



# Head of Chemistry Candidate Information

September 2023



**CHELTENHAM  
BOURNSIDE  
SCHOOL**

Empowering lives  
through learning



# CHELTENHAM BOURNSIDE SCHOOL



## Welcome to Bournside

**People are at the heart of Bournside.** Rating us as “Good” in all areas, OFSTED saw that “staff well-being, as well as curriculum knowledge, are paramount”. Our staff and students are **Ambitious, Purposeful, Proud, Respectful, Curious, and Supportive**. These are our values and whilst you’ll see them written on our website and on our corridor walls, where you’ll really see them is in the way we work together, the way we talk to one another, the way teachers teach and students learn. All that leads to what OFSTED called “a harmonious school”.

Bournside is a large school with over 200 staff and nearly 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 4G sports pitches; a fully equipped Drama studio, a large library, specialised English and Maths blocks, 12 science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base with numerous study rooms.

No one gets lost in the crowd, however. Indeed, in their 2022 report, OFSTED commented on the “strong sense of community for both staff and pupils” and that “pupils are ready for learning and engage well with teachers and other adults.” Everyone is a member of one of our six houses; coupled with our vertical tutor group model, the house system aims to nurture and enhance that sense of family and community, strengthen home/school communication, and provide opportunities for older students to act as role models for younger students, enabling them to have meaningful conversations about school life and their future aspirations.

It’s not at all unusual for several generations from the same family to have been part of Bournside School. We’ve been part of the community of Cheltenham for many years having moved to our present site in Warden Hill in the early 1970s. Our value to the local community is developed in many ways: working closely with our neighbouring schools, taking the arts into the community, being the central hub for very many local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

I recommend you contact Will Penny, Deputy Headteacher [wjp@bournside.gloucs.sch.uk](mailto:wjp@bournside.gloucs.sch.uk) before making your application. I would also very much encourage you to visit our school so you can see for yourself why it is a wonderful place to work.

There is a wealth of information about our school on our website, along with an application form should you wish to apply. We also ask for a supporting statement (maximum 2 sides of A4) outlining how you feel your experience, skills, and attributes would enable you to make a significant impact in the role. The deadline for applications is 9:00am on Friday 21<sup>st</sup> April 2023.

I look forward to receiving your application to join us in [empowering lives through learning](#).

**Steve Jefferies**  
Headteacher





# CHELTENHAM BOURNSIDE SCHOOL

## Head of Chemistry

**Start date: 1<sup>st</sup> September 2023**

**Salary: MPS/UPS +TLR2B  
(£5,022)**

**Full time, permanent**

An outstanding opportunity has arisen to work within the Chemistry Department of Cheltenham Bournside School.

We are an established 11-18 single academy trust with a good reputation (Ofsted 'Good' rating 2022), wide catchment, and a strong presence in our community. Our school is consistently oversubscribed with a PAN of 300, and most of our students choose to stay with us for their post-16 study.

We are looking to appoint a Head of Chemistry, to lead a lively and enthusiastic Chemistry Department at Cheltenham Bournside School, where Science is a popular subject. The successful candidate will be a key part of the Science team, who will teach across the Key Stages and Science subjects, ensuring that Chemistry is delivered in an outstanding manner to highly motivated and talented pupils.



You will be joining a Science faculty consisting of the Director of Science India Sampson, 3 Heads of Department, 9 teachers, and 4 technicians. The Science faculty occupies a central place in the academic life of the School, with the teaching of science grounded

**Applications by:  
9am Friday 21<sup>st</sup> April 2023**

in supporting students to acquire a deep understanding of scientific concepts, which they can then apply in a range of unfamiliar situations.

Practical work is embedded in the curriculum, being carefully planned to support and extend the acquisition of knowledge and understanding. To see further detail of the student learning journey that the successful candidate will teach please see the subject Curriculum Maps that are found [here](#).

A balanced science program, incorporating most of the features of the National Curriculum, is taught to pupils in Years 7 & 8. Each class has one or two science teachers. In Year 9, pupils are taught by three specialist teachers and start their studies of the GCSE science curriculum. Students are selected to study either AQA Combined Science GCSE or AQA separate science GCSEs depending on their progress in Y9 and Y10. A large number of students go on to study science at A Level and post-18 the numbers that choose Science courses at university are in stark contrast to national norms. Progress of students is above the national average at GCSE and typically in the top 25% of the country at A level.

