Teacher of Chemistry and Other Sciences

Candidate Brief
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An Introduction

Clifton High School is a forward-looking school set in beautiful surroundings in the heart of Clifton. We are a mid-sized, all-through, independent school of 600 pupils, educating boys and girls from 3-18 years. ‘Realising Individual Brilliance’ is central to our approach at Clifton High. We believe each child has unique talents and our aim is to nurture and celebrate the brilliance of all. Our approach to education is distinctive in that on transition into the Senior School, boys and girls are taught separately in core subjects. Research has shown, and our experience has borne out, that this gives our pupils the best environment in which to learn. At the same time our boys and girls benefit from having social interaction on a day-to-day basis which is crucial for their personal, social and emotional development. We call this the Diamond Edge Model of education.

Clifton High School is known for its strong pastoral and family ethos. Principally we are a school for parents who want their child’s emotional and personal development to be given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully.

Academic success is extremely important to us at Clifton High School and we have a selective admissions policy. Typically, our students receive excellent results, and year on year the majority go on to secure their first choice of university. There is a firm belief, however, that there is more to school life than just good grades and we put as much emphasis on our pupils’ development as on their achievement. Our pupils and young people want to extend themselves beyond the classroom to acquire new skills and develop character traits which will equip them for life. We support our boys and girls wholeheartedly as they embrace with conviction and enthusiasm the rich extra-curricular opportunities available to them. As a school, we believe that the privilege of excellent education brings with it responsibility and we send young people out into the world who are ready to make a real and positive contribution to society.

Four ‘Houses’ named after the School’s founders, Percival, Pears, Wollaston and Winkworth, offer community structure across all ages. The majority of teaching is on one site with facilities including music technology and ICT suites, dance and theatre studio and hall with the latest audio-visual technology and, most recently, a new dedicated STEM room. The School has two senior computer laboratories and a junior computer room. Teaching rooms are equipped with interactive whiteboards and in many rooms, the latest interactive televisions and projectors. There are bespoke resources for learning and for play, including an environmental pond, eco garden, vegetable beds, outdoor classroom, fire-pit and mud kitchen. On-site sports facilities include swimming pool, climbing wall and gymnasium, strength and conditioning room, and outdoor multi use games area. At our nearby sports ground, Coombe Dingle, which is shared in partnership with the University of Bristol, there are international standard pitches, tracks and courts.
The Diamond Edge Model
Clifton High was the first school in the South West and is the only school in Bristol to follow the Diamond Edge Model of Education. Issues relating to gender and education have been debated for many years and it is widely accepted that boys and girls learn better in single-sex groups for certain subjects. It is also clear that young people benefit from interacting with both genders at all stages of their education and development. The Diamond Edge Model is where boys and girls are taught together until Year 6, then in Years 7-9 are taught separately in subjects where this is most beneficial and together in other subjects where mixed work is productive, before coming back together for Years 10-13 to study their chosen examination subjects for GCSE and A level. We believe that this offers the best of all worlds both socially and academically, allowing boys and girls to thrive and achieve their full potential.

Nursery School to Year 6
Our Nursery School currently has one class of children. There are two or three classes in all other year groups from Reception to Year 6. The curriculum is informed, but not constrained by the National Curriculum and the school chooses to enrich rather than accelerate learning. We are proactive in providing children with plentiful opportunities for self-discovery and make the most of the talented teaching from right across the school. Children from Nursery School to Year 6 benefit from specialist teaching and facilities in our sports, science, art, design technology, music, languages and enhanced learning departments. Children in Years 5 and 6 are also taught by specialist mathematics teachers.

Years 7-9
Clifton High School is now well established in its delivery of the Diamond Edge Model of education. This model has proved to be highly popular amongst pupils and their parents, offering single-sex teaching when it is most beneficial, together with opportunities to interact socially amongst pupils and their parents.

Years 10-11: GCSE
Our pupils achieve superb examination results. A broad curriculum, small class sizes and excellent teaching are instrumental in this. At GCSE, pupils are encouraged to take nine subjects, including the separate sciences. They also have a comprehensive Life Skills and Competencies programme.

