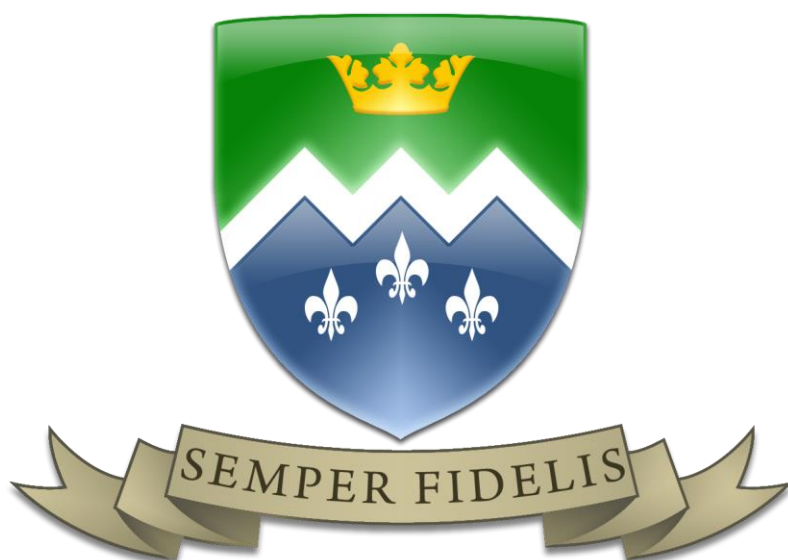


ST MARY'S CATHOLIC ACADEMY

Teacher of
Chemistry /
Chemistry
Subject Lead
Application
Pack



Closing date:
Thursday 14th May 2026 – midday

Shortlisting date:
Thursday 14th May 2026

Interview date:
Tuesday 19th May 2026



Welcome to St Mary's Catholic Academy

Thank you for considering St. Mary's Catholic Academy for the next stage in your career. We are seeking to appoint a talented Teacher of Chemistry. This is a full time role with effect from 1st September 2026. The successful candidate will be able to teach Chemistry across Key Stage 3 and Key Stage 4, with the potential to teach Key Stage 5. The role will suit a recently qualified teacher or an experienced teacher of Chemistry, and the salary will be adjusted accordingly depending on experience.

For a suitably experienced candidate, the Academy is offering the opportunity to be considered for the role of Chemistry subject lead. A separate job description for this role is included in this pack. Candidates interested in applying for this role should address this in their supporting statement.

St Mary's is a highly regarded oversubscribed Catholic Academy in Blackpool in the Diocese of Lancaster. The school is very much a Catholic family where everyone works together to support and challenge one another to be the best they can be.

Our Catholic Ethos founded on the hallmarks of:

Catholic

Caring

Community

Challenge

is key to our success. Students and staff are all encouraged, as our mission statement states, to grow in wisdom, understanding, self-esteem and closeness to God. Many of our staff and students are Catholic or Christian, we are joined by a number of staff and students who aren't, anyone is welcome become and be part of our family as long as they are willing to support and contribute to the ethos and success of the Academy.

As Head Teacher, I believe that a happy, highly trained and well supported staff is the key to our success. Staff at St Mary's received a full induction programme and access our outstanding weekly professional development. All teaching staff also have 70 minutes of additional non-contact time per fortnight to focus on their own area of interest in enhanced professional development. New staff are also supported by regular, weekly coaching meetings and support from their subject areas; a range of leadership development programmes is also available.

St Mary's is designated as Blackpool's research school and provides staff with the opportunity to benefit from the latest research and evidence in education. Everything we do, whether that be our innovative key stage 3 reading programme; our approach to revision and practice homework; or the design of our professional development curriculum for teachers; is researched evidence based.