The post would be an ideal opportunity for a new entrant to the profession although equally attractive to a more experienced colleague. We have a positive commitment to supporting Early Career Teachers and a comprehensive staff development programme.

We are an equal opportunities employer and value and respect diversity across our whole school community. Bournside is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check. We reserve the right to interview and appoint prior to the closing date.

### **Application pack:**

[www.bournside.gloucs.sch.uk/school-information/careers-at-bournside/](http://www.bournside.gloucs.sch.uk/school-information/careers-at-bournside/)

**Warden Hill Road, Cheltenham, GL51 3EF | [hr@bournside.gloucs.sch.uk](mailto:hr@bournside.gloucs.sch.uk) | 01242 235555**



## Job Description

### Head of Chemistry Department

**Post title:** Head of Chemistry Department (To be read in conjunction with the Classroom Teacher job description)

**Responsible to:** SLT Line Manager

**Responsible for:** All staff working within the department including leadership of all/any responsibility holders

**Salary:** MPS/UPS + TLR2B (£5,022)

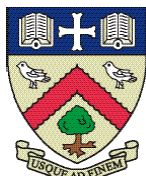
### Purpose

- To be responsible for the leadership, management and development of the department
- To monitor the effectiveness of responsibility holders within the department, and to implement actions as required
- To promote the school's aims and priorities, and to achieve targets in line with the school's strategic plan
- To ensure that levels of student progress both individually and collectively are at least in line with what prior attainment would predict
- To strive to ensure all staff model the school's mission and vision through the consistent way all staff teach their subject(s) and to work in line with the nine school priorities of staff being themselves and encouraging students to be Open, Energetic, Outgoing, Friendly, Safe, Supportive, Healthy, Professional and Self-aware
- To assess, monitor, develop and enhance the quality of teaching and learning in the department
- To monitor the assessment & marking student work, the feedback given to students (including the use of DIRT time) and that the homework provision is in line with school policy in terms of setting of it
- To ensure the provision of an appropriately differentiated and inclusive subject curriculum for students studying in the department
- To manage all operational aspects of the department and act as a positive role model
- To work with the SLT member with responsibility for staffing and timetabling to ensure an effective timetable for the department
- To ensure the school and departmental vision is actively implemented (along with all relevant school policies and procedures) working with the SLT member attached to the department

### Duties

#### Developing the Quality of Teaching and Learning

- Provide mechanisms for the sharing of good practice within the department and across the department
- Ensure a positive climate for teaching and learning
- Informally and formally monitor the performance of members of the department in terms of the quality of teaching and learning
- Ensure appropriate and effective response to whole school monitoring exercises such as student work scrutiny and learning walks and take action to raise the quality of teaching and learning as appropriate



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- Monitor the quality and regularity of written feedback to students within the department, following school policies and guidance and the annual departmental assessment plan
- Set expectations for students and staff in relation to the quality of teaching and learning

## Self-Evaluation and Strategic Planning

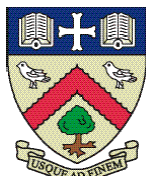
- Work with colleagues to formulate aims and objectives in-line with the department's key aims and priorities
- Document these aims and objectives within the Departmental Response Plan (DRP) and engage in reviewing, amending and coding the progress made towards achieving the targets documented in the DRP
- Develop and implement appropriate policies and practices, including health and safety requirements
- Effectively manage capitation and departmental resources

## Tracking, Monitoring and Intervention

- To make use of and evaluate performance data provided, in particular responding to all academic progress data provided including all progress data on SISRA/Alps and other data provided by the Attendance Tracker etc.
- Develop effective tracking, monitoring and intervention strategies to support student progress
- Identify students in need of intervention, document this on PAM and coordinate the delivery of intervention, including communication with parents/students
- To provide the Governing Body with relevant information relating to the departmental performance and development if required

## Curriculum Development

- To ensure curriculum coverage, continuity and progression in the subject for all students
- Lead the development of resources and schemes of learning, marking policies and assessment
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To liaise with the Exams Administration team regarding relevant examination and validating bodies, to oversee and organise coursework marking and moderation, complying fully with relevant exam board guidance and ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.
- To be responsible for the development of cross-curricular skills according to the school's agreed priorities
- To develop effective links with the wider local community, in order to extend the subject, enhance teaching and develop the students' wider understanding of departmental subjects
- To work with the SLT member in charge of Continuous Professional Improvement to ensure that needs are identified and that appropriate programmes are designed to meet such needs



