

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Subject Leader (Chemistry)

(M/UPS + TLR 2c)

**Recruitment incentive available with
this post for a suitable candidate**

Required from April or September 2019 an experienced teacher to play a key role in the development of Science at this outstanding girls' grammar school. A contribution to the school's extensive enrichment programme would be required.

Applications are invited from creative and ambitious professionals with leadership potential who can make a substantial impact on our continuous improvement.

Please contact Linda Sayers at the school or visit the website to download further information and an application form:

www.highsted.kent.sch.uk

(Closing date noon Monday 11 February 2019)

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





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GENERAL INFORMATION

**Summer 2018 school performance:
GCSE results achieved by pupils at the end of key stage four**

	<i>2018</i>	<i>2017</i>
Percentage A*/A grades / 7 and above	52.8%	47.7%
Percentage of pupils gaining 9 - 4 grades, in English and maths	98.4%	97.2%
Percentage of pupils gaining at least two 9 - 4 grades, science	97.6%	99.2%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	86.2%	84.9%
Percentage of pupils achieving history or geography 9 – 4	96.0%	97.5%
Percentage of pupils achieving English Baccalaureate*	84.0%	84.0%

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

	<i>2018</i>	<i>2017</i>
Percentage pass rate	98%	100%
Percentage A*-B grades	65%	60%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 828 on roll, including 194 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

Chemistry within the Science Department.

The chemistry team comprises of supportive members of the Science department with 25 years of joint experience, who work collaboratively to ensure best practice is shared and pupil experience is optimised. We regularly meet to share ideas and explore what other opportunities we could offer our pupils. The department runs cosmetic chemistry; a fun and interactive club where pupils use their chemistry knowledge to make products such as soaps and lip balms.

Our next exciting challenge is to move the department into completing a research project. We are currently investigating how the use of the Crest awards and local universities could be used to enhance pupil engagement with Chemistry and inspire our pupils to pursue an interest in Chemistry. Our vision within Chemistry is to become a department that engages with current scientific research that is being done within universities, to give pupils the experience of the research world. We are exceptionally lucky to have a new Scientist within the department who's primary focus is enrichment and as part of his role, he has launched the lecture series; inviting in inspirational scientific speakers to present their current research.

The Science department also runs tarantula society and animal husbandry, emphasising the importance placed on extra-curricular offerings within Science. We also have three fully trained lab technicians who support the department; the lead technician used to be a research scientist in Pfizer. Having these resources within the department recognises how forward thinking our approach alongside our aspiration to improve this even further, recognising the necessity of an engaging and enriching Science curriculum for our pupils.

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR LEADING PROFESSIONAL

Name:

Management Role: **Subject Leader: Chemistry – TLR 2c** Major Department: Chemistry

ACTIVITY	RESPONSIBILITIES	NOTES
LINE MANAGEMENT	<ul style="list-style-type: none"> • Responsible to: Senior teacher (departmental role). • Responsible to: Head of House (form tutor role). • Responsible for: Subject staff and technician support. 	
CURRICULUM	<ul style="list-style-type: none"> • Undertake responsibility for preparing, reviewing and keeping up to date schemes of work for all classes and years in subject area. • Ensure that work set for pupils, including homework, cover-work, SEND and G&T, is challenging and that it stretches them. • Ensure that clear policies and practices are in place for assessing, recording and reporting on pupil achievement, and use this information to recognise pupil achievement and to assist pupils in setting targets for further improvement. • Assess and review course content and teaching methods, and modify where necessary. • Produce a subject development plan with the involvement of relevant staff, for inclusion in the school improvement plan. • Ensure that the entries, moderating procedures, coursework submissions, attainment targets and records of achievement are completed for all external examinations and statutory assessments at the correct times and maintain records of results. • Ensure that the papers are set, reproduced, marked and moderated correctly for internal subject examinations or assessments. • Establish links with other departments to promote and enhance teaching and learning. • Organise and contribute to extra curricular activities to further the aims of the subject and the school. 	
PUPILS	<ul style="list-style-type: none"> • Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline. • Accept responsibility for the work and behaviour of pupils within the subject area; operate a clearly understood system of rewards and sanctions. • Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures. • Monitor pupils' progress and supervise the setting and marking of work, reporting and the allocation of grades within the framework of whole school policies and national requirements. • Advise pupils on subject choices and career opportunities. • Assess and record each pupil's progress, including through observation, questioning, testing and marking. • Make every reasonable effort to ensure delivery of the school's Home School Agreement. • Undertake form tutor responsibilities as set out in the Staff Handbook. 	
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 pupils and moderation of assessments to maintain consistency; – monitoring achievement & progress of individual pupils and classes, linked to target setting; – ensuring that information about pupils' achievements in previous classes and schools is used effectively to secure continuity and progression in the subject. • Monitor the quality of teaching by using agreed criteria (see Staffing section overleaf). • Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. • Analyse and use national, local and school data to inform expectations, targets and teaching methods. • Evaluate the setting of expectations and targets for staff and pupils relating to pupil achievement and the quality of teaching. 	