Staff wellbeing is also a key part of our success as a school. A hard-working staff should be well supported and cared for to allow them to meet the demands made of teachers in a modern context. All staff are provided with their own personal laptop and extensive training and the support of colleagues. Staff are able to take advantage of the Schools Advisory Service Wellbeing package which offers access to Counselling, 24-hour GP helpline, Health advice and support, Physiotherapy advice and a range of other services. A well-resourced support team of IT technicians, admin staff, chaplaincy staff and site staff work hard to make sure the Academy runs smoothly and that teaching staff are well supported to focus on our core business of teaching. Workload issues are regularly discussed with our staff committee and policies around marking, assessment, reporting and home work are carefully designed to try and manage the workload for staff. An email protocol ensures staff are not disturbed by emails in an evening and small gestures like tea, coffee and biscuits served by our amazing housekeepers, free access to the school fitness suite; free annual flu jabs; a car valet service and regular staff social events all help to make our Academy and Trust a rewarding place to work. All of this work takes place in state of the art facilities. St Mary's was lucky enough to benefit from a 22.5 million point partial rebuild and refurbishment, we are so lucky to work in one of the best school buildings in the region.

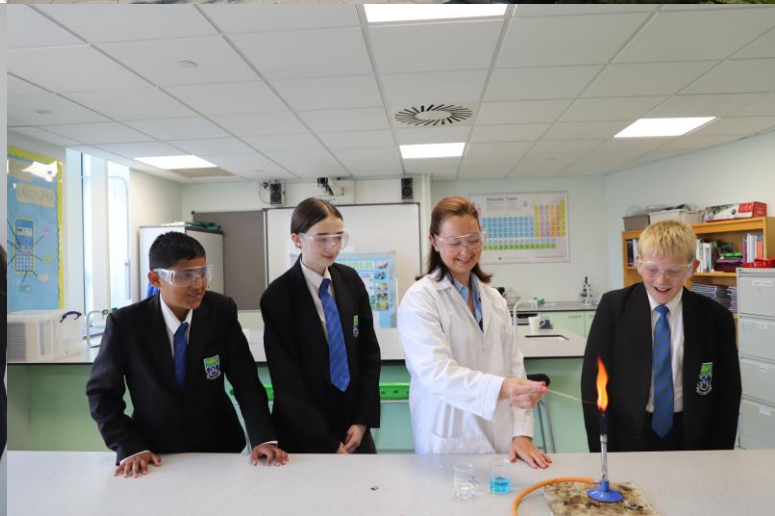
Welcome to St Mary's Catholic Academy

Staff retention is high at St Mary's because staff are valued and in return work hard to ensure our students achieve the best possible outcomes. If what you have read so far is exciting and you feel that St Mary's is a community in which you will thrive and make a positive contribution to our ethos and journey, then we would love to receive your application. You will find more information about St Mary's and information specific to this role and the application process in the rest of this document. You can also find further information out about the Academy on our website.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'S. Eccles', with a horizontal line underneath.

Mr. Simon Eccles
Headteacher



Catholic - Caring - Community - Challenge

CEO Welcome

Dear Applicant,

Thank you for your interest in the role of Teacher of Chemistry / Chemistry Subject Lead at St. Mary's Catholic Academy. St. Mary's is part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT).

This is a fabulous opportunity for you to join us and work with a fantastic group of committed staff who believe strongly in education and working to improve the life chances of our children and young people.

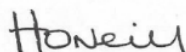
The core principles of the Trust are to educate the whole person, aiming for excellence and working together for the Common Good. Through collective responsibility, united in our Catholic faith, the Trust strives to enable each school to thrive spiritually, academically and financially so that all of the children and young people can 'belong, engage and become' – and reach their full potential by realising their God-given talents.

The Trust works in partnership as one family of schools, whilst maintaining and celebrating the uniqueness of each individual school and the community it serves. We are a values-driven Trust. Our core values of Trust, Respect, Faith, Hope and Service are our hallmarks. These values underpin all of our relationships; between staff, pupils, families, our wider parishes and local communities.

In our Trust, we welcome people who share our vision and our absolute commitment to our pupils, our staff, our families, parishes and the wider communities we serve.

If you believe you have the knowledge, skills and experience to make a positive contribution then we would welcome an application from you.

