



RUGBY SCHOOL  
THAILAND

## Job Description

<b>School/ Department:</b>	Senior	<b>Position:</b>	Head of Chemistry
<b>Employer:</b>	Rugby School Thailand	<b>Location:</b>	Chonburi
<b>Contract Type:</b>	Fixed term	<b>Contract Term:</b>	Two Years
<b>Closing Date:</b>	28th February 2025	<b>Job Start:</b>	August 2025

### Rugby School Thailand

Rugby School Thailand (RST), a co-educational day and boarding international School set in 80 acres of glorious Thai countryside south of Bangkok, opened in September 2017 with 110 students. The School has now grown to over 1,100 students and attracts students from all over Thailand and South East Asia.

The structure, School day and ethos of RST are based upon the British Independent School model, rather than the standard international school model. As such, the School has three sections: Pre-Prep (2-6 year olds), Prep (7 – 12 year olds) and Senior (13 – 18 year olds).

Rugby School Thailand is the first overseas sister school of Rugby School UK, one of the most prestigious and well-known schools in the UK. Rugby School Thailand shares Rugby School UK's DNA in every important respect. It is unique.

*The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our School. Members of staff in the School have a legal and moral obligation to safeguard and promote the welfare of the students, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.*

### About School/Department

The Senior academic curriculum draws from the best of the UK National Curriculum. Each department offers either GCSE or IGCSE courses in E and D Block (Year 10 and 11). In the Sixth Form, Rugby School Thailand students study A Levels. There are currently around 350 in the Senior section of the School. Unlike other international schools, Rugby School Thailand operates longer School days with a wide variety of Enrichment activities.

The Senior buildings are designed to offer an outstanding learning environment. The main buildings include a teaching block; state-of-the-art Design and Technology and Art and Design studios; ICT suites; Drama studios; a Black Box theatre; Music classrooms; seventeen music practice rooms; a



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recording studio; and a dance studio. A separate Science Centre houses 13 laboratories, and a lecture theatre. The Webb Ellis Centre houses both 50m and 25m swimming pools plus a warm up pool; an air-conditioned basketball stadium; a fitness suite; gymnasium; and two PE classrooms. Floodlit football fields and tennis courts complete the sports facilities.

The Sixth Form Centre provides a hub for Year 12 and 13 students as they pursue independent and group study as they complete their A Levels.

### **The Science Department**

The Sciences are taught in the School's purpose-built Science centre. The layout of the building encourages co-operation across the sciences and the faculty works closely together. Teachers conduct lessons across the range of Senior School classes. This is an important facet of the Department as it promotes a collegial environment and allows for the cross-fertilisation of ideas.

All members of the Science department teach across the range of student abilities. Teachers enjoy working both with those who have a deep interest in Science, who will go on to read Science-based courses at university, as well as with the linguist or humanist whose primary interest may lie elsewhere, but who nevertheless strives to do their best in the Sciences.

F Block (Year 9) students follow a course which is designed by the Department, and introduces students to the pleasures of working in a laboratory, as well as introducing the skills and content that are required for the IGCSE course. F Block students study 8 periods (70 minute lessons) per two-week cycle across the three sciences.

In D and E Blocks (Years 10 and 11) students take IGCSEs in Chemistry, Biology and Physics. Chemistry follows the CIE IGCSE curriculum. Students study either triple award or double award sciences depending on academic ability, with 4 periods per science per two-week cycle. The Sciences are popular Sixth Form options and the Chemistry department follows the Edexcel IAL course. Teachers of Science will be required to promote interest in the Sciences beyond the formal curriculum.

This role will be line managed by the Head of Science.

## **Roles and Responsibility**

### **Management**

HoDs will:

- Promote a positive culture of developing practice in their department;
- Act as a role model of effective and sustainable leadership;
- Actively seek to grow and develop their team through department meetings and development time, performance management and effective delegation of responsibility.
- Put students' learning and welfare at the centre of all of their decision making;
- Develop and implement a clear vision for effective teaching and learning across their department that embodies and complements the whole School goals;
- Model outstanding classroom practice;



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- Have a clear understanding of what excellence looks like in their department and set standards that support staff and students in aiming for this;
- Maintain an active critical interest in educational research and debate and promote discussion and training around this within their teams;
- Manage effective systems for assessment and centralised tracking of learning in all students, that incorporate baseline data as well as identify underperformance and implement a range of sustainable intervention strategies;.
- Share data in a timely manner with relevant Heads of Year and the Deputy Head Academic;
- Work to sustain their expert knowledge about the examination courses their departments offer;
- Participate in a teaching and learning review of the department.
- To be responsible for departmental staff in the following areas:
  - In normal circumstances. the Head of Department will have direct involvement with the appraisal of departmental staff in accordance with the School's Development Cycle policy either as the Performance Manager or first advisor to the Performance Manager;
  - The Head of Department will observe the classroom performance of departmental staff both formally in accordance with the School's Development cycle policy and informally. The School's current Classroom Observation documentation will be used as the blueprint.
  - Monitoring lesson planning, assessment, marking and recording of data of departmental staff;
  - Ensuring that reports are written according to both departmental and School criteria and that deadlines are strictly met;
  - Ensuring that staffing needs are communicated for the following academic year as soon as relevant information is available;
  - Playing a role in the selection, and where practical, interviewing of staff;
  - Allocation of staff to teaching groups in a fair and focused way and in consultation with the Deputy Head Academic, Senior;
  - To ensure, in the case of subject staff absence, appropriate cover work has been arranged;

