



Beths Grammar School

Head of Science

Recruitment Pack





Dear Applicant,

Thank you for your interest in this exciting and very important post.

Beths Grammar School is an academic institution that fosters an ethos in which working hard and wanting to achieve are the norm: where it's cool to be clever and successful. This is as true for the staff as for the students. We are ambitious for the young people in our care and seek to help them secure the very best outcomes of which they are capable. As a selective school, the staff have the privilege of educating and supporting intellectually able young people; and the students have the privilege of being in classes in which progress in learning can be rapid, and subjects explored in real depth.

As a school, we are committed to being a world-class learning community that enables all young people to succeed. We aim to create young adults who are forward thinking, confident, motivated, competitive and are highly successful. They understand the purpose of becoming an independent learner and strive to become self-directed and comfortable with the unknown.

Central to everything we do is the culture of high expectation and aspirations. Students are encouraged to develop a love of learning and reading, to think for themselves and to maximise their full potential.

We are looking for an individual with real drive. Someone who is unafraid to tackle difficult issues, who knows what Outstanding looks like, and who, along with the rest of the team, is committed to working tirelessly to achieve it; someone with determination, resilience, humility and a sense of humour.

We are seeking a dynamic and innovative person, who is committed to providing the environment and opportunities for all in a world class learning culture. We are looking for someone who will support individual endeavour through high expectations, personal growth and development, whilst ensuring that exceptional achievement and excellence are embedded in all aspects of school life, and thus play a pivotal role in shaping the future of Beths Grammar School. The successful candidate will gain a wealth of experience from working across the school, receiving support and guidance from the Headteacher and a very experienced Senior Leadership Team.

If you share our passion for children and young people succeeding and our commitment to the development of the 'whole student', and believe you have the skills to lead and inspire others, we very much look forward to hearing from you.



With best wishes,
Mr R J Blyghton
Headteacher

RJBlyghton



BACKGROUND INFORMATION

Beths Grammar School is selective school for boys aged 11 to 16, and co-educational 16-18, in the Bexley and Kent area. We provide an exciting, purposeful and vibrant learning environment that challenges and supports all our students to thrive and achieve their potential. Students enjoy a rigorous, engaging and diverse curriculum which delivers the platinum standard of education, and makes us the selective and inclusive school of choice.

Set in acres of pleasant grounds, Beths Grammar School is located within easy commuting distance of both central London and Kent, offering the advantages of a diverse and forward-thinking community within a haven of green space. The mainline railway station is less than ten minutes' walk away; while for road users, there is a junction on the A2 close by (two of the three school fields run alongside the A2). Many staff choose to live close to the school, or in neighbouring boroughs, and the borough of Bexley has a wealth of high performing schools and good quality housing stock at competitive prices.



VALUES



Our inclusive ethos is encapsulated in our values of Excellence, Community and Respect, which are built on our rich heritage as a school.

These are at the heart of all we do for our students, helping us to foster a compassionate, close-knit school community where we all share the same high expectations, standards and care for our students and staff.

As well as being a beacon of academic pursuit and excellence, Beths Grammar School is renowned for its enviable co-curricular enrichment programme that, through sport, the arts, clubs and societies, nurtures the whole child. This is why many boys – and girls in the Sixth Form – want to come here; and it is also why so many parents are pleased to send their children to Beths. Emphasis is placed on developing leadership skills, best exemplified by the work of the prefect teams, but also through opportunities lower down the school such as our thriving School Council. We believe our students are our best ambassadors. We value our students collectively and individually and acknowledge – and celebrate the fact – that they are all different.

The school has a wealth of history that we are constantly seeking to build on. Beths moved to its present site in 1961 and has the benefit of extensive playing fields. The original buildings have been significantly added to, including a major programme completed in 2000 which includes a superb sports hall. In 2003 we opened a new ICT facility, in 2005 a Science Centre, a Language Laboratory, in 2009 a new suite of five Language Teaching Rooms was built and in 2025 a new state-of-the-art Sixth Form Centre was opened. Further capital projects since then have included major refurbishment of the



Staffroom, Design & Technology and Performing Arts. While Beths is a traditional grammar school, it is geared for the twenty-first century. We embrace the role of tech and innovation, with both students and staff having their own electronic devices.

Beths is committed to staff development. We have a strong CPD programme based on the principle of 'expertise from within'. Staff at all career stages have opportunities to lead training and we are keen to develop the leadership skills of our members of staff as we are those of our students.

Our students achieve highly in Year 11 and the Sixth Form; but we are not complacent. At Beths we are determined to deliver the very best to our students – and we seek to recruit like-minded, outstanding practitioners who also want to give the wonderful young people who study here the world-class education they deserve.

