



Ark St Alban's Academy

Lead Teacher of Chemistry

Ark St Alban's Academy is seeking to appoint a skilled and enthusiastic teacher to lead Chemistry teaching at the school.

Our school is committed to addressing educational disadvantage. We consistently guide pupils to GCSE and A-Level outcomes which place our cohorts in the top 10% of schools nationally on many measures, including those for the progress of disadvantaged pupils. Our school serves pupils from central Birmingham. The percentage of our cohort eligible for the Pupil Premium is the eighth highest in the country. There are very few communities in the UK who need great teachers more than ours. Teachers and leaders at Ark St Alban's Academy are determined to prove that the background of a young person can be no impediment to their success. Our school prepares pupils to succeed at elite universities, with our alumni proudly representing our community at prestigious destinations including Cambridge University, Durham University and the London School of Economics.

Our school consistently secures excellent outcomes for our pupils.

In Science, our pupils are increasingly successful. This year in combined science, over half of the Year 11 cohort achieved at least 5-5, in addition to our small cohort of separate scientists of whom 90% gained at least a grade 7 in all three sciences. At A-Level, sciences are increasingly popular, even with a requirement of at least 7-7 in GCSE Science and a 7 in GCSE Maths to study A-Level sciences. There is demand for multiple classes of A-Level Chemistry, where last year, 75% of the Year 13 cohort achieved at least a grade C and a third achieved an A grade.

Providing all pupils with an academic and rigorous science education is central to our university preparatory curriculum.

The majority of pupils study towards the combined science qualification at the end of Key Stage Four. The number of pupils choosing to pursue separate sciences is though increasing. At A-Level, multiple classes of Biology and Chemistry operate in both Year 12 and Year 13, alongside a large cohort studying the Level 3 Applied Science BTEC qualification. In both GCSE Science and A-Level Sciences pupils study towards the AQA specification.

The successful candidate will work with leaders in the department to evaluate the Chemistry curriculum and to develop an approach to guiding pupils to make even greater progress. In addition, there will be the opportunity in this role to continue the work of the department in playing a leading role in the trust-wide collaboration of curriculum leaders from across the network of [Ark Schools](#).

In this role, the successful candidate will receive direct support from leaders both within and beyond the department through line-management. As part of Ark Schools, all colleagues also have access to exceptional professional development and training opportunities, including NPQs through the [Ark Teaching School Hub](#) and [Ambition Institute](#).

We are seeking a leader to join our work to provide a transformational education for all of our pupils.

For an informal conversation about the role or to arrange an informal visit or phone call with the Principal, please contact Katie Roberts on 0121 446 1323 or katie.roberts@arkstalbans.org.

Please submit your application online by visiting [our vacancies page](#).

Start date: January 2023 (flexible for the right candidate)

Location: Conybere Street, Birmingham B12 0YH

Reports to: Relevant Curriculum Leader

Salary: Ark Main or Upper Pay Scale (£26,356 - £43,271), plus TLR 2a (£2873)

The deadline for applications is Monday 10th October at 10.00am.

Our [website](#) can provide more information about Ark St Alban's Academy.



Job Description: Lead Teacher of Chemistry

The Role

Provide outstanding leadership of the curriculum and of the teaching and learning of Chemistry to ensure life transforming attainment for our pupils.

Key responsibilities

- Be accountable for the progress of all pupils in learning Chemistry.
- Constantly improve the quality of teaching and learning, where necessary holding teachers to account
- Lead the design and implementation of the curriculum and of assessment, including controlled assessment and examinations
- Be a role model of outstanding teaching in the department
- Coach teachers in the department using frequent observations, drop-ins, cop-planning and department meetings to drive development

Outcomes and activities

Subject Leadership

- To create and develop challenging and innovative medium-term plans which are inspiring for learners and teachers alike
- Use regular, measurable and significant assessments to monitor progress and set targets
- Produce periodic assessments and assessment frameworks
- Ensure assessments are moderated internally and externally
- Ensure end of year assessments reflect each pupil's overall level or grade which is both externally valid and provides an accurate baseline for the next academic year
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Line management of the technician team

- Lead CPD/co-planning specific for delivering effective practical work, and coach teachers through drop ins etc
- Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- Develop an exciting and motivating extra-curricular and enrichment offer

Teaching and Learning

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- Make regular and precise use of assessment to inform and guide rapid and sustained rates of pupil progress in all key stages.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.

School Culture

- Help create a strong academy community, characterized by consistent, orderly, caring and respectful relationships
- Help develop a school culture and ethos that is utterly committed to achievement and to success at university and beyond
- Provide exceptional pastoral leadership for a tutor group:
 - Create and sustain a positive tutor group culture
 - Lead lessons from the personal development curriculum
 - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
 - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents

Other

- Undertake other various responsibilities as directed by the Principal
- Actively promote the safety and welfare of our children and young people
- Ensure compliance with Ark network data protection rules and procedures
- Work with Ark Central and other academies in the Ark network, to establish good practice throughout the network, offering support where required
- Liaise with colleagues and external contacts at all levels with confidence, tact and diplomacy

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by the principal, their designee or your line manager.



Person Specification: Lead Teacher of Chemistry

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Evidence of raising attainment for multiple groups of pupils
- Evidence of continually improving the teaching and learning of their subject through cop-planning or coaching or staff

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them:

Leadership

- Effective team worker and leader.
- High expectations for accountability and consistency.
- Genuine passion and a belief in the potential of every student.
- Motivation to continually improve standards and achieve excellence.

- Commitment to the safeguarding and welfare of all pupils.

Teaching and Learning

- Excellent classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

Alignment with Ark St Alban's approach

- Relentless drive to ensure all students succeed.
- The belief that with the right environment more than 95% of our pupils are able to excel at University.
- The courage and conviction to make a difference.

Communication skills

- The ability to listen and communicate effectively.
- Empathy and the ability to listen to and to lead diverse individuals and groups.
- The ability to influence and motivate others.

Problem solving

- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.
- Evaluate results and identify necessary actions.

Resilience

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

Results and learning orientation

- Awareness of own strengths and limits.
- Commitment to ongoing improvement and learning.
- A passion for teaching subject.
- Focus on achieving challenging goals and results.
- Resourcefulness and flexibility in delivering outcomes.

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training

- This post is subject to an enhanced DBS check

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life. We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 37 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five creating time to collaborate with subject specialists within each school and across the network

Ark is at the forefront of changing education society through education. You can read more about how Ark is transforming lives through education [here](#).

Meet the Principal

Guy Rimmer graduated from the University of Warwick and became part of the very first Teach First cohort in the West Midlands. Having trained as an English teacher in Birmingham, Guy then went on to work for Teach First itself, coordinating teacher development activities for its alumni network. In 2010, he joined Ark Schools and began teaching at King Solomon Academy, an exceptionally successful start-up school in central London where he taught a number of subjects including Business, Geography and Religious Studies.



Guy held several leadership positions at King Solomon Academy, before becoming Head of Secondary in 2018. In ten years as a leader at KSA, Guy played a key role in the success of the first five cohorts to complete GCSEs and A-Levels at the school, cohorts which consistently placed in the top 1% nationally for pupil progress and from which, the majority of pupils regularly secured places at top-third universities after the completion of their sixth form studies. Guy joined Ark St Alban's Academy in September 2020 and he is determined to continue the work of building a school in central Birmingham which is a truly exceptional place to work and to study.

If you would like to speak to the principal prior to making an application, please get in touch via katie.roberts@arkstalbans.org

Ark Safer Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