Yours sincerely,



Helen O'Neill
Chief Executive Officer

What others say about St. Mary's

OFSTED

A full Ofsted Inspection of St Mary's in May 2022 was extremely positive and confirmed that St Mary's Catholic Academy continues to be good in all areas. Inspectors noted in relation to curriculum that: "Leaders have ensured that pupils follow a suitably ambitious curriculum. Pupils achieve well overall. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Students in the sixth form receive an especially strong quality of education." They were also pleased to see in relation to behaviour that: "Pupils behave well in lessons and around the school. They are polite and well mannered. They enjoy positive relationships with one another." We were pleased that inspectors noted the strength of personal development: "Pupils benefit from a strong programme of personal development. This includes age appropriate relationships and sex education and health education. Pupils learn about other cultures and beliefs. Teachers prepare pupils well for life in modern Britain." and our focus on the well-being and development of staff: "Leaders are passionate about supporting the wellbeing of staff. They put a strong emphasis on professional development, including research. They care for their staff. Teachers appreciate the efforts made by leaders to reduce their workload. Staff enjoy working at the school."

You can read full copy of the report here: <https://files.ofsted.gov.uk/v1/file/50187176>

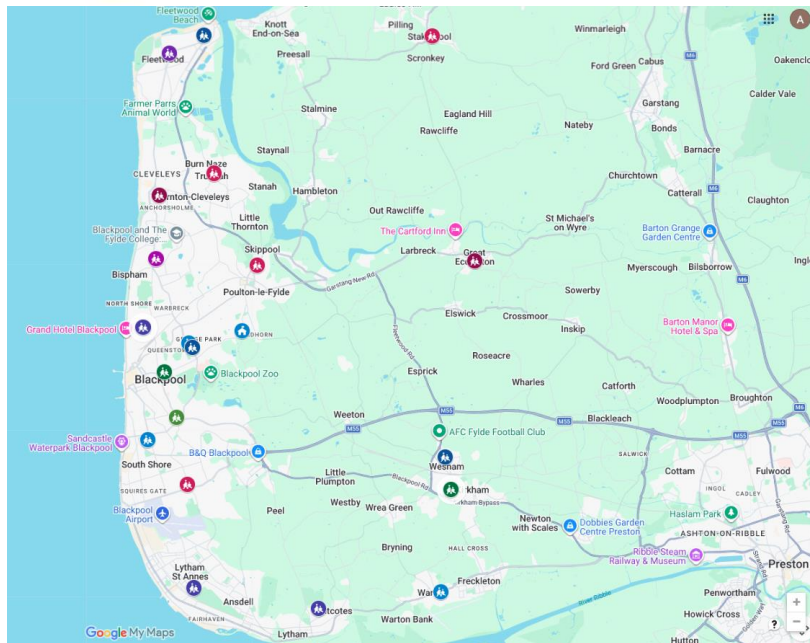
Diocesan Section 48 inspection

Our 2023 Diocesan Inspection Report in graded us as "Good". The Academy was graded as "Outstanding" in Catholic life and mission and Collective worship. A copy of the full report is available on the Academy website. Some of the inspector's findings were:

- The school has exceptionally high standards of pastoral care and support for its students. Through the extensive range of services, student welfare is given the highest priority.
- Provision for chaplaincy, as well as the impact this team make on the lives of the students and staff, in and beyond the school is outstanding.
- Sixth form core religious education is very strong and strengthens the distinctive offer to Catholic students.
- The headteacher, leadership team, governors and trust board show a great dedication to the development of St Mary's as an inclusive and caring school. The highest priority is given to Christian formation and academic success.
- A very strong commitment to Catholic social teaching is evident throughout this community and students proactively engage in charity work.
- The strong sense of community is a defining characteristic and visitors often remark on the warm and inclusive atmosphere, extending to individuals of all faith backgrounds, making them feel part of the Catholic community.

Trust Schools

	Christ the King Catholic Academy		Holy Family Catholic Primary School, Blackpool
	Holy Family Catholic Primary School, Warton		Our Lady of the Assumption Catholic Primary School
	Our Lady Star of the Sea Catholic Primary School		Sacred Heart Catholic Primary School
	St Bernadette's Catholic Primary School		St Cuthbert's Catholic Academy
	St John's Catholic Primary School, Poulton		St John Vianney Catholic Primary School
	St Joseph's Catholic Primary School		St Kentigern's Catholic Primary School
	St Mary's Catholic Academy, Blackpool		St Mary's Catholic Primary School, Fleetwood
	St Mary's Catholic Primary School, Great Eccleston		St Peter's Catholic Primary School
	St Teresa's Catholic Primary School		St William's Catholic Primary School
	St Wulstan's & St Edmund's Catholic Primary School		The Willows Catholic Primary School



What we offer - Benefits

Living Wage Employer



As an employer, we pay the real Living Wage so you can always be sure that you'll earn no less than the current rate.

