



CANDIDATE BRIEF TEACHER OF SCIENCE



LETTER FROM HEAD TEACHER



Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and our expectations are clear and consistent.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as ECTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email recruitment@qmschool.org.uk or visit our website:- www.queensmeadschool.org.uk

Yours sincerely

Rhona Johnston
Head Teacher

HOW TO APPLY



Applications must be received by **9am on Monday 23rd February 2026**.

Interviews will be held on either 26th or 27th February 2026

Please apply using the **MyNewTerm application form**:-

<https://mynewterm.com/jobs/136711/EDV-2026-QS-74636>

If you have any questions, please email recruitment@qmschool.org.uk

DEPARTMENT OVERVIEW

Do you want to work with an outstanding group of teachers, teaching engaging lesson lessons to well-behaved students? Then Queensmead might be the school for you!

Our Science Department is made up of a team of 14 teachers and 3 technicians, who have a range of experience and specialist backgrounds, all working together to share their enthusiasm for the Sciences with students. We are privileged to have a large, well maintained school site that contains several communal green areas. The Science building is made up of 11 laboratories, 3 prep rooms and our own office which provides us with 5 more workstations and a steady, shared supply of cake. We have SMART interactive screens and visualisers in each of our classrooms and a vast array and supply of practical resources.

We offer a range of courses to our students, including Combined and Triple Science GCSEs (Edexcel), Biology, Chemistry (both OCR A) and Physics (Edexcel) A-Levels as well as AAQs in Applied Science and Medical Science. Our students regularly obtain results that put us well above the national average for progress both at GCSE and Post-16 level. Our KS3 course is bespoke to our students and designed to have a strong emphasis on developing the practical skills of budding scientists, providing our students with a firm foundation to build upon as they progress through KS4 and KS5. Across the school, there is an emphasis on extra-curricular development of our students, which incorporates our consistently well-attended Science and STEM clubs that allow students to carry out investigations and projects that go beyond the national curriculum. Students compete in a variety of national competitions and recent trips have included: London Zoo, the Science Museum and the Superlab at London Met University.

We have mixed ability groups throughout years 7 - 11 and teach through challenging tasks, providing support as needed to enable everyone to work towards the goal. We use MWB to assess understanding in lessons along with