



Job Description

POST TITLE: TEACHER OF CHEMISTRY

GRADE: MPS/UPS

MAIN PURPOSE: Teaching
Deliver high-quality lessons across all Key Stages, fostering student engagement, achievement, and personal development.

RESPONSIBLE TO: Head of Department & Subject(s)
SLT Link

RELATIONSHIPS WITH:
Internal:
Teachers, SLT, SENCo, Support Staff, Students & Other Trust Schools
External:
Families, Governors, LA Inspectors, Partner & Primary Schools, External Agencies

MAIN RESPONSIBILITIES

1. Teaching students of the full range of age and ability;
2. Contributing to the development of the Department's curriculum;
3. Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
4. Taking part in departmental activities such as field trips;
5. Undertaking such departmental responsibilities as are delegated by the Head of Department;
6. Carrying out a share of supervisory duties in accordance with published rotas;
7. Setting and marking home learning in accordance with school and departmental policies;
8. Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities;
9. Support and lead extra-curricular activities, including clubs, trips and competitions.
10. Undertaking the role of form tutor, including monitoring student welfare, supporting academic progress, and delivering the tutor programme.

PROFESSIONAL EXPECTATIONS

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management;



4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
5. Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
7. Make an active contribution to implementing the policies and aspirations of the school;
8. Be effective professionals who challenge and support all students to do their best;
9. Set and maintain high expectations for student behaviour;
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;
11. Collaborate with colleagues across departments to support cross-curricular initiatives.

GENERAL NOTES

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Person Specification

THE POST: TEACHER OF CHEMISTRY

THE PERSON

	<u>Essential</u>	<u>Desirable</u>
Qualifications	• Relevant 'A' Levels (or equivalent) and degree in Chemistry, or a related discipline • Qualified Teacher Status	• Good Honours degree (2.1 or higher) • Ability to teach at Key Stage 5 • Flexibility in subjects offered • Evidence of continued professional development (CPD)
Experience	• Relevant teaching experience or teaching practice • Experience teaching a wide range of abilities and across Key Stages	• Currently working in UK state secondary school • Relevant experience outside education (e.g. business or industry) • Experience of contributing to curriculum development or departmental initiatives.
Knowledge and understanding	• Strong understanding of effective teaching methodologies • Awareness of current educational developments and initiatives • Knowledge of strategies to support individual student needs, including SEND • Understanding of National Curriculum requirements at relevant Key Stages	

	• Familiarity with assessment, recording, and reporting procedures • Knowledge of statutory responsibilities: Equal Opportunities, Health & Safety, SEN, and Safeguarding • Ability to foster positive relationships within school and with external stakeholders • Understanding of effective teaching and learning styles	
Skills	• Ability to use innovative and active teaching methods • Proficient in using ICT for teaching and administration • Strong written and verbal communication skills • Excellent organisational and time management skills • Ability to build positive relationships with students, parents, and colleagues • Commitment to using data to drive improvement	• Willingness to lead or support extra-curricular activities
Personal Characteristics	• Approachable and supportive • Committed and enthusiastic • Motivated and able to motivate others • Calm under pressure • Well-organised and reliable • Reflective and open to feedback • Resilient and solution-focused	

	• Passionate about promoting STEM opportunities beyond the classroom.	
Safeguarding Competencies	• Demonstrates understanding of safeguarding procedures and willingness to undertake relevant training • Shows empathy and respect for others' views and circumstances • Seeks and uses professional support appropriately • Demonstrates flexibility in approach • Shows a personal commitment to safeguarding children and young people • Able to maintain appropriate professional boundaries	