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## Staffing/Staff Development

- To be responsible for the efficient and effective deployment of the Department's technicians/support staff as appropriate
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the department, and to support responsibility holders within the department with the PMR process

## Recruitment/Deployment of Staff

- To make appropriate arrangements for classes when staff are absent
- To participate in the recruitment, selection and induction process for teaching and non-teaching posts within the department
- To promote teamwork and to motivate staff to develop effective working relations
- To participate as appropriate in the school's ITT programme and mentoring of NQTs

## Communications

- To ensure that all members of the department are familiar with its aims and objectives
- To provide curriculum information to parents as required
- To communicate with parents as appropriate
- To liaise with relevant bodies
- To lead the development of effective subject links with feeder primary schools

## Student Behaviour

- To take responsibility for high standards of behaviour within the department and put into place and monitor the departmental parking arrangements
- To liaise with and support pastoral leaders/staff with behaviour issues in the subject once all departmental interventions have been followed with no success (in line with the School's Behaviour Policy)

## Additional Duties

- To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example

## Special conditions

This job description sets out the main duties of the post at the date it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Specific duties which are relevant to the actual post are detailed in a bespoke job description.



## Head of Department Checklist

### Daily

- Ensure all of your staff are in and that cover is correctly set if not
- Ensure all lessons were taught without issue – discuss any issues with team member(s)
- Touch base with every member of your team face-to-face to give them the opportunity to raise issues with you if help is needed.

### Every Department Meeting

- Pass on any new information from SLT concerning policies and practices to your department
- Encourage staff to add new resources/lessons/assessments/WAGOLs/Knowledge Organisers/retrieval quizzes to shared P Drives as soon as they create them.

### Weekly - fortnightly

- Ensure you have sent out agenda items and pre-reading to your team and line manager for your department CPD meetings based on the standardised agenda
- Complete minutes for each department meeting and share with your team and line manager
- Ensure your team is aware of any centralised homework or assessments that are to be completed (possibly through other TLR post holders)
- Prepare for your line manager meeting: ensure you have the information required to cover the standardised agenda, and review your department development plan.

### Every 3 to 4 weeks

- Ensure you, or your department TLR holders, have seen all of your department teach and completed the SISRA Observe form with feedback, and discussed any issues with members of staff.

### Termly (every 6-8 weeks)

- Ensure your team has been setting and marking student work in line with school policy (using Classcharts and book reviews)
- Evaluate the professional development needs in your team, particularly focusing on subject and pedagogical content knowledge and plan CPD based on the emerging needs of your team
- Following data entry drops, evaluate the performance of different student groups in the department as a whole, as well as in individual teacher classes.
- Facilitate and/or organise interventions for underachieving students (possibly with the help of other TLR post holders)
- Review your curriculum to ensure it is matched precisely to the needs of all students, making changes to schemes of work as necessary, and ensuring any changes to exams from boards are accounted for
- Moderate work as a department to ensure consistency and calibration.





## Job Description

### Classroom Teacher

**Post title:** Chemistry Teacher

**Responsible to:** Head of Department

**Working hours:** Full time

**Contract type:** Permanent

**Salary:** MPS/UPS

#### Note on terminology

In this document, the following terms are used:

**“Accountable”** – this means to be answerable to the appropriate line manager for the success or failure of the identified area; in most cases, operational responsibility for implementation of this task is also implied by this term although for employees with leadership responsibilities, operational responsibility may be delegated to subordinates.

**“Responsible”** – this means to be operational responsible; an employee with responsibility implements the task in question

**“Contributes”** – means that the employee does not hold full responsibility but is required to make a significant contribution to the implementation of a task or area of responsibility under the direction of line manager.

#### Duties

##### Teaching

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012).

- Be **accountable** for the delivery of the curriculum to assigned classes as relevant to age and ability;
- Be **responsible** for and **contribute** to the preparation and development of teaching materials;
- Be aware of students' capabilities, their prior knowledge and be **accountable** for planning teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all students, including those with special educational needs and disabilities; EAL; and be **accountable** for the use and evaluation of distinctive teaching approaches to engage and support such students;
- Demonstrate an understanding of and take **responsibility** for promoting high standards of literacy including the correct use of spoken English;
- Be **accountable** for the use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;





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- Be **accountable** for making accurate and productive use of assessment to secure students' progress;
- Be **accountable** for the use of relevant data to monitor progress, set targets, and plan subsequent lessons;
- In line with the school's assessment and feedback policies, be **accountable** for giving students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Be **accountable** for setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate;
- **Contribute** to arrangements for examinations and assessments within the terms of the School Teachers' Pay and Conditions Document.

