



South Hampstead

*High School*

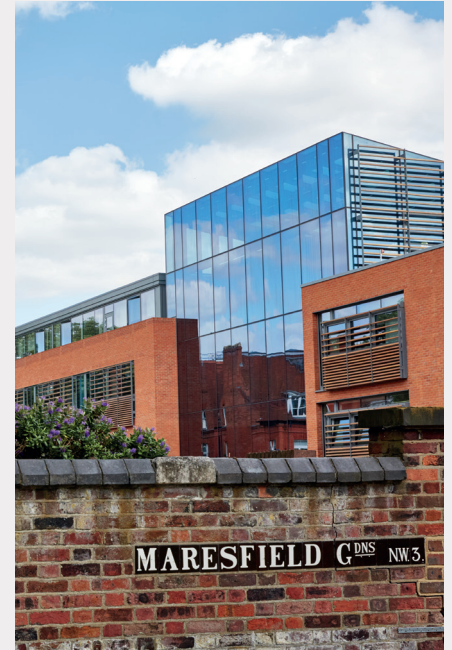
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G D S T

JOB APPLICATION INFORMATION

# Teacher of Chemistry

FULL-TIME OR PART-TIME FROM SEPTEMBER 2022 OR JANUARY 2023





South Hampstead High School – an independent day school of 900+ pupils, including approximately 265 girls in the Junior School and over 140 in the Sixth Form – welcomes girls aged 4 to 18 from across London. It is a very popular school and entry is competitive at all ages. Established in 1876, it is one of 25 schools and academies belonging to the Girls' Day School Trust. Located in leafy Hampstead, with the buzz of central London's cultural life close at hand, the school is very well served by public transport and there are excellent local amenities nearby.

Excellent academic results place us comfortably amongst the country's top schools, and our pupils leave us for some of the most prestigious universities in the country and worldwide – but there is so much more to an education here than the girls' headline achievements. Pupils go on to become prize-winning authors, ground-breaking scientists, passionate campaigners, successful entrepreneurs, distinguished lawyers and trailblazing creatives.

Working at South Hampstead is stimulating, challenging and fun. Pupils are intelligent and inquisitive, energetic and engaging. We offer competitive salaries, generous employee benefits – including opportunities for sabbaticals – and a warm, supportive environment. There is a strong emphasis on Continuous Professional Development and on supporting teachers to engage with leading education research.

#### THE GIRLS' DAY SCHOOL TRUST

South Hampstead High School was the ninth school to be established by the Girls' Day School Trust (GDST) in 1876.

Today, the GDST is the leading network of independent girls' schools in the UK.

Since its foundation in 1872, the GDST has been at the forefront of education for girls and a strong voice in promoting opportunities for young women. Through the Alumnae Network, this continues after the girls leave school.

*“When I first stepped through the doors here, I knew that it was a very special place to be – the wonderful atmosphere, dedicated staff and energetic girls, who are such a pleasure to teach.”*

— South Hampstead Teacher

## AIMS & ETHOS

At South Hampstead we believe that education should be a truly enriching experience. We believe in the power of knowledge as a tool for thought and creative endeavour, and a source of lifelong inspiration and curiosity.

In and out of the classroom, we want our pupils to explore the big questions; debate and discussion lie at the very heart of a South Hampstead education. We aim to create abundant opportunities for creative output and to encourage pupils to take risks. In our teaching, we do what we know works and put research and reflection at the heart of our professional development. Teaching is a noble profession and our staff are central to our success.

We aim to provide outstanding breadth of opportunity in our curricular and co-curricular programme and to open our pupils' minds to a myriad of possibilities. We believe that involvement in school life is a key factor in our pupils' happiness. But it's not just about taking part; we aim to instil in pupils a sense of purpose, pride and determination and the belief that they can compete on the biggest of stages.

We aim to create a warm, tolerant and kind community where girls can be themselves and make friends for life. We want them to play their part in our community and in the community beyond South Hampstead. The 21st century is a time of unique opportunities and challenges; we have a critical role to play in preparing our young women to live and thrive, work and lead in tomorrow's world.

## TEACHING & LEARNING APPROACH

South Hampstead follows a curriculum that equips each girl with the means to develop her intellectual abilities as well as her personal and social values. Students are able to explore a deep and expansive body of knowledge, and to discover their strengths and interests via a broad, balanced range of academic, cultural and aesthetic subjects.