Our website gives further information about the school. www.beths.bexley.sch.uk



Mr R J Blyghton
Headteacher

RJBlyghton





PROFILE OF HEAD OF SCIENCE

The Science Department pride themselves on their collegiate ethos and professionalism. The department is housed in the Science block with ten purpose-built teaching laboratories, and two preparation rooms. Each laboratory is equipped with a personal computer and an interactive whiteboard. There is a Head of Science, Subject Leaders for each science as well as a KS3 coordinator.

All students do separate award Biology, Chemistry and Physics at GCSE and there are large number of students choosing to study sciences at A-Level. Many students go on to study science, engineering, medicine, veterinary medicine and dentistry after A levels.

The science staff are highly motivated, employing a variety of teaching pedagogies and providing many opportunities for sharing good practice. There are many informal meetings in addition to the formal departmental meetings, thus ensuring effective communication and consistency of delivery across all Key Stages. The department continues to achieve excellent results in each of the three subjects at both GCSE and A-Level.

We are seeking an ambitious, inspiring, and highly effective leader to join our school as Head of Science. This is an exciting opportunity for a passionate educator to lead curriculum development, drive academic excellence, and shape the future of science education within a dynamic secondary school environment.





Job Description

ACTIVITY	RESPONSIBILITY
CURRICULUM	<ul style="list-style-type: none"> • Undertake responsibility for developing, reviewing and keeping up-to- date appropriate syllabuses, curriculum maps and Schemes of Work for all classes and Year groups. • Ensure that the work set for students, including homework, is challenging and that it stretches them for effective learning and maximum impact. • Devise clear policies and practices for assessing, recording and reporting on student achievement and use this information to recognise student achievement and to assist students in setting targets for further improvement. • Assess and review course provision, course content and teaching methods and modify where necessary. • Lead the development of appropriate curriculum, resources, feedback policies, assessment and teaching and learning strategies in the department • Day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources • Keep up to date with and respond to national developments in the subject area and teaching practice and methodology. • Produce a Department Development Plan with the involvement of relevant staff for inclusion in the School Improvement Plan. • Lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of scholars within the subject area, the school, SEF and School Improvement Plan and the aims and objectives of the school. • Ensure that the entries, moderating procedures, coursework submissions, and expected grades are completed for all external examinations and statutory assessments at the correct times and maintain records of results. • Ensure that for internal examinations the papers are set, reproduced, marked and moderated correctly. • Establish links with other departments as necessary. • Promote extra-curricular activities to further the aims of the Department and the school. • Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective knowledge-rich and knowledge-led curriculum programme that complements the school improvement plan and school self-evaluation. • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions • Develop and constantly evaluate a knowledge rich Science curriculum which meets the needs of scholars • Keep up to date with national developments in the subject area and teaching practice and methodology • Actively monitor and respond to curriculum development and initiatives at national, regional and local and school level
STUDENTS	<ul style="list-style-type: none"> • Accept responsibility for the work and behaviour of students within the Department. Operate a clearly understood system of rewards and sanctions consistent with the Schools Behaviour, Rewards and Support Policy. • To actively monitor and follow up students progress. Supervise the setting and marking of work, including Homework, reporting and the allocation of grades within the framework of whole school policies. • Inform students on subject choices and career opportunities where appropriate. • Organise and where appropriate run Oxbridge sessions. • Undertake students' supervisory duties and cover for absent colleagues in line with school procedures.



	<ul style="list-style-type: none"> Organise and, where appropriate, run additional clinics, revision sessions, both to stretch and extend the most able and to help students who are struggling.
MONITORING	<ul style="list-style-type: none"> Monitor standards of work to include: <ul style="list-style-type: none"> Regular monitoring of the assessment of students and moderation of assessments to maintain consistency. Monitoring achievement and progress of individual students and classes, linked to target setting. Ensuring Coursework (if/ where applicable) is of an acceptable standard and deadlines are adhered to. Ensuring that information about student's achievements in previous classes and schools is used effectively to secure continuity and progression in the department. Monitor the quality of teaching by using the agreed criteria (see Staffing section below). Where appropriate monitor the duties of Subject Leaders in the department Monitor the progress made in achieving department plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement. Use national, local and school data to inform expectations, departmental and individual student targets and teaching methods. Evaluate the setting of expectations and targets for students relating to student achievement and the quality of teaching. To ensure that approaches, systems, procedures and methodologies lead to the highest students' outcomes.
COMMUNICATION	<ul style="list-style-type: none"> Initiate and lead Departmental discussion on school subject matters, holding at least one meeting each half term and forwarding Action Points to the Headteacher. Attend and contribute to team leader meetings. Where appropriate meet with the Heads of Subject/Subject Coordinator/Key Stage Manager within the Department. As a senior member of staff, having a general duty to contribute to the academic management of the school, including attending meetings organised by the Headteacher or other senior members of staff for this purpose. Share best practice within and across the Departments. Ensure that Form Tutors, Heads of Year and Senior Staff are informed of students progress as necessary. Ensure that H&S policies and practises, including risk assessments, throughout the department are in-line with statutory requirements and are updated where necessary, liaising with the site team Operations Manager, and regularly communicating with the technician team.
EXTERNAL COMMUNICATION	<ul style="list-style-type: none"> Provide parents with information about curriculum, attainment, progress and targets. Provide parents with information about coursework and precise deadlines for submission. Meet with parents as necessary to discuss issues arising from such information. Liaise with Governors, examination boards, professional bodies and contribute to community links where appropriate.
STAFFING	<ul style="list-style-type: none"> Devise, through consultation, a suitable responsibility structure within the Department and delegate tasks accordingly. Ensure that appropriate work is set for supervised classes when staff are absent. Monitor teaching and staff development: <ul style="list-style-type: none"> Guide and advise individual teachers. Meet with teachers to discuss their personal and professional development, progress and in-service training needs. Report on the work and progress of teachers as required by the Headteacher. Observe colleagues at work and encourage the evaluation and sharing of good practice. Carry out the Performance Management arrangements.