Pension Scheme



Teaching staff: You will be enrolled into the Teachers' Pension Scheme.
Non-teaching staff: You will be enrolled into the Local Government Pension Scheme.

Health and Wellbeing



We offer access to free and confidential wellbeing services including GP service, counselling, mindfulness support and physiotherapy.

Death in Service



Should the worst happen, your nominated beneficiary will receive a payment of 3 x your annual salary if you are part of the pension scheme (TPS or LGPS).

Flu Jab



Our Trust offers all employees a flu vaccination. Employees can arrange their own vaccination and reclaim the cost up to the value of £15.00.

Travel to Work Scheme



We offer discounted travel via Blackpool Transport for the use of buses and trams.

How to apply

Prior to applying

If you are unclear about any aspect of the application process or you would like any additional information about the school or the role, please contact the school:

Telephone - 01253 396286

or

Email - admin@st-mary.blackpool.sch.uk

Application process

Please follow the link below to our careers page and complete your online application:

<https://mynewterm.com/school/St-Mary's-Catholic-Academy/141257>

Evidence will be drawn from:

- Letter in support of application.
- Application Form.
- Task.
- Response to questions during interview.
- References.

Letter of application should:

- Be clear, concise and well presented.
- Demonstrate how you meet the person specification.
- Describe your vision for teaching and learning in the Science department at St Mary's Catholic Academy in the 21st Century.
- Be no more than two sides of A4 in length.

Closing date for applications: **Thursday 14th May 2026 – midday**

Shortlisting date: **Thursday 14th May 2026**

Interview date: **Tuesday 19th May 2026**

Post Details:

Grade: Teachers' Pay Range

Salary: Teachers' Pay Range with TLR2a £3,527.00 per annum for those interested in the

Subject Lead role

Contract: Permanent

Hours: Full Time

Start Date: 1st September 2026

Information for candidates

Science Department Information

PERSONNEL

The staffing from September 2026 is:

Miss Kate Hetherington -	Senior Assistant Headteacher - Line manager of Science
Mr Russell Brookes -	Head of Science
Mr Jonathan Eaton-Dykes	Second in Science
Dr Marc Leaver -	Physics Subject Lead
Ms Katie Thomas -	Medical Science Lead
Mrs Amanda Baines -	Teacher of Science
Mrs Jenny Burrough -	Head of Sixth Form - Teacher of Science
Miss Rebecca Jones -	Deputy Headteacher - Teacher of Science
Dr Katrina Knight -	Teacher of Science
Mrs Colette Lyall-Cottle -	Teacher of Science
Mr Ayendra Moonemalle -	Teacher of Science
Miss Imogen Scarr -	Teacher of Science
Vacancy -	Teacher of Chemistry/Chemistry Subject Lead

The Department is supported by a Senior Science Technician.

CURRICULUM

In recent years, the primary focus of the department has been to raise attainment across all key stages through improved teaching and learning. The department is currently refining a range of strategies designed to improve practice and the quality of teaching and learning. The department has developed a new assessment programme, comprised of robust summative assessments and a range of formative assessments, which provide students with high quality feedback, so they are able to take the next steps in their learning. All departmental members have a laptop and access to digital whiteboard projectors and we continually strive to improve working practices. The department is committed to embedding proven pedagogy techniques in line with the Academy's Curriculum Policy.