Sixth Form
Our Sixth Form is a centre of excellence within the School. Academic performance is high, both in terms of students achieving outstanding grades but also in terms of those who exceed expectations and do better than predicted. We offer a flexible and broad curriculum with courses running subject to demand; students may also complete an EPQ and have access to a full extra-curricular programme. All students follow the School’s bespoke ‘Futures and Skills Programme’; the support Clifton High students receive in terms of their UCAS applications is second to none. Typically, over 80% of students achieve their first choice of university.
Extra-curricular and Co-curricular
There are over 100 weekly extra-curricular clubs at Clifton High School ranging from Young Contrarians, Astronomy and Animation to Fencing, Drama and Taekwondo. The School actively encourages pupils to partake in activities to ensure a range of skills are being developed and individual talents are nurtured. The School welcomes many specialist coaches and has developed unique partnerships with outside sporting associations which provide our pupils with elite coaching and player pathways into participation up to international standard. Pupil performance in music and drama is exceptional. There are a wide range of musical ensembles to choose from and an annual school theatre production and school concert. The Junior School performs regularly in the Shakespeare Schools Festival.

International Pupils and Students
Clifton High School welcomes international pupils and students and operates a host-family boarding scheme for those students who are 16 or over. Bristol is home to large French-owned companies and, as such, has a growing population of French professionals. Clifton High School has met this need and is the only school in the South West that operates FECP, allowing French pupils to follow the French and English curriculum concurrently. Additional support is given from a well-structured English as an Additional Language (EAL) Department.
Department Overview

The innovative and lively Chemistry Department makes up one third of the Science Department: a hub of outstanding teaching and learning. Chemistry is one of the most popular subjects both at GCSE and into the Sixth Form.

Courses across Years 7 – 11

Considerable time and thought has been invested in developing schemes of work for pupils in Years 7 – 8. Pupils are provided with an excellent foundation of chemistry knowledge for future learning whilst student enthusiasm and excitement for the subject is encouraged. The mantra of ‘less but better’ was key in our minds when identifying learning objectives and developing lesson plans and resources. The aim is to provide pupils with an enduring core understanding of key concepts which they will feel confident applying to novel situations such as those encountered at GCSE and A Level.

At GCSE, students have the option to study all three sciences. Those choosing to drop one science subject must cover the other two in the full depth of the AQA GCSE “Triple Science” course.

Therefore everyone choosing chemistry as a GCSE will cover all content, although there is the option of sitting the Foundation Paper if deemed appropriate. New schemes of work have been implemented by the department to adapt to alterations to the GCSE course. Pupils have also been provided with new examination board endorsed text books and many, course-specific, electronic resources. The aim of these initiatives is to ensure students are suitably equipped to tackle both examinations while still guaranteeing they have a positive learning experience, developing a passion for the subject and transferrable skills to prepare them for the future.

Chemistry in the Sixth Form

The AQA specification is also taught at A-Level and provides a fluid progression from the GCSE course. Students build upon their prior knowledge, whilst learning to take more responsibility for the organisation of their time and resources.

Students are expected to achieve at least an Grade 7 at GCSE to be considered for A-level Chemistry.

Each member of staff within the Chemistry Department is passionate about both their subject and educating young people. The creation and development of schemes of work offers a fantastic opportunity to pool expertise and subject knowledge.

Working together we have produced a wide range of resources including a variety of exciting starters, plenaries and extension tasks. Enquiry based projects, flipped learning, ‘wow’ demonstrations, practical investigations, role plays and debates have all been carefully woven into lessons to ensure pupils of every age have an interesting, challenging and varied learning experience.
Department Overview

Academic Results
Clifton High School prides itself on its ability to recognise every child’s individual brilliance. Each pupil is encouraged to aim high and is provided with the support necessary to achieve. This is reflected by impressive examination results. Last year saw pupils perform commendably with many achieving the best possible results. At GCSE 44% of pupils gained a Level 7 or above (with 29% of GCSE pupils gaining the highest Grades 8 and 9). At A Level 33% of students gained A*/A grades and students consistently go on to study Chemistry courses at university.