## Behaviour and Safety

- **Responsible** for establishing a safe, purposeful and stimulating environment for students, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with school policies;
- **Accountable** for the effective management of classes, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge;
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students;
- Have high expectations of behaviour, promoting self-control and independence of all students;
- Be **responsible** for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures;
- **Accountable** for carrying out the role of form tutor under the direction of the appropriate member of the pastoral team and in line with advice provided concerning the role and responsibilities of a form tutor by a member of the Senior Leadership Team.

## Team Working and Collaboration

- Under the direction of the line-manager, participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and contributing to the development of effective practice;
- Be **accountable** for ensuring that colleagues working with you (for example Teaching Assistants, Technicians) are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- **Contribute** as required to the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Provide cover for absent colleagues within the terms of the current School Teachers' Pay and Conditions document.



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## Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

## Administration

- **Accountable** for registering the attendance of and the supervision of students during lessons and where applicable tutor groups and, where appropriate in extra-curricular activities before and after school;
- Report performance data and provide a report for pupils within assigned classes in line with the school's assessment and reporting calendar;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

## Professional Development

- **Accountable** for regularly reviewing the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be **responsible** for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of performance development meetings
- Proactively participate with arrangements made in accordance with the school's performance development policy.

## Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality
- Perform any reasonable duties as requested by the headteacher.

## Other duties and responsibilities

To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example.

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

## Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



## Person Specification

### Head of Chemistry

Bournside School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Degree in Chemistry or equivalent</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>2:1 or better</li> <li>Ability to teach Physics at Key Stage 3</li> </ul>
Experience, understanding, and knowledge	<ul style="list-style-type: none"> <li>A passion for Chemistry and for teaching</li> <li>A strong academic background and subject knowledge</li> <li>An excellent classroom practitioner (or the potential to be one)</li> <li>A commitment to professional development</li> <li>An understanding of the needs of pupils across the ability range</li> <li>A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery</li> <li>An understanding of how to assess pupil progress</li> <li>An awareness of ways to raise pupil attainment</li> <li>A commitment to safeguarding and the welfare of students</li> </ul>	<ul style="list-style-type: none"> <li>Good knowledge of the National Curriculum in the subject</li> <li>The ability to use ICT to enhance learning and aid teaching</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>Good communication skills, oral and written</li> <li>The ability to work well as part of a team, and to build trust and openness</li> <li>Discretion, courtesy, honesty and integrity</li> <li>Reliability, punctuality, diligence and good organisation</li> <li>Attention to detail</li> <li>Self-motivated and enthusiastic</li> <li>Ability to work independently</li> <li>Passionate about education and young people</li> <li>Evidence of commitment to professional development</li> </ul>	



## Settling in at Bournside

We will fully support you with your transition to Bournside. The Deputy Headteacher, oversees the provision for new staff, including your induction during the first year of teaching with us to support you in understanding and coping with your new role.

### Induction day

You will be invited to an induction day in the term prior to joining us. This full day of training provides information about the aspects of Bournside school life which will be needed as soon as you start, such as:

- School Behaviour Code including rewards and sanctions
- Being a tutor including assemblies
- Use of electronic registration and laptops
- Procedures in the Sixth Form
- School Leadership Structure – who to see for what
- Duties
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- Inclusion Support and SEN
- ICT
- Health and safety procedures
- Educational visit procedures
- Our school Library.

### Your mentor

You will also be allocated a mentor – probably your line manager – who will meet with you regularly to ensure you have the support you need.



### Continuing Professional Development

We are forward-thinking in our approach to Continuing Professional Development (CPD) and pride ourselves on the opportunities we offer to support your progression. Whether you join us as a member of teaching or support staff, we invest in your career through whole staff training, sharing best practice, peer observation, personal and departmental development time, focused workshops, external courses, and performance management and review.

We are delighted to have been awarded the Silver Award for Professional Development from the Teacher Development Trust (TDT) in recognition of our CPD provision for teaching and support staff.

The auditor praised the consideration of the needs of all colleagues is a real strength here, in particular considering how best to support the CPD needs of part-time staff and flexible working, showing a real understanding of the impact that a supportive working environment can have on teacher wellbeing and outcomes for students.





## Employee Benefits Teaching Staff

### General

- Provision of all necessary IT equipment.