Pupils are intelligent, inquisitive, confident, energetic and talented. The programme of work helps to ensure that each girl is thoroughly prepared for the next stage in her life, whether it is transition into the Senior School, higher education or adulthood.

South Hampstead students love to learn. The store we set by the power of ideas is evident in the quality of the conversation, both inside and outside the classroom.

Our teaching is known for its rigour and its passion. In-depth subject knowledge and expertise are given for all our teachers, but equally important is an innate ability to inspire the very best from each student, both as scholars and as individuals. With a colourful mosaic of enrichment opportunities available – academic societies, national competitions, leadership roles, independent learning projects, incredible speakers and exciting trips – every girl has the freedom to direct her learning and to flourish. Our ambition each year is that our pupils leave us as assured, adaptable, inspired individuals, ready to make their mark on the world and lead happy, successful lives.

*“Throughout the school, pupils are highly motivated, articulate and have strongly developed skills for learning... they are self-aware, reflective and show initiative.”*

— ISI Report

## BEYOND THE CLASSROOM

We are proud to be a busy, buzzy school with a lot going on. Each week there are well over 100 co-curricular activities for the girls to get involved in, before, during and after school. Regular guest speakers, a comprehensive enrichment programme, local and international trips, leadership opportunities and charitable endeavours combine to provide an exceptional range of experiences beyond the classroom.

South Hampstead has a well-established reputation in the creative arts. We welcome writers, poets and artists in residence and put on ambitious concerts and performances. Speaking up and speaking out is encouraged from the earliest years: we have an in-house debating coach and a strong track record in a range of public speaking competitions.

In sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual – there are over 65 sporting clubs and teams to join, with state-of-the-art facilities both on site and at our nearby 4-acre sports ground. Our aim is to cultivate a positive attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

## PASTORAL CARE

Our school is lit up by the attributes that matter most here – thoughtfulness, open-heartedness, respect, courage and honesty.

At South Hampstead we aim to encourage every girl to discover her own aspirations and to run her own race with regards to her progress and achievements. Under our unique co-tutor system, no form tutor is responsible for more than 12 pupils throughout the Senior School. They make sure every girl is thriving: supported, making good progress and feeling fully involved in school life.

Mistakes are learned from and successes are shared: each girl is encouraged to consider how she engages with feedback and to communicate her own strengths. There's plenty of experience on hand from older pupils: buddies and peer mentors provide a friendly face and practical advice, and a fun programme of intra-house activities regularly mixes the year groups, creating a real sense of togetherness and community.

Our programme of PSHE (Personal, Social and Health Education) prepares girls to go out into the world with confidence, inner strength and high self-esteem, ready to face challenges. There are also regular evening talks for parents, often reflecting the topics taught in class and as well as other issues on the minds of parents. We have a full-time nurse and counselling provision – it's completely normal for girls to sign up for sessions on any issue they like, completely free from any stigma. We understand how to educate girls, setting the feminist agenda and guiding well-rounded, well-grounded individuals to be the female leaders of the future.

## THE CURRICULUM

The curriculum is designed to provide a secure and imaginative basis for academic progress at each key stage of a pupil's development. Our intention is that all our girls will develop their own enthusiasms and initiatives within a broad educational framework. The curriculum aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It is designed to provide stimulation and subject matter appropriate for the ages and aptitudes of pupils. The teaching and learning environment is challenging but very fulfilling. The students are intelligent, inquisitive, confident, energetic and talented.

In Years 7, 8 and 9 the girls follow a full core curriculum, with Latin in all three years, one MFL in Year 7 and a second MFL added in Year 8. Drama, Art, Technology, ICT, PHSE and PE also form part of the programme. All girls currently study ten subjects to GCSE, including English Language, English Literature, Mathematics, one MFL and Science.

The curriculum throughout the school is such that all the girls have excellent opportunities to learn and make progress in their academic studies and personal development. Girls also enjoy opportunities in life beyond school. Their programme of work helps to ensure that each girl is thoroughly prepared for the next stage in her life, whether it is transition into the Senior School, higher education or adulthood.

## BEYOND THE CURRICULUM

We have a great tradition of high achievement in the creative arts. Whether in Music, Drama, Art or Design and Technology, our girls are successful both in school and outside. There are many opportunities for them to perform and to exhibit their creative work throughout the school.