COMMUNICATION	<ul style="list-style-type: none"> Initiate and lead departmental discussion on school subject matters, holding regular meetings each term and forwarding notes to SLG. Attend and contribute to one of the school's working parties and Academic Board; feeding back to colleagues in subsequent meetings. Contribute fully to Student Focus Group discussions, feeding back details to department team. Share good practice within and across departments. Ensure that form tutors, Heads of House and Key Stage Directors are informed of pupils' progress as necessary. 	
EXTERNAL COMMUNICATION	<ul style="list-style-type: none"> Provide parents with information about curriculum, attainment, progress and targets. Meet with parents as necessary to discuss issues arising from such information. Develop and promote work with community groups in relation to advancing the community aspects of the school's work. Liaise with SLG, governors and external groups to evaluate and develop the importance of science for girls in the school and the local community. Contribute to all responses and reports required by DFE in relation to maintaining the school's priority for science development. 	
STAFFING	<ul style="list-style-type: none"> Devise, through consultation, a suitable responsibility structure within the department and delegate tasks accordingly. Maintain accountability and monitor effectiveness of such delegation. Ensure that appropriate work is set for supervised classes when subject 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, professional development, progress and in service training needs; report on the work and progress of teachers as required by the Headteacher; challenge under-performance; observe colleagues at work and encourage the evaluation and sharing of good practice; carry out the performance management arrangements. Participate in school-based teacher training programmes and ensure that trainee and newly qualified teachers are appropriately monitored, supported and assessed in relation to standards for the award of QTS, Career Entry Profile and standards for induction. Ensure that staff are familiar with the procedures in the department and school, and carry out their duties in line with agreed policies. Work with SEND Manager to ensure that IEPs are used to set subject specific targets and match work well to pupils' needs. 	
BUDGETS/ RESOURCES	<ul style="list-style-type: none"> Manage any delegated budgets, to include: <ul style="list-style-type: none"> establishing staff & resource needs to fulfil specialist school aims and advise SLG of likely priorities for expenditure; maintain oversight of departmental resources and be responsible for the security and storage of equipment; taking responsibility for maintenance of departmental areas and effective use of displays. Ensure that published safety procedures appropriate to the department are adhered to. 	
OTHER SPECIFIED RESPONSIBILITIES	<ul style="list-style-type: none"> Assume responsibility for being the point of contact regarding all aspects of national curriculum science within key stage three. Extend the science experience across the school by developing enrichment activities to promote challenge, commitment and independent learning; Community – extension to other schools and wider community groups relating to the enrichment programme. 	

NOTE: This job profile is based on Professional standards for Teachers – England (published by TDA) and is subject to the Conditions of Employment contained within the Highsted Academy Trust contract, as issued. It is reviewed regularly and aspects may be amended in negotiation with the Headteacher.

Signed

Date.....

Person Specification

Subject Leader: Chemistry

	Essential	Desirable
Experience	Qualified teacher, graduate in science (Chemistry).	Ability to offer a second science subject to A-level.
	Successful contribution to science initiatives/developments in school.	Experience of involvement in whole school planning.
	Evidence of taking responsibility for own professional development.	Contribution to professional development of others.
	Evidence of outstanding teaching, leading to consistently high standards of achievement.	Successful experience in raising student achievement and adding value.
	Contribution to a school's science extra-curricular programme.	Experience of establishing business/community links.
	Knowledge of current developments in teaching and learning.	
	Evidence of working with other professionals as part of a team.	Application of good practice to/from other subjects and areas.
Personal Qualities	Enjoy working with young people.	
	Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.	
	Ability to prioritise, plan and organise own work and that of others.	Evidence of both supporting and challenging colleagues.
	Ability to delegate appropriately.	
	Ability to enthuse and motivate others.	
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Acknowledge/utilise the experience, expertise and contribution of others.
	Consistently high expectations of themselves and others.	
	Self-motivated and self-confident.	
	Personal impact and presence with staff, students and parents.	Implementation of creative and innovative teaching developments.
Skills	Broad and imaginative range of teaching skills.	
	High-level communication and presentation skills.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and identify opportunities.
	Ability to negotiate and consult effectively; knowing when to seek advice and support.	Tenacity in 'difficult conversations' in holding colleagues to account.
	Ability to use ICT effectively to support teaching and learning.	Ability to develop the ICT skills of others.
	Ability to identify and develop opportunities.	Evidence of entrepreneurial approaches to problems.
	Ability to interpret data and trends.	Make informed use of data to raise achievement.