### Lifestyle and wellbeing

- Attractive salary and pension
- Free one-to-one wellbeing support
- Family friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Discounted gift cards via Voucher Store
- Techscheme – save money on the latest tech from Apple and Currys PC World
- A comprehensive range of staff social events throughout the year
- Our dining centre and Pit Stop Café is open between 8:30am and 1:30pm every day.

### Professional development

- Every year, there is some disaggregated INSET time, resulting in additional holiday days per academic year
- Personalised CPD hours to develop areas specific to your practice and needs
- Support to complete further academic study and professional qualifications
- Access to high quality in-house and external leadership development programmes, tailored to a wide variety of levels of experience
- Membership of your subject association through your department
- Membership of the Chartered College of Teaching for ECTs
- A well-stocked CPD library.

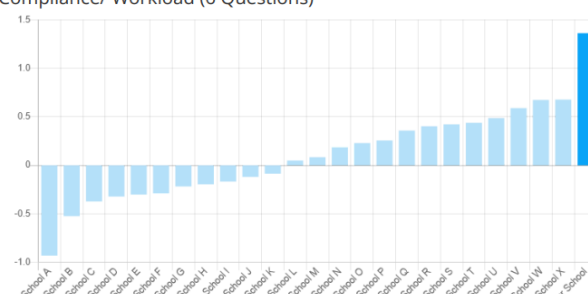
### Statutory and other benefits

- A wide range of statutory benefits including sick pay, maternity, parental, and adoption leave
- Enhanced Paternity Leave Policy
- We will honour your continuity of service in other state funded schools in relation to sick pay and pension rights.

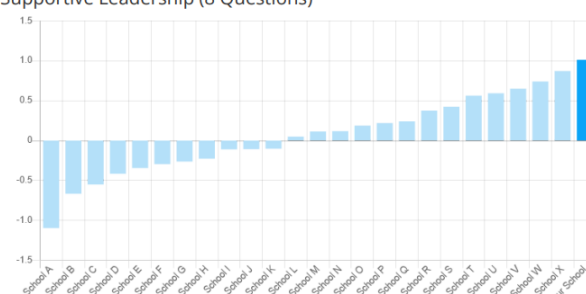
### What our staff say...

Our teaching staff completed a Teacher Development Trust working environment survey in September that compares the school to other similar schools – we are very proud of

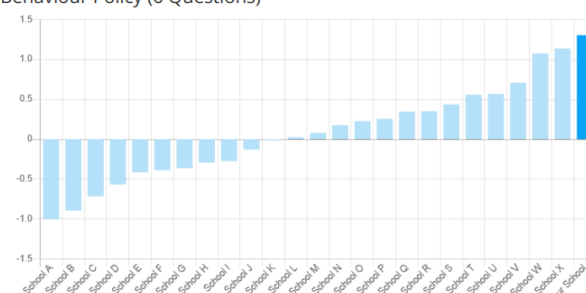
Compliance/ Workload (6 Questions)



Supportive Leadership (8 Questions)



Behaviour Policy (6 Questions)



the results with Bournside being top of the categories surveyed – see below...

The interpretation of the scores is:

- 0 is average
- +1 is one standard deviation above average, so very positive.

# We are...

## PURPOSEFUL

We persevere to achieve our goals and aspirations

## PROUD

We celebrate everyone's effort and achievements

## RESPECTFUL

We care about each other and believe in equality and kindness

## CURIOUS

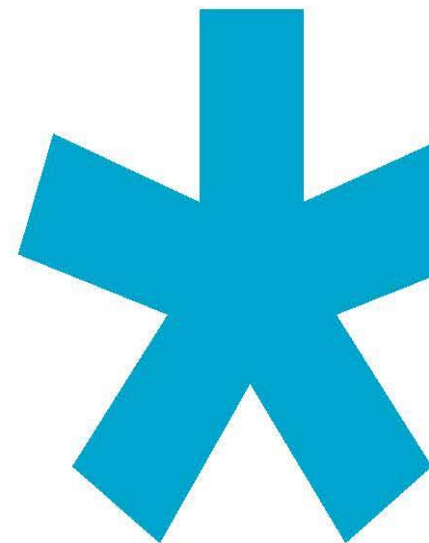
We have enquiring minds and are not afraid of challenge

## SUPPORTIVE

We make a positive difference to each other's lives

## AMBITIOUS

We aim for the very best in all we do



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