Key Stage 3

At St Mary's, our KS3 Science curriculum ignites curiosity about God's created world and develops scientifically literate, numerate, and ethically aware young people who can make informed decisions about the world they live in. Through a carefully sequenced 2.5-year journey, students move from concrete understanding of fundamental concepts to abstract reasoning about global systems and the universe. Our curriculum is underpinned by the following key principles; every topic starts with a big idea to define why the knowledge matters before moving through the story of scientific understanding. We identify and protect the core knowledge in every topic, whilst also intentionally spiralling the key concepts so that we are reusing the knowledge not just revisiting it. Alongside the content within each discipline we also build fluency around that knowledge with a set of core practicals and investigations to bring the content to life. Science is part of our everyday life so we have a large focus on keeping the content relevant, encouraging curiosity and providing opportunity for questioning and debate.

Information for candidates

<p style="text-align: center;">Year 7</p> <p style="text-align: center;"><i>Developing the Fundamentals</i></p>	<p style="text-align: center;">Year 8</p> <p style="text-align: center;"><i>Making Connections</i></p>	<p style="text-align: center;">Year 9</p> <p style="text-align: center;"><i>Synthesising ideas and evaluating science in society</i></p>
<p>Introduction to Science</p> <p><i>Students learn how scientists investigate the world using accurate measurement, data handling, and how they make clear conclusions. The topic builds the foundations of working scientifically, including safety, variables, graphs, and evaluating evidence.</i></p>	<p>Reactions and Resources</p> <p><i>Students investigate how substances react and how Earth's resources are used to make useful materials. They explore atoms, elements, compounds, acids reactions, energy changes in reactions, reactivity, combustion, and the properties of ceramics and composites.</i></p>	<p>Genes, Health and Change</p> <p><i>Students learn how genes, environment, and lifestyle choices influence health and survival. The topic covers DNA, inheritance, variation, evolution, immunity, vaccination, antibiotics, metabolism, and the impact of health choices.</i></p>
<p>Health and Human Systems</p> <p><i>Students study how the human body is organised from cells to systems and how these systems work together to keep us alive. The topic explores digestion, respiration, reproduction, movement, diet, energy in food, and the effects of drugs and lifestyle choices on health.</i></p>	<p>Powering our World</p> <p><i>Students learn how energy is transferred and controlled to power modern life. The topic covers static and current electricity, circuits, resistance, power, efficiency, electromagnetism, heating homes, and the cost of electricity.</i></p>	<p>Our Planet and Future</p> <p><i>Students explore how Earth's systems work together and how human activity affects the planet. They study Earth's structure, rocks and fossils, the atmosphere, climate change, energy resources, carbon footprints, satellites, space exploration, and sustainability.</i></p> <p>GCSE Ready:</p> <ul style="list-style-type: none"> •Introduction to the skills needed to be successful at GCSE Science
<p>Building Blocks of the World</p> <p><i>Students explore what all substances are made of, from particles and states of matter to atoms, elements, and compounds. They learn how substances can be separated, changed, and reacted, introducing the foundations of chemistry and the periodic table.</i></p>	<p>The Living World</p> <p><i>Students explore how living organisms depend on each other and their environment to survive. They study photosynthesis, respiration, food chains and webs, biodiversity, sampling, the carbon cycle, and selective breeding.</i></p>	<p>GCSE Atomic Structure (Chemistry)</p>
<p>Forces and Energy</p> <p><i>Students learn how forces and energy cause objects to move, stop, and change. They explore motion, speed, pressure, moments, springs, work, power, and energy transfers, building a foundation for understanding physical systems.</i></p>	<p>Waves and Communication</p> <p><i>Students learn how waves transfer energy and information through sound and light. They explore transverse and longitudinal waves, echoes, reflection, refraction, colour, lenses, and how waves are used in communication.</i></p>	<p>GCSE Energy (Physics)</p> <p>GCSE Cell Biology</p>

Information for candidates

Key Stage 4

Currently, all students have the option at the end of Year 9 to choose to study Triple Science;

- AQA GCSE Biology (8461)
- AQA GCSE Chemistry (8462)
- AQA GCSE Physics (8463)

All students who do not opt to study Triple Science study;

- AQA Combined Science: Trilogy (8464)

Key Stage 5

The department offers five A-Level courses;

- AQA A-Level Biology
- AQA A-Level Chemistry
- AQA A-Level Physics
- AQA A Level Environmental Science
- Eduqas Level 3 Medical Science

ACCOMMODATION

The accommodation consists of an eight classroom learning house, along with a covered outside area that is shared with PE. It also includes a sixth form lab, dedicated Science laboratories and one classroom equipped for light experiments with full blackout. The rooms are bright and well-resourced with fixed projectors in each learning space. There is some variety in the learning spaces available, which would allow for different approaches to the teaching of Science to be explored.