Extracurricular activities
The Science Department delivers a range of exciting and educational extra-curricular activities. Science Club provides pupils from Years 7 – 9 with the opportunity to carry out experiments and investigations beyond those they might expect to encounter in the classroom. We run a popular programme of Science Cafes, which take place after school. Over the past three years students from Year 10 upwards have been treated to engaging discussions by some of the country’s most expert speakers on a wide range of subjects from stem-cells to evolution to polymers.

Students from Year 8 have a day off timetable to design and construct rocket cars and similarly Year 9 spend a day taking part in the Flying Start Competition.

The Chemistry Department has selected teams to represent the School at the Salter’s Chemistry Festival for several years running. Year 12 and 13 students are also offered the challenge of the Chemistry Olympiad and C3L6 competitions.

Facilities
The Chemistry Department has two well-equipped laboratories, both with fume cupboards and one with an interactive whiteboard. One laboratory has recently been completely refitted. The Science Department as a whole incorporates seven purpose built science laboratories with accompanying storage and preparation facilities. There is also a STEM room, furnished with an interactive whiteboard where students and teachers have access to a small suite of computers and a range of new resources. As the STEM room is not a laboratory it also makes an excellent base for food based lessons, as well as a change of scene for fresh stimulus.

Please feel free to contact me if you require further information.

Mr Gareth D Phillips
The School Ethos and Aims

Our Ethos
We aim to produce young people with the ability to think independently, who have a strong belief in themselves, confidence to pursue their ambitions and the resilience, flexibility and adaptability to succeed whatever life presents.

Our Aim
At Clifton High School, our aims are based around five key areas:
- Teaching and Learning
- Standards and Expectations
- Self-development and Adaptability
- Communication
- Business of Education
### INFORMATION

#### ACCOUNTABILITIES AND DESCRIPTION OF POST

<table>
<thead>
<tr>
<th>JOB TITLE:</th>
<th>TEACHER OF CHEMISTRY AND OTHER SCIENCES</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>CHEMISTRY</td>
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<td>REPORTS TO:</td>
<td>HEAD OF CHEMISTRY</td>
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<tr>
<th>1. GENERAL QUALITIES</th>
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<tr>
<td>The Clifton High School teacher will be articulate and inspiring, confident, stable and supportive, highly able and innovative. She or he will have stamina, energy and drive, with the ability and determination to attain and maintain very high educational standards and to raise her or his pupils’ standards of achievement to the very highest levels.</td>
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<th>SAFEGUARDING</th>
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<td>The Clifton High School teacher will be committed to Safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School when in their charge and care. She or he will also ensure that any volunteers they have engaged to work with the children and young people are also committed to Safeguarding and are fully aware of the School’s policies and procedures beforehand.</td>
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### INFORMATION
#### ACCOUNTABILITIES AND DESCRIPTION OF POST

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<th>2.</th>
<th><strong>MAIN RESPONSIBILITIES:</strong></th>
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<td>The teacher will demonstrate high levels of competence in the following areas:</td>
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#### PLANNING AND SETTING EXPECTATIONS

The teacher will be able to:
- Demonstrate an excellent ability to plan
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils
- Set consistently high expectations for pupils in work completed in class and at home
- Plan her/his teaching to ensure it builds on the current and previous achievement of pupils
- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities
- Make full use of the additional opportunities for curriculum enrichment in the wider school environment

#### TEACHING AND MANAGING PUPILS’ LEARNING

The teacher will be able to:
- Demonstrate an excellent ability to teach, manage pupils and maintain discipline
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand
- Display flair and creativity in engaging, enthusing and challenging groups of pupils
- Use questioning and explanations skilfully to secure maximum progress
- Quickly understand pupils’ perceptions and misconceptions from their questions and responses
- Develop pupils’ literacy, numeracy and ICT skills as appropriate within their phase and context
- Provide positive and targeted support for all pupils, including those who have special educational needs, are very able or lack confidence
- Maintain respect and discipline and be consistent and fair.

#### ASSESSMENT AND EVALUATION

The teacher will be able to:
- Demonstrate an excellent ability to assess and evaluate
- Use assessment as part of her/his teaching to diagnose pupils’ needs
- Use assessment to set realistic and challenging targets for improvement
- Use assessment to plan future teaching.