	<ul style="list-style-type: none"> • Ensure that trainee and ECTs are appropriately trained, monitored, supported and assessed in relation to published standards. • Ensure that staff are familiarised with the procedures in the Department and the school. • Work with SENCO to ensure that IEPs are used to set subject specific targets and match work well to student needs. • Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of scholars and to the aims, objectives and strategic plans of the school.
BUDGETS/ RESOURCES	<ul style="list-style-type: none"> • Manage any delegated budgets, to include: <ul style="list-style-type: none"> - Establish staff and resource needs for the subject and advise the Headteacher and senior managers of likely priorities for expenditure. - Maintain oversight of an efficient stock control system and be responsible for the security and storage of equipment. - Take responsibility for maintenance of Departmental rooms and effective use of displays. • Ensure that health and safety procedures including Risk Assessment appropriate to the Department are updated and adhered to.
OTHER SPECIFIED RESPONSIBILITIES	<ul style="list-style-type: none"> • Implement school policies and procedures effectively • Be a member of the appropriate teams (such as Heads of Departments) and take a corporate responsibility for the leadership of the school. • To undertake any duties as may reasonably be required by the Headteacher

Essential:

- a graduate with good qualifications that include a good honours degree in a relevant discipline
- an outstanding classroom practitioner/potential and drive to become outstanding
- the ability to plan and deliver lessons which fulfil appropriate learning objectives
- an understanding of the role of assessment in learning and the ability to use assessment to promote learning outcomes
- an enthusiasm for Science in general and the ability to transmit this to students
- the ability to relate appropriately to school children
- the ability to execute effective discipline in keeping with the policy of the school and department
- a good knowledge of a wide range of teaching and learning methods
- the ability to create your own resources and willingness to share good practice with other colleagues
- the ability to identify learning needs of individual students
- a team player
- a strong commitment to the central role of the Form Tutor

Requirements of the Post:

- to contribute to the teaching of Science across the age and ability range
- to be a Form Tutor
- to work within and contribute to established School and Department frameworks for:
 - lesson planning and delivery
 - student behaviour and care
 - student assessment
- to work within the school frameworks with regard to Health & Safety, Equal Opportunities and Safeguarding



- to provide accurate information for parents as required by the School and Department policy and attend parents evening/academic tutoring interviews and other presentation meetings as reasonably directed
- to help to further develop links with the wider community
- to promote a single School ethos
- to promote the School commitment to the Continual Professional Development of all staff
- to undertake any duties as may reasonably be required by the Headteacher



SALARY

The post is offered on the MPS/UPS Outer London + TLR1M

WHY JOIN THE BETHS COMMUNITY?

- CPD programme for staff development, helping you to progress and deepen your career, skillset and passion
- 24/7 Employee Wellbeing Support Programmer (free & confidential)
- Personal equipment including dedicated laptop
- Teacher's Pension Scheme
- Cycle to work scheme
- Use of school gym
- Access to staff social events
- A good commuter location, situated between London and Kent

APPOINTMENT PROCESS

Applications should reach the school by **9am 24th April**. We prefer electronic submissions and application forms can be found on the school website, no CVs please.

We intend to interview week commencing **27th April**.

Please note that we reserve the right to close any advert before the advertised closing date should a sufficient response have been received. Therefore, please ensure that you complete your application as soon as possible to avoid disappointment.



Beths Grammar School does not discriminate on the basis of race, religion, colour, sex, gender identity, sexual orientation, age, national origin. All employment is decided on the basis of qualifications, merit and professional values.

We at Beths Grammar School are committed to practice which protects children from harm. Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and Beths Grammar School is committed to ensuring that all its actions in respect for a child are compatible with this aim. All positions are subject to a DBS enhanced disclosure check. Applicants must complete the school application form and in line with 'keeping children safe in education' and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. All shortlisted applicants will be required to complete a Self-Disclosure form prior to interview.