PLANNED DEVELOPMENTS

In line with the Academy Development Plan, the Science Department is working towards the following key goals:

- Continuing to improve the progress made by all students at key stage 4, especially those that are disadvantaged.
- Embed a "next steps" curriculum to promote recruitment to post-16 options, future career pathways and generate enthusiasm for Science learning.
- Continue to develop our KS3 curriculum

Job Description

Teacher of Chemistry

All teachers have a responsibility to contribute to the realising of high standards of attainment and discipline in their classes and subject area. They are also responsible for the pastoral care of a form group. The duties should be discharged in such a manner as to actively enhance the Catholic ethos of the Academy.

Responsible to: Head of Science

Key Outcomes

1. A caring, Catholic ethos built on high quality relationships.
2. Increased proportions of outstanding and very good teaching.
3. Consistently high standards of attainment across all key stages.
4. A well-disciplined and stimulating learning environment.
5. Promotion and safeguarding of the welfare of all students.

The key outcomes will be achieved by:

Contributing to a Common Mission and Shared Vision through:

- Helping preserve the existing strengths of St. Mary's Catholic Academy and further developing its distinctive mission with the Catholic Church.
- Being the significant adult and main role model for a form group.
- Assisting with the implementation and evaluation of the Science Department Development Plan and the Academy's Development Plan.
- Implementing the Academy's Child Protection Policies and procedures.

Developing a commitment to learning by:

- Having high expectations of all students and promoting transformational learning and teaching that leads to consistently high levels of achievement for all.
- Working as a member of the Science Department to establish and maintain a highly effective team.
- Contributing to the development of Schemes of Work and lesson plans that fulfil and enrich examination syllabi requirements.
- Implementing high quality assessment and student tracking procedures that assist learning.
- Ensuring high standards of discipline through recognising and rewarding positive student behaviour and dealing appropriately with unacceptable behaviour.
- Assisting with extra-curricular activities.
- Assisting in the maintenance of a safe and stimulating learning environment within the Science Department.

In addition, to the specific duties outlined above you will be expected to carry out the duties of a Teacher as stated in the current School Teachers' Pay and Conditions Document.

These responsibilities will be reviewed in the light of the Academy's development plan and changing needs.

Job Description

Co-ordinator of Chemistry

Responsible to: Head of Science

The Leader of Chemistry has a key leadership role across the Academy and within Physics. S/he has a responsibility for helping preserve the existing strengths of St. Mary's Catholic Academy and providing day to day leadership in order that Chemistry can fully contribute to the Academy's Mission & Vision. These duties must be discharged in such a manner as to actively enhance the Catholic nature of the Academy and further develop its distinctive mission with the Catholic Church. This job description should be read alongside and in full understanding of the document "What Makes an Outstanding Leader at St. Mary's".

The key ideas guiding a Subject Leader are:

Connectedness

S/he gets everyone in Chemistry into the St. Mary's boat in pursuit of the Academy's stated Mission and Vision. S/he realises and ensures everyone in Chemistry understands that the whole is always more important than and takes precedence over the needs of the individual subject or department. We are interdependent, connected and no team is an island.

Authority

S/he is persistent and insistent that policies and procedures are consistently, properly and fully implemented. Within the authority given s/he leads and guides the staff in Chemistry and further distributes leadership within it. S/he is a powerful people developer.

Accountability

S/he holds Chemistry to account for high standards of learning and achievement, enriching relationships, personal development and the well being of all. S/he has an "abundance mentality" believing that very high academic achievement, outstanding pastoral care and enriching faith and personal development are powerful allies.

Capacity Building

S/he maximises and fully engages the resources available - people, technology, learning spaces, capitation – to build the capacity within Chemistry that enables it to contribute to the delivery of the Academy's stated Mission and Vision.