Music is at the very heart of school life, with a variety of major events each year and a host of smaller-scale concerts involving our many choirs, bands, ensembles and orchestras. It is our aim that every girl who comes to South Hampstead High School, regardless of her experience, accomplishment and aspirations, will have the opportunity, and every encouragement, to flourish as a musician.

Drama is packed with opportunities for all students to be involved both on stage and behind the scenes. There are many productions each year in both the Junior and Senior School, in which girls are encouraged to take an active part. We also participate in the annual Shakespeare Schools Festival and offer a wide variety of House Drama events, film making opportunities and master class workshops with external practitioners.

In Art, girls are encouraged to experiment and take risks while working within a fine arts framework. Students work with a range of media including textiles and sculpture. They also acquire skills in areas such as photography, filmmaking and animation.

Design and Technology is varied and very hands-on. Our older girls are regular award-winners in a number of competitions such as Young Inventor of the Year, Young Designer of the Year and Young Engineer of the Year.

Evidence of the talent we have here is displayed all around the school – paintings, sketches, photographs, sculptures and design projects that were created by our students are always on view.

In Sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual, during regular lessons at our four-acre sports ground and in the gymnasium, or as part of our co-curricular programme. We currently offer a total of 20 different sports and in excess of 60 sporting clubs across the Junior and Senior Schools. There are regular overseas sport and music tours and overseas expeditions, as well as the more usual school visits at home and abroad. In the Senior School, girls typically spend three hours a week in Sport; in the Junior School, at least two hours. Specialist coaches work with the girls on occasion, and there is a Going for Gold programme for our most talented sportswomen.

The 4 acres of playing fields, squash courts and dance studio are some 10 minutes' walk away. Our aim is to cultivate a positive attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

# The Role

We are seeking to appoint a dynamic, energetic and inspirational person to join a strong department. The successful candidate will teach Chemistry to highly motivated and talented pupils from Year 7 to 13.

We would consider full-time or part-time applications for this role. Our strong preference is for a September start however we would consider a January 2023 start for the right candidate.

Full-time or Part-time starting September 2022 or January 2023

## *The Science Department*

The Science Department is a lively, enthusiastic and outward-looking department with a team of sixteen teachers. There are 9 well-equipped laboratories serviced by three full-time laboratory technicians. There is a generous allowance for chemicals and equipment and a separate allowance for text and library books.

The Director of STEM has overall responsibility for the Science Department, but the teachers in charge of Biology, Chemistry and Physics operate as heads of sub-sections of the department and are responsible for supervising teaching within these areas and for the technical support.

All girls study all three sciences separately from years 7 to 11. The girls are taught in form groups in years 7, 8 and 9 after which they are set into four or five groups. Each discipline has one double period per week in years 7, 8 and 9 and two doubles in years 10 and 11. In years 9, 10 and 11 the girls follow the specification for the AQA GCSE. A small number of students choose to take AQA Trilogy Science GCSE in Year 10 and Year 11.

There are a large number of co-curricular opportunities on offer within the Science department. Staff lead a Practical Science Club, Competitive Science Club, CREST Award, A Level extension sessions, Science Lit. Club and Gardening Club. Students run their own societies including our very active Space Society. Staff are expected to be involved in the leadership and running of co-curricular activities.

## *The Chemistry Department*

Chemistry is a popular choice at AS and A level. There are three groups in Year 13 and four groups in Year 12; numbers are generally limited to 12 pupils per group. Chemistry follows OCR H432. Each year we are successful in getting students into Oxford and other good universities to read Chemistry.

The Chemistry team of four full-time and one part-time teacher is led by the Head of Chemistry, who is responsible to the Assistant Head (Director of STEM). There are three Chemistry laboratories and a full-time Chemistry technician.

All teachers are expected to attend weekly Chemistry departmental meetings. They are expected to take a positive and active interest in the smooth running of the department by helping with the preparation of resources, examination papers and other materials, the introduction of IT within the schemes of work and by contributing to the implementation of changes imposed by the Government and outside authorities. They are also expected to organise and accompany girls on any educational visits arranged by the Science department and assist with lunchtime and after-school support sessions and clubs. An active and developing interest in their subject is welcomed.

The candidate will show considerable initiative and be prepared to innovate both in the classroom and in Chemistry.