#### PUPIL ACHIEVEMENT

The teacher will be able to:
- Demonstrate the ability to achieve excellent results and outcomes
- Demonstrate that, as a result of her/his teaching:
  - Pupils show consistent improvement in relation to prior and expected attainment
  - Pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations
  - Pupils exhibit consistently high standards of discipline and behaviour.
### KNOWLEDGE AND UNDERSTANDING:

The teacher will know and understand:
- What constitutes excellence in teaching and learning
- How to make use of recent research findings and theories about the different types of intelligence and how children and young people learn

She or he will have:
- Highly developed teaching skills
- Excellent subject knowledge
- Up-to-date knowledge of ICT and the new technologies, and will use them effectively to enrich her or his teaching and to improve learning.

### COMMUNICATIONS:

#### RELATIONS WITH PARENTS AND THE WIDER COMMUNITY

The teacher will be able to:
- Demonstrate a consistent record of positive parental involvement in learning and a generally high level of satisfaction.

### RESPONSIBILITY FOR:

#### MANAGING OWN PERFORMANCE AND DEVELOPMENT

The teacher will be able to:
- Keep up-to-date in her or his subject(s) and/or specialism(s)
- Improve her or his teaching through evaluating her or his own practice in relation to pupils’ progress, school targets and inspection/review evidence
- Achieve challenging professional goals
- Participate very effectively in professional development, taking responsibility for her or his own professional development.

#### MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

The teacher will be able to:
- Provide clear feedback, good support and sound advice to others
- Analyse teaching and understand how improvements can be made
- Have highly developed interpersonal skills, which allow her or him to be effective in a wide range of learning situations.

#### MANAGING RESOURCES

The teacher will:
- Know how to plan and prioritise her or his own time and actions effectively
- Ensure that resources are used to their best advantage.
## INFORMATION
### ACCOUNTABILITIES AND DESCRIPTION OF POST

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<thead>
<tr>
<th>STRATEGIC LEADERSHIP</th>
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<td>The teacher will:</td>
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<tr>
<td>• Provide a role model for pupils and other staff through her or his personal and professional conduct</td>
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<tr>
<td>• Be highly respected and able to motivate others.</td>
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<th>TEACHING REQUIREMENT</th>
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<td>A full time teacher at Clifton High School is currently required to teach 49 out of 60 periods per fortnight. Teachers are guaranteed 15% of their teaching time as non-contact time.</td>
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The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.
**PERSON SPECIFICATION**

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<tr>
<th>ASPECTS</th>
<th>Essential</th>
<th>Desirable</th>
<th>Assess by</th>
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<td></td>
<td>Qualities which are essential to the satisfactory performance of the job and without which an applicant cannot be appointed</td>
<td>Qualities additional to those described as essential which may enhance your application. This is not an exhaustive list and you may add anything you feel is relevant to your application for the role.</td>
<td>AF/T/I</td>
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<tr>
<td>Skills and Abilities</td>
<td>• Good interpersonal skills</td>
<td></td>
<td>AF/T/I</td>
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<td></td>
<td>• Ability to communicate effectively, both orally and in writing</td>
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<td>AF/T/I</td>
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<tr>
<td>Knowledge</td>
<td>• High level ICT skills</td>
<td></td>
<td>AF/T/I</td>
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<td></td>
<td>• Excellent subject knowledge</td>
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<td>AF/T/I</td>
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<tr>
<td>Experience</td>
<td>• Proven experience of recent and successful teaching of the subject</td>
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<td>AF/T/I</td>
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<tr>
<td></td>
<td>• Ability to teach Chemistry to A level</td>
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<td>AF/T/I</td>
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<td></td>
<td>• Ability to teach a second science to GCSE</td>
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**JOB TITLE:** TEACHER OF CHEMISTRY AND OTHER SCIENCES  
**DEPARTMENT:** CHEMISTRY  
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<td><strong>Qualifications and Professional Development</strong></td>
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| **Personal competencies and qualities** | • Commitment to own professional development  
• Adaptable and flexible  
• Ability to take responsibility and to show initiative  
• Good team worker | AF/T/I |
| **Attitudes and Outlook** | • Boundless energy and vision  
• Ability to work under pressure and a capacity for hard work  
• Ability to appreciate the needs of the whole school  
• Positive and proactive approach to continuous improvement | T/I |