



Information for Prospective Candidates

**For the post of
Teacher of Chemistry**

Dear Applicant,

We are delighted to advertise this role for a Teacher of Chemistry across our two schools. The UCL Academy is an innovative 11-18 academy sponsored by University College, London. The academy benefits from a close relationship with the university, and has an innovative approach to the curriculum with ample opportunity for students to explore cross-curricular 'big questions'. South Hampstead High School is an independent girls' day school 10 minutes walk from UCL Academy. It is a member of the Girls' Day School Trust and was Independent Girls' Day School of the Year 2022. The school has a strong focus on a holistic and intellectually stimulating education to develop confident young women.

Our two schools have been working together on a number of projects this year. The decision to advertise jointly for a Teacher of Chemistry arose from our successful Teacher Exchange Programme. The programme was launched in June 2022 and involved selected teachers taking part in a two week programme at each other's schools, delivering lessons and sharing their practice. It prompted conversations and reflections and it is in this spirit that we are delighted to launch this joint advert.

The successful candidate(s) will be expected to use the opportunity to work across a state and an independent school to share best practice with each school. Successful candidates will be employed under separate employment contracts at each school but the two schools will be recruiting together and making shared decisions about appointments. We are looking for open-minded, reflective teachers at any stage of their career who would relish the chance to experience two different educational settings but within close proximity of each other. We envisage planning our timetables to minimise transit time.

We look forward to receiving your application and we hope you will find this an exciting opportunity.

Yours sincerely,

Robin Street & Simon McBride and Vicky Bingham
(Co-Principals, UCL Academy) (Head, South Hampstead High School)



About the Science Department:

Science teachers at UCL Academy plan and teach a curriculum which is both inspiring and engaging and includes elements of cutting edge research. We have 6 dedicated science labs, 2 open learning spaces and a lecture theatre. Our links with University College London gives us access to unrivalled University laboratories with specialist equipment. We aim to enrich our students with practical and real-life context self-directed activities. The iGEM competition, Global Experiment, CREST awards, Greenpower Electric Car' competition and Salter's chemistry festivals are encouraged, to extend the students beyond the curriculum and give them a chance to experience 'genuine' science. We have very strong links to the Wellcome Trust, The Crick Institute and the Queen Square Brain Bank. The extracurricular opportunities we provide are second to none.

Our aim in Science is to develop citizens who are scientifically literate and are able to explain the Science around them in everyday life. Students will have rich experiences in learning scientific theory, in conducting practicals both in the laboratory and outside. By the end of their learning journey at the Academy, students will have developed skills such as analytical, evaluative, quantitative and qualitative skills to use in Science and the wider world.

We teach Science across Key Stage 3, 4 and 5. Teachers, in most cases, will teach across at least two of these.

Key Stage 3

Students have four 50 minute weekly learning sessions in Key Stage 3. The topics visited in Key Stage 3 are revisited as part of our spiralled curriculum where students revisit key concepts throughout their journey at the Academy. Each half term Science topic is underpinned by the Grand Challenge for the half term. Students explore two units from Biology, two from Chemistry and 2 from Physics each year. The curriculum is adapted from AQA KS3 Activate and is enriched with linking their curriculum to the Grand Challenges. Students regularly complete practicals and have activities linked to their topics ranging from posters, models and presentations.

Key Stage 4

In Key Stage 4, there are two main pathways for students which depend on their commitment and attendance to Science. Students are not in any way disadvantaged for pursuing either one of these pathways.

The GCSE Combined Sciences course counts as two GCSEs and students receive two grades for this. We offer Foundation and Higher tiers for students. Students have six 50 minute weekly learning sessions where students follow the AQA specification. We complete a rotation of Biology, Chemistry and Physics and make links to the Grand Challenges where possible.

The GCSE Separate Sciences course counts as three GCSEs, one for Biology, one for Chemistry and one for Physics. We only offer a Higher tier for this course. Students have six weekly learning sessions where students follow the AQA specification. Students have two 50 minute sessions of Biology, two 50 minute sessions of Chemistry and two 50 minute sessions of Physics.

Key Stage 5

At A Level, we offer Biology, Chemistry and Physics courses, which are all two-year courses.

An A Level in each of the sciences focuses to develop analytical, evaluative, quantitative and qualitative skills and focuses on building expert scientific knowledge in each of the subjects. Students have ample opportunities to complete practicals and also have a practical element of the course where they complete 12 core practicals over the course of their two year programme.

Job Description	
Role	Mainscale Teacher
Salary	UCL Academy Main Pay Scale M1-M9
Reporting to	Assistant Principal, Head of Faculty or Head of Department.

Job Purpose:

The teacher's role is essential to the implementation of the vision of the UCL Academy. It is to carry out the responsibilities as a subject teacher and House Tutor. Teachers are expected to promote the highest possible personal and professional standards as an example to colleagues and students and promote good relationships and communication between all members of the UCL Academy and wider community. It is essential that they give active support to the vision, ethos and values of the UCL Academy.