### **Curriculum**

- Lead excellent curriculum planning, implementation, and review the Schemes of Work that are shared with the Deputy Head Academic;
- Be responsible for the promotion of English as an Additional Language within the department in the following ways:
  - Ensuring that departmental staff are incorporating EAL in their lesson planning and delivery, and providing appropriate differentiation, assessment;
  - Supporting the RST Co-ordinator of EAL in promoting School-wide goals and strategies in respect of developing students' English proficiency.
- Report annually to the Head and the Deputy Head Academic in a formal and documented meeting which analyses the department's performance in the previous year (academic results / staffing / resources etc.) and sets agreed targets for the year ahead;
- Liaises with the other sections over transition and curriculum continuity;
- Be responsible for assessment in the following areas:



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- Ensuring compliance between schemes of work, classroom practice and examined content and skills for external examinations as defined by the relevant syllabuses for externally examined courses within the department;
- Maintaining a high awareness among departmental staff of new or upcoming changes to courses including changes to content and/or assessment procedures.
- Where appropriate, ensuring that external examination entries and predicted grades are accurate;
- Co-ordinating the preparation and marking of internal assessment papers in line with external examination standards;
- Co-ordinating the preparation and marking of admissions tests as required;
- Where appropriate, selecting, in consultation with the Head and Deputy Head Academic, suitable examination boards which fit best with the School's values;
- Submitting internal assessment data to the Deputy Head Academic.

#### **Administration**

- Clear Communication in the following areas:
  - Regular and published departmental meetings (including agenda setting, production and circulation of minutes, implementation of arising action points);
  - Attendance at regular Heads of Departments' Meetings and other meetings as required;
  - Ensuring that departmental information for curriculum booklets and other School materials are updated as required;
  - To be a point of contact for students, parents and staff for matters relating to the department.

#### **Enrichment**

- Contribute to the provision of activities to support the enrichment programme of the School;
- Accompany students on trips away from the School if required;
- Raise the profile of the subject through displays, events and activities related to the subject.

#### **School improvement and effective partnerships**

HoDs will:

- Work collaboratively and proactively with other staff and School leaders (across the whole School) to support and develop initiatives that promote the work of their teams and/or whole School goals;
- Proactively communicate with the parental community to constructively communicate the vision and goals of the department and School;
- Look for opportunities to work collaboratively with other School leaders and managers to develop their own practice as well as the practice and provision within their department.

#### **Resources**

- Construct and submit the annual department budget request;
- Oversee the budget deployment;
- Take responsibility for all resources, both physical and electronic, in the department.



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## General School Responsibilities

### Appraisal and Professional Development

- To participate in the staff appraisal and professional development programme;
- To undertake such training as may be reasonably required by the School to adapt to the changing requirements of the School or as may be necessary to fulfil the School's statutory or regulatory obligations;
- To undertake mandated job-related training as required by the School;
- To be aware of and support relevant school policies, handbooks, and procedures.

### Additional professional responsibilities

- To fully contribute to the pastoral and enrichment life of the School;
- To fulfil wider professional responsibilities by making a positive contribution to the wider life and ethos of the School;
- To attend assemblies, registration of students and other School events as required;
- To liaise with Marketing regarding the promotion of both the School as a whole and the department on social media, the website and other media;
- To carry out supervisory duties as required;
- To carry out any additional duties the Head requests to facilitate the smooth running of the School.

## Other Responsibilities

- To take responsibility for promoting and safeguarding the welfare of children and young people within the School;
- To uphold and promote all aspects of the Child Protection and Safeguarding policies;
- To act on aspects of student welfare and safeguarding raising any concerns by following School protocol/procedures.

### Application Process

Long list and short list interviews will be held either in person at Rugby School Thailand or via Zoom or google meets.

***(Rugby School Thailand reserves the right to appoint by invitation before the closing date.)***



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### **Qualifications, Identification, Health and Background Checks**

Rugby School Thailand is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. You will be required to provide documentation for proof of your identity, including an attested (by a notary) birth certificate, and qualifications. If successful at interview the position will be offered subject to satisfactory references and police checks. For candidates who have worked and/or lived in the UK, we will request that you have an up to date ICPC and we will complete Prohibition Order Checks . We also require that anyone who has lived and worked in a country other than the UK for more than 6 months has a police check from the national checking agency. All references will be verified, we require a minimum of two references with one reference from your present or most recent employer. You may also be required, within the final appointment process, to undergo a health check. Rugby School Thailand is an equal opportunities employer.