The successful candidate will teach Chemistry from Year 7 to 12. Chemistry is taught in Years 7, 8 and 9 as a separate subject to girls in teaching groups which are not setted, with up to 26 students in a group. There is one double lesson of 70 minutes per week of Chemistry. Years 10 and 11 are setted into five or six smaller sets and have two double lessons of 70 minutes, with the Trilogy group having a double and a single lesson. In Year 12 each group has four double lessons of 70 minutes per week, split between two teachers, and in Year 13 there is an additional single lesson with one of the teachers making up a triple lesson. The successful candidate will also share in the preparation for Oxbridge, the British Chemistry Olympiad and the Cambridge Chemistry Challenge.

Students subscribe to New Scientist and Chemistry Review and attend lectures at the Royal Society and Royal Institution. Proximity to Central London makes it possible for them to attend many conferences and lectures.

All Chemistry digital resources are stored in the Departmental area and it is expected that the successful applicant will contribute to the use of IT in the Department; we use a lot of powerpoint displays, computer animations and simulations to which everybody has access. All of the Chemistry laboratories have Clevertouch screens which connect to school laptops.



## *Main Responsibilities*

### TEACHING

Having regard to the curriculum for the school:

- planning and preparing courses and lessons;
- teaching, according to their educational needs, the pupils assigned to her/him, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils;
- organising and participating in extra-curricular activities.

### OTHER ACTIVITIES

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her/him
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Making records of and reports on the personal and social needs of pupils
- Communicating and consulting with the parents of pupils as directed by the Head
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
- Communicating and co-operating with persons or bodies outside the school
- Participating in meetings arranged for any of the purposes described above
- Contributing, wherever appropriate, to the wider life of the school

Ideally the candidate will show considerable initiative and be prepared to innovate both in the classroom and in the field. Staff are expected to be ICT literate and are encouraged to develop their personal ICT skills.

### ASSESSMENT AND REPORTS

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### APPRAISAL

Participating in arrangements made by the GDST for the appraisal of her/his performance and that of other teachers.

### FURTHER TRAINING AND DEVELOPMENT

- Reviewing from time to time her/his methods of teaching and programmes of work
- Participating in arrangements for her/his further training and professional development as a teacher

### EDUCATIONAL METHODS

Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

### DISCIPLINE, HEALTH AND SAFETY

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

### STAFF MEETINGS

Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

### COVER

Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them.

### PUBLIC EXAMINATIONS

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations in accordance with both internal and external regulations.

### MANAGEMENT

- Where appropriate, under guidance from the head of department, contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and initial teacher training
- Coordinating or managing the work of other teachers and assisting the head of languages and head of subject
- Taking such part as may be required of her/him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

## ADMINISTRATION

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

## GENERAL

Adhering to the policies of the school and the GDST, as published in the Staff handbook and the GDST Hub as amended from time to time, in particular policies relating to the safeguarding of children.

## MAIN AREAS OF RESPONSIBILITY

- To teach and organise classes so each girl is able to learn to the best of her ability
- To contribute to the development of the work of the department
- To participate in (and where appropriate contribute to) the general wellbeing and professional development of the staff and the school. To sustain and develop the ethos and performance of the school
- To undertake other specific duties appropriate to the general purpose of a teaching post which may from time to time be reasonably assigned by the Headmistress
- Staff are also expected to share in pastoral and administrative duties

## PERSON SPECIFICATION

The successful candidate is likely to be:

- A qualified teacher, with a proven track record. However, applications would also be welcome from ECTs and those looking to begin a career in teaching;
- A graduate with a passion for teaching the subject and an ability to communicate this;
- Able to work effectively as part of a team;
- Able to demonstrate good practical ICT skills.

## SUPPORTING THE WORK OF THE GDST

Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST Schools and support other staff in participating in GDST work, in order to develop and share best practice.

All school staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan
- Contribute to the school's programme of extra-curricular activities

- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to policies as set out in the GDST Council Regulations, the Hub and GDST circulars

## APPLICATION PROCEDURE

To apply please go to the [GDST Recruitment Portal](#) or via the [GDST website](#) and complete the online application.

Closing date is Monday 6th June at 9am.

Interview date week commencing 13th June 2022.

Applications will be reviewed as they are received and suitable candidates may be invited to interview before the published interview date. We reserve the right to close this vacancy early if we receive sufficient applications for the position or if an offer is made and accepted. We recommend that applications are submitted early in order to avoid disappointment.

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact. You will adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Headmistress. Candidates should be aware that they will be asked to undergo a DBS check.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included. The GDST is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.