Key Tasks

To create lessons which inspire students to become effective lifelong learners by:

- Ensuring high standards of teaching and learning for all students.
- Planning lessons which address the full range of learners' needs.
- Planning for progression and designing effective learning sequences within lessons that develop understanding and skills.
- Having high expectations of all students so that they are able to achieve their academic potential.
- Adopting high standards of behaviour in their professional role and setting a positive example in dress, punctuality and attendance.
- Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of UCL Academy students., and maximize the opportunities of the Academy's innovative design.
- Playing a role in the delivery of the Academy's enrichment curriculum, and departmental fixtures calendar.
- Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display.
- To participate with HoD and other colleagues in the development of appropriate specifications, materials and schemes of work. Take responsibility for the shared development of these schemes of work that develop cross-subject skills, knowledge and understanding.
- Liaising with colleagues to deliver schemes of learning in a collaborative manner.
- Planning for the involvement of learning support assistant and other support or teaching staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers.
- Monitoring and evaluating the quality of learning within each lesson.
- Partake in and promote the Academy's rewards programme.
- Inspire students and build their understanding by using expert subject knowledge and links with UCL.
- Being an enthusiastic user of the Academy's information technology systems.
- Providing written feedback and learning targets for all students within the agreed time span.
- Participate in the assessing and tracking of progress towards academic targets and support interventions where there is underachievement.
- Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
- Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
- Setting work for students who are absent from the Academy.
- Planning cover work that has clear objectives and expected outcomes if absent from the Academy.
- Using every opportunity to engage parents and guardians in the learning of UCL Academy students.
- Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

To provide a secure and safe learning environment so that students develop into self confident and self motivated learners by:

- Being an enthusiastic and effective house tutor who is fully committed to embracing an inclusive and safe environment by fostering good home/school relations, delivering aspects of care and support, PSHE and reflection, monitoring student attendance.

- Carry out supervision at break and lunch time as directed.
- Lead and implement enrichment activities in line with our extra-curricular programme.
- Building respectful, supportive and constructive relationships with all students.
- Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
- Maintaining the highest standards of behaviour so that all students are able to learn effectively in their lessons and around the Academy.
- Providing a proactive presence around the school embodying the Academy's high expectations to students.
- Attend and participate in house assemblies, supervising your tutor group if necessary.
- Be responsible for student's spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values.
- Knowing when to draw on the expertise of colleagues who have responsibility for safe guarding children and individual learning needs.
- Attending and participating in parent evenings and open evenings, and any other necessary meetings.
- To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.

General

- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
- Be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with statutory GDPR guidance.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited on site.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The UCL Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classified as having substantial access to children and appointment is subject to an enhanced DBS police check of previous criminal convictions. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Person Specification of a Teacher

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> A teaching qualification in your subject of choice 	<ul style="list-style-type: none"> An honours degree Evidence of further professional studies/research
Teaching experience:	<ul style="list-style-type: none"> Previous teaching experience and taught a range of different year groups An outstanding classroom practitioner with evidence of excellent behaviour management skills and is a role model for students Track record in curriculum innovation with ability to demonstrate an outward facing approach to teaching and learning Ability to establish and maintain high standards and achievement in public examinations Be able to support the delivery of school ethos and policies Be reflective and systematic in operating effective self-evaluation systems and understand Ofsted Framework 	<ul style="list-style-type: none"> Has contributed to cross curricular initiatives Show evidence of Continued Professional Development
Knowledge and experience:	<ul style="list-style-type: none"> Passionate about your subject Knows and understands what constitutes high quality teaching and how to raise attainment and engagement with all students Has a clear understanding of the diverse needs of students and knows how to address them Has demonstrated personal effectiveness in improving the quality of curriculum provision Have a commitment to extra-curricular activities Has good knowledge of intervention strategies which ensure students make progress Able to show how data, evidence and student information can be used to improve curriculum provision, self-review and evaluation 	<ul style="list-style-type: none"> Have relevant experience of working in comprehensive and multicultural environments Understanding of inclusion and the needs of all learners
People, Relationships	<ul style="list-style-type: none"> Able to manage relationships Able to meet deadlines and work under pressure 	

<p>and Communications:</p>	<ul style="list-style-type: none"> ▪ Communicates well with other staff, students, parents, governors and sponsor ▪ Takes responsibility for own professional development ▪ Excellent organisational skills and reliable ▪ Excellent IT skills ▪ Is optimistic, open to new opportunities and dynamic ▪ Is committed, robust, resourceful and of a reflective, focussed and determined disposition ▪ Is resilient, particularly when facing difficult and challenging situations ▪ Is sensitive, empathetic yet professionally and objectively detached when managing conflicts 	
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