



Head of Science

Appointment Information Pack

Message From the Headteacher

At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

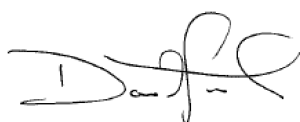
We believe that it is essential that school is a challenging, inspirational and transformational experience. We also believe that it must provide a moral framework for learners to live their lives by and that students perform to their best abilities when they feel supported, confident and happy.

We are enormously proud of our academic, sporting and cultural successes, however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school. Our successes have been recognised by the Department for Education who are funding a rebuilding programme for the school, which started in February 2025.

This position is a fantastic opportunity to lead a successful department into an even more impressive future. It would suit someone keen to develop their leadership skills and who is considering senior leadership in the future. There is a possibility for the right candidate to join our extended leadership team as well.

Thank you for taking the time to look at the information relating to this post. Please do contact the school if you have any queries or would like a tour of the school.

Kind regards



David Smith
Headteacher



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Coombe Vision Statement

Coombe Boys' School, is a community of learners that embraces innovation and inclusivity in teaching, leading to academic excellence and a world of opportunity for all. We strive to foster a culture of creativity and critical thinking that empowers our students to become confident lifelong learners and responsible global citizens. Our commitment to providing a diverse and inclusive learning environment ensures that every student is heard, recognised as an individual and feels valued and respected. The focus on academic excellence prepares students for success in an ever changing world. Our goal is to inspire our students to think beyond the classroom and to explore the endless possibilities that lie ahead, so that they may confidently shape their own futures and make a positive impact on the world.

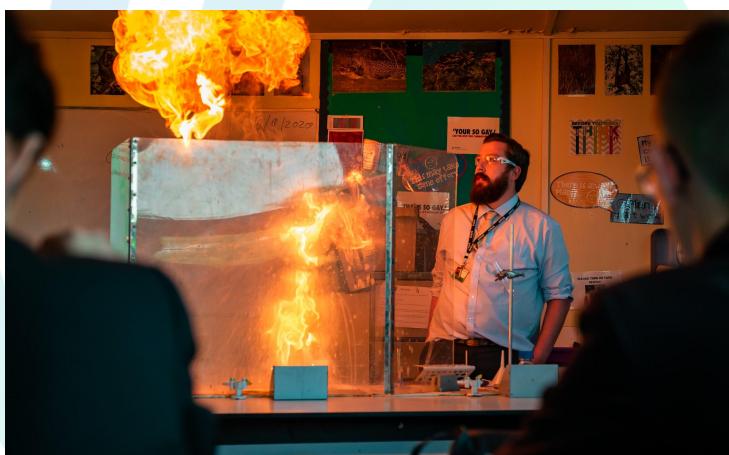
Coombe prepares each student for their World of Opportunity by:

- **Delivering excellence** through innovative teaching that is inspirational and brings an ambitious, broad and inclusive curriculum to life. It engages every learner in their Coombe journey offering a transformational and challenging experience.
- **Driving ambition** by fostering a culture of creativity that develops all members of our community to be confident learners who are happy, resilient, embrace challenge and are excited by their own potential to shape the future.
- **Developing integrity** through a diverse and equitable community where every person is heard, recognised as an individual and feels valued and respected. Our shared purpose promotes exemplary behaviour, outstanding and supportive relationships between all above all, ensuring kindness permeates every day life.

The Science Department

The department consists of an enthusiastic team of eight teachers working in well-resourced laboratories. The department is well equipped in terms of apparatus and textbooks and enjoys the capable help of two technicians. The Science team have been developing innovative teaching and learning strategies incorporating cutting edge technology to help enhance teaching and learning. This includes individual chromebooks for every student. The department and school believe strongly in working collaboratively, sharing ideas and supporting each other to achieve the very best for every member of the Coombe community.

At Key Stage 3 the curriculum is currently delivered in a spiral format which links into KS4. In Years 7 and 8 Science is delivered in specialism with three separate teachers. In Year 9 students embark on the AQA GCSE course and are taught by three specialist science teachers.



At Key Stage 4 most students follow the AQA GCSE Trilogy course and have 10 lessons of Science per timetable cycle. Approximately 60 students follow the Separate (Triple) Science route and have 12 lessons per timetable cycle. Subject specialists deliver the Separate Science Award course.



At Key Stage 5 students are taught the Extended BTEC Level 3 Applied Science course. The course covers many of the same aspects of Science as 'A' level courses and develops fundamental knowledge and understanding of biology (cell function and human physiology), chemistry (preparation

and analysis of useful compounds) and physics (using energy transfers), but emphasises the skills needed to work competently and safely in a modern laboratory. Results in the department for this course are amongst some of the best in the country.

Through our Trust and our close links with our feeder Primary Schools, STEM days and Science taster sessions are run annually to primary aged students. Alongside this, the department works with Kingston University to enrich and 'bring to life' some aspects of the curriculum at KS4. A range of extra-curricular activities are run that include: revision classes; Science Week activities, KS3 Science Club, Science challenge events and Science trips.



