li>• Knowledge of national educational policy, priorities and initiatives towards curriculum - especially in relation to the key stages 3-4</li><li>• Evidence of ability to implement schemes of learning that are exciting, challenging and encourage critical thinking and creativity</li><li>• Evidence of success in implementing strategies to support students at risk of falling behind</li><li>• Evidence of strong understanding that an excellent curriculum is one that is inclusive, accessible and promotes a passion for the subject</li><li>• Evidence and willingness to develop curricula</li></ul>

All candidates must have strong working knowledge of safeguarding practices and be committed to safeguarding and promoting the welfare of children and young people.



### Timeline of events for this post

Date	Event
Monday 16 <sup>th</sup> October 2023 @ 9.00am	Deadline for applications
Thursday 19 <sup>th</sup> October 2023	Interviews

### What can Hampstead School offer you?

*“Staff really like working at the school. They feel valued and very well supported. Leaders have ensured that they have very good opportunities for training and development, to which they contribute. Many staff have moved on to promoted posts internally and elsewhere. This is an exciting, dynamic place to work, and its vitality greatly benefits the pupils.” (Ofsted)*

Our employee package includes personalised training, a comprehensive package for NQTs starting a career in teaching, placement on leadership programmes for middle leaders, financial and professional support for MA degree programmes and National Professional Qualifications, and engagement in the wider programmes offered by Camden Learning.

We are keen to ensure a positive life-work balance. Staff are granted time-off for a range of personal days as well as access to a free 24-hour employee assistance package and annual flu jabs. We were the first school in London to achieve the Optimus Wellbeing Award for Schools and a staff working group continues to drive this important work forward.

Our location, minutes from Cricklewood Station and only a short distance from the transport hub in West Hampstead, mean that staff benefit from Inner-London weighting but have flexibility in where they choose to live.

Benefits include, but are not limited to:

- 15% PPA time for all teaching staff
- Free access to a staff gym on site
- Employee Assistance Programme
- Annual flu jab
- In-house professional development programme
- TOIL days in recognition of twilight CPD
- Bespoke leadership development pathways
- Time off for personal days (e.g. nativity plays, graduations)