**A Leading HMC Selective Co-Educational Day School.**

**Conveniently located in the heart of Kingston upon Thames with a superb Sports Ground by the Thames opposite Hampton Court Palace. Easy access to central London by rail and road.**

**TEACHER OF CHEMISTRY**

**October 2025**

**Full-time, Fixed Term Contract**

We are seeking a passionate and well-qualified Chemistry Teacher to join our thriving department for a fixed-term period of six months. This is a fantastic opportunity for both experienced teachers and Early Career Teachers (ECTs) to make a meaningful impact in a school where Science is at the heart of our growth and innovation.

The ideal candidate will be confident teaching Chemistry up to A Level, with experience or interest in supporting Oxbridge applicants. You’ll be joining a forward-thinking team at an exciting time, as our school continues to expand and invest in excellence across the sciences.

If you're enthusiastic about inspiring the next generation of scientists and want to be part of a supportive and ambitious environment, we’d love to hear from you.

Every member of staff at KGS is expected to involve themselves in the co-curricular life of the school and we particularly welcome applicants who might be able to support any of the following activities Junior Science Club, Faraday Society, Engineering Club, CCF, Community Service or those who are prepared to assist the coaching of Hockey, Rowing, Cricket or Football.

Staff are remunerated through the Kingston Grammar School salary scale, which tracks significantly above the national scale for teachers.

The closing date for applications is **9.00am on Wednesday, 17th September 2025**. Early applications welcome and we reserve the right to close this vacancy and interview at any time; therefore, early applications are encouraged. Application is by CV and covering letter to HR@kgs.org.uk

Prior to interview, an online search will be conducted to identify any past or current incidents or issues that might affect your suitability to work with children and undertake this role. This is in line with guidance in Keeping Children Safe in Education. Please note this online search will be carried out only on publicly available information and be limited to issues relating to your suitability to work with children and/or in a school environment. Issues that arise will not automatically be a bar to your employment at this school.

*Kingston Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).*

Registered Charity No. 1078461

TEACHER OF CHEMISTRY

Job description

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| --- | --- |
| **Reporting to** | Head of Chemistry |
| **Hours** | Full-Time |
| **Salary**  | Staff are remunerated through the Kingston Grammar School scale which tracks significantly above the national scale for teachers |

Summary of the Role:

Chemistry is taught as part of a combined Science course in Year 7 and then as a separate subject from years 8-11. The Edexcel International GCSE specification is taught at Key Stage 4 (beginning in Year 9), usually with four larger sets following the Triple Award programme and two smaller sets following the Double Award programme. At A Level we follow the Edexcel course. In recent years around a third of the Lower Sixth have elected to study Chemistry, many of whom have then continued into the U6 and are now reading science-based degree courses at top universities.

There are five full time chemists (including the Head of Chemistry and an Assistant Head), all of whom are supported by one full-time and one part-time technician. The Fairfield Building, where the department is located, has three dedicated, well-equipped laboratories, each with a ducted fume cupboard. The department has a wide range of apparatus and a well-stocked chemical store, enabling practical work to enjoy its rightful place as a central part of our students’ learning. The department has strong links with the Royal Society of Chemistry. In addition to timetabled teaching, the department contributes to the Junior Science Club (Years 7-9) and the Faraday Society (Years 12/13), which runs in partnership with Physics as the school’s physical science society. A large proportion of Lower Sixth students enter for the Cambridge Chemistry Challenge and each year several upper sixth students enter for the UK Chemistry Olympiad, with several silver and gold awards achieved in recent years.

Main Duties and Responsibilities:

1. Planning, Expectations and Targets

 Teachers should:

* + Set challenging teaching and learning objectives based on knowledge of the pupils, their past/current achievement, the expected standards for pupils of the relevant ages, the range/content of work relevant to pupils.
	+ Use these objectives to plan lessons and sequences of lessons in advance, showing how they will assess pupils’ learning, differentiating between pupils’ varying needs.
	+ Select and prepare resources, including ICT, and plan for their safe and effective organisation.
	+ Work with Department colleagues to develop Schemes of Work, teaching methodologies and resources.
	+ Use out of school visits, field work, trips, co-curricular activities, and invited speakers/groups to enhance pupils’ learning.
1. Monitoring and Assessment

 Teachers should:

* Use monitoring and assessment information to evaluate and extend pupils’ achievement.
* Give frequent and constructive feedback to support pupils as they learn, following department policies on marking both classwork and homework, and relating this to national standards where appropriate.
* Manage pupils who fail to complete/hand-in work, according to school policies.
* Identify and support more able pupils, those working below expectations or failing to achieve their potential, and those with emotional/behavioural/social difficulties.
* Record pupils’ progress and achievements systematically, using this to help pupils review their own progress and inform parents of pupils’ achievement at Parents’ meetings, on grade cards and in Reports or references.
* Discuss with pupils their views about their own progress and strengths/weakness, using subject performance profiles, to set targets for future improvement.
1. Class Management

 There should be:

* A purposeful, disciplined learning environment, where pupils feel secure and confident.
* High expectations of pupils’ behaviour, clear disciplinary structures following the Code of Conduct, and the promotion of self-control and independence.
* Clearly structured lessons or sequences of work which interest and motivate pupils, and
	+ make learning objectives clear to pupils
	+ employ a variety of interactive teaching methods and collaborative group work.
	+ promote active and independent learning, that enables pupils to think for themselves and to plan/manage their own learning
* Differentiated teaching and tasks where appropriate, to meet the needs of a variety of pupils.
* An awareness of the varying needs of boys and girls, and those from different cultural/ethnic groups.
* Effective organisation/management of teaching/learning time.
* Efficient management of the physical teaching spaces, materials and resources.
* Homework and other out-of-class work which consolidates and extends work done in class, and encourages pupils to learn independently.

There is also an opportunity to be involved in the Co-Curricular Programme, whether through sport or outward bound activities, or through the many extension classes and clubs on offer.

You must also be required to undertake such other comparable duties as the Head Master requires from time to time.

**Person Specification**

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| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications* Qualified Teacher Status or NQT

Good honours degree in a related subject  | P | P |
| Experience* General experience of teaching chemistry up to GCSE
* Experience of teaching chemistry up to A level
* A secure knowledge of your subject, its place in the National Curriculum, public examinations syllabuses and assessment criteria
 | PP | P |
| Skills and Knowledge* Able to engage pupils in learning through active teaching strategies
* Good level of ICT competence
* Able to communicate effectively orally and in writing
* Able to demonstrate effective planning and teaching skills
* Able to present confidently to a large group of students
* Effective behaviour management
 | PPPPP |  |
| Personal Competencies and Qualities* Demonstrates a fairness and consistency in all dealings with pupils
* Energy and enthusiasm
* Able to demonstrate the positive values, attitudes and behaviour we expect from our pupils
* Reliability and integrity
* Willingness to contribute to the co-curricular life of the School
* A commitment to personal professional development and taking responsibility for it
* A positive motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience
 | PPPPPPPPP |  |

The post-holder’s responsibility for promoting and safeguarding the welfare of children and young people for whom s/he is responsible, or with whom s/he comes into contact will be to 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 Child Protection Officer or to the Head.