Job Description: Head of Department

Department or area: Science

Responsible to: See school organisational structure.

Responsible for:

- Refer to the main responsibilities section below.
- Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.

Purpose of the post:

- To provide professional leadership and management of the department in order to secure high quality teaching and learning, effective use of resources and improved standards of learning and achievement of all students.
- To strategically plan for the continued raising of standards within areas of responsibility.
- To make a significant contribution to the ethos and success of the school.
- To be supportive and provide effective leadership for all aspects of the Science Department.

Professional Values and Practice:

- Teachers demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Have a visible presence around the school during the day.
- Treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- Demonstrate and promote the positive values and attitudes they expect from their pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Contribute to, and share responsibility in, the corporate life of the school.
- Ensure that professional standards are met at all times.

Main Responsibilities:

Results, Achievements, Standards

- Develop and implement policies and practices for the department, which reflect the school's commitment to high achievement, effective teaching and learning.
- Develop and implement a strategic action plan for the Science department, monitoring its impact.
- Establish a clear, shared understanding of the importance and role of the department in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs.
- Ensure that the Headteacher, senior leaders and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and department related professional development plans.

Teaching and Learning

- Lead on the development and implementation of high quality teaching and learning within the department.
- Ensure guidance and sharing of good practice is provided on the choice of appropriate adaptive teaching methods to meet the needs of all pupils, including the use of cutting edge technology and innovation to enhance learning.
- Establish, with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the department, which are based on a range of comparative information and evidence, including the attainment of pupils.
- Ensure curriculum coverage, continuity and progression in the department for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the department, and communicate such information to pupils.
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the department.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress 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.
- Evaluate the teaching of the department in the school, use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Student Development and Well Being

- Establish a purposeful learning environment where learners feel safe, secure and confident.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence. Use and evaluate the effectiveness of different behaviour management strategies.
- Ensure teachers in the department are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens; how to recognise and deal with racial stereotyping.

Relationships with Parents, Schools and Community

- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the department, enhance teaching and develop the pupils' wider understanding.

Learning and Growth

- Create a climate which enables other staff to develop & maintain positive attitudes towards the department & confidence in teaching.
- Lead professional development through example and support and advise on training needs of the department.

School Development Plan Focus:

- Lead, manage and organise implementation of department development plan in line with school strategic direction.

Appraisal:

- Participate in any arrangements within an agreed national framework for the appraisal of performance.

Key Relationships:

- SLT, Heads of Department, Heads of Year, Form Tutors, Learning Enhancement Department, Special Advisors, Inspectors, Primary schools, Colleges.

Resource Responsibilities:

- Select and prepare resources and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural background, with the help of support staff where appropriate.

Budget Responsibilities:

- Department Budget.

Health & Safety:

- Ensure health and safety is effectively addressed, managed and reported on; and that risk assessment is routinely carried out.

Terms of Employment

Time

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy. Coombe Boys' School has a local agreement regarding cover.

Undertaking other duties as may reasonably be expected

NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work

The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: _____

Date: ____ / ____ / ____

Person Specification:

Head of Department

The following comprises the qualifications, personal qualities, skills and experience required to fulfil the duties as outlined in the job description.

Qualifications and Experience

- Qualified Teacher Status (PGCE or equivalent qualification).
- A good degree in a relevant subject area.
- Have a sound subject knowledge including up to date understanding of changes at KS3, KS4 and KS5.
- Able to identify strengths and weaknesses in both staff and pupils and act appropriately.
- Have contributed to the organisation and delivery of syllabuses as effective schemes of work.
- Have contributed to good examination results in your classes.
- Up to date with latest policies and strategies and initiatives.
- Experience of teaching all abilities and learners with different needs.

Personal Qualities and Skills

- Places the learner at the centre of everything they do.
- A strong classroom practitioner with the ability to develop these skills in others.
- To be able to work effectively as a member of a wider team.
- A calm and approachable disposition when dealing with students and staff.
- Well organised and efficient; keeping to deadlines and encouraging others to do so.
- Willingness to learn to effectively use Google classroom and related systems.
- Able to facilitate good teamwork and sharing of good practice in your department.
- High personal standards and the ability to motivate others to sustain those standards.
- A vision of the developments you would like to see in your subject in the future.
- Able to provide a stimulating learning environment.
- A desire to promote the benefits of the subject to all.
- A commitment to personalised learning and inclusion.
- An understanding of the role that the department should play in the aims and ethos of the whole school.

School Rebuilding Programme

New Main School Building

The school has embarked on a multi-million pound rebuild project, which will dramatically change the school and give us the most up to date facilities in the local area. The whole process is expected to take 3 ½ years, and the end result will be facilities that will support the progression of all learners.





'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Website: www.coombeboysschool.org
Facebook: www.facebook.com/CoombeBoysSchool
X: @CoombeBoysNews/@CBSHeadteacher
YouTube: [Year 7 Welcome Video](#)

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