The key terms included in a Subject Leader's role are:

Leading

This identifies the person with the ultimate responsibility, accountability and decision making powers within a specific area for the identified issue in accordance with the Academy's mission, vision, policies, systems, procedures or norms. The leader will be responsible for co-constructing the vision, policies, systems and procedures, with Chemistry staff, students and senior leaders as appropriate. The term also includes the management of the specified issue as described below.

Managing

This requires the planning, implementing, monitoring and evaluating of the specified issue in accordance with the Academy's policies, systems, procedures or norms. The issue will have a designated leader usually at a more senior level.

Co-ordinating

Ensuring that staff with the designated responsibility lead and manage the specified issue in accordance with the Academy's policies, systems, procedures or norms. There is also a requirement to ensure there is coherence across the Chemistry staff.

Implementing

Ensuring that the specified issue is put into practice in accordance with the Academy's policies, systems, procedures or norms.

Job Description

Co-ordinator of Chemistry

CORE RESPONSIBILITIES

Key Outcomes

1. A caring, Catholic ethos built on high quality relationships.
2. A shared vision throughout Chemistry.
3. A positive learning culture and consistently high standards of attainment and achievement throughout the learning house and its departments.
4. Independent and interdependent learners.
5. Elimination of all unsatisfactory teaching and increased proportions of excellent and very good teaching.
6. Elimination of all poor behaviour and increased proportions of excellent and very good behaviour.
7. An oversubscribed Academy with high numbers of post-16 students studying subjects within the learning house.
8. A well-disciplined and stimulating learning environment in which the unique talents and contributions of each individual is recognised and celebrated.
9. Promotion and safeguarding of the welfare of all students

These key outcomes will be achieved by:

A. Developing a Common Mission and Shared Vision through:

- Managing the continuous development of Chemistry through contributing to the learning house annual development planning process that is fully congruent with the Academy's Development Plan.
- Managing effective formal and informal communication systems within Chemistry.
- Managing the active promotion of the Academy's Sixth Form to students taught within Chemistry who would benefit from a high quality post-16 advanced level education within a caring, Christian community.
- Implementing the Academy's agreed policies, systems and processes (for example Curriculum, Teaching & Learning, Assessment, Marking, Reporting, Gifted & Talented, SEN, Discipline, Rewards, Detention, Promoting Positive Behaviour, Activities & Events) as line manager to Chemistry teaching and support staff.
- Assisting, Senior Leaders/Headteacher, with the implementation of the Academy's agreed Personnel Policies (for example Performance Management, Disciplinary, Capability, Grievance, Sickness Absence Management) as line manager to Chemistry teaching and support staff as required.
- Implementing the Academy's Safeguarding Policies and procedures.

B. Developing a commitment to learning in Chemistry by:

- Leading the development of transformational learning and teaching that produces consistently high levels of achievement for all, aspirational attitudes from staff and students and independent and interdependent learners (4Cs Learner).
- Managing the development of programmes of study, schemes of work and lesson plans, within Physics, which fulfil and enrich the requirements of the national curriculum, examination specifications requirements and assist in the development of students spiritually, morally and socially.
- Managing the development of high quality assessment programmes, marking, data analyses and student tracking procedures in Chemistry to identify underachievement and implement strategies to raise individual student's achievement and attainment.
- Leading the development of/maintaining an exciting extra-curricular provision within Physics.
- Managing student discipline within Chemistry through recognising and rewarding positive student behaviour and dealing appropriately with unacceptable behaviour using the Academy's agreed systems and procedures.

Job Description

Co-ordinator of Chemistry

C. Leading the Development of Chemistry staff by:

- Managing high quality professional development opportunities for Chemistry staff, including mentoring and coaching staff, newly qualified teachers and students on teaching practice.
- Assisting with the implementation of procedures for appointing staff to Physics.
- Implementing Performance Management Policy & procedures as the reviewer to members within Chemistry in the Performance Management Cycle and making pay progression recommendations as required.

D. Monitoring, Evaluating and Challenging the work of Chemistry by:

- Managing within Chemistry the process of validated self-review including:
 - The annual review of examination results.
 - The production and analysis of data sets and subsequent remedial actions required.
 - The monitoring and evaluation of the quality of teaching and learning.
 - The monitoring and evaluation of student progress.
 - Student voice opportunities to enrich the data set available for evaluation.

ADDITIONAL RESPONSIBILITIES

- Assisting the Head of Department with the effective and efficient deployment of Chemistry staff during the timetabling process.
- Co-ordinating all necessary administration with respect to examinations and departmental functioning to ensure it is carried out correctly and promptly.
- Managing the work to be completed by attached support staff.

Person Specification

Teacher of Chemistry

The successful candidate will be someone with enthusiasm, initiative and very good subject knowledge. S/he will demonstrate a clear commitment to promoting the highest possible standards of achievement and developing excellent relationships with staff and students across the full age and ability range at St. Mary's. The person appointed will have a professional and personal profile that most closely matches the specification given below:

QUALIFICATIONS

- Qualified teacher status at graduate level.
- Science/Chemistry degree. Degree containing substantial Chemistry element.
- Recent professional development/teaching placement relevant to the post.

EXPERIENCE, SKILLS, KNOWLEDGE and APTITUDE

- A clear philosophy for the teaching of Chemistry.
- Knowledge of some strategies that will enhance learning and raise the attainment of all students in Chemistry.
- Ability to use Chemistry to transform learning.
- Effective communicator – verbally and in writing.

PERSONAL QUALITIES

- Ability to form good relationships with both colleagues and students.
- Commitment to actively supporting the distinctive ethos of the school.
- Commitment to assisting with the development of extra-curricular activities.
- Resilience, commitment, ability to work under pressure and a sense of humour.
- An excellent attendance and punctuality record. (Please note that excellent attendance is considered to be 95% attendance over the past two academic years. Governors will take note of one off illnesses/absences and individual circumstances).
- High expectations of all students.
- Enthusiasm for career development.

The standard contact time for teachers is 42 out of 50 periods per fortnight (this will be adjusted for an ECT).

Safeguarding Information

Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people in its schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children, including 'Keeping Children Safe in Education' guidance. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection. All posts are subject to satisfactory completion of enhanced Disclosure and Barring Service certificate (DBS) checks. All advertisements include a safeguarding statement and commitment.

Application Stage

All applicants are scrutinised to verify identity and academic qualifications, Professional references are requested using our standard pro-forma for short-listed candidates. As a minimum, references should be from the two most recent employers and a Parish Priest if applicable. References are checked against previous employment history and gaps in employment. Professional references must be obtained from work email addresses. Our standard reference proforma makes reference to suitability to work with children and young people. The application form requires applicants to complete a disclosure of any criminal convictions.

Short listing

Only those candidates meeting the criteria outlined in the person specification will be shortlisted. All short-listed candidates will be subject to an online search as part of our safer recruitment due diligence.

Interview

Shortlisted candidates will take part in an interview and selection process. Candidates will be asked to address any discrepancies or gaps in their employment history. Candidates will be reminded of their responsibility to disclose any criminal convictions if they have not already done so. Proof of identity, qualifications and right to work in the UK must also be provided at interview.

Appointment

An enhanced Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts. Other pre-employment compliance checks will be carried out. This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, online searches, medical check, evidence of qualifications plus verification of the right to work in the UK. For teaching positions, barred list checks and prohibition from teaching checks will also be carried out. For leadership positions, section 128 checks will be performed. All staff will receive a comprehensive induction programme covering all aspects of safeguarding and health and safety.

Probation

All new staff will be subject to the trust probation procedures for a period of 6 months. The probation period is to enable the assessment of an employee's suitability for the job and which includes a review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Equal opportunities

BEBCMAT recognises the value of, and seeks to achieve a diverse workforce. BEBCMAT takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and respect, irrespective of their differences. The Trust is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

BEBCMAT is committed to ensuring that the privacy of an individual is protected. By signing a contract of employment, the employee is agreeing to the Trust processing their personal data, including 'sensitive personal data' as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administrations, as well as complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to the Trust. A full list of these organisations is available on request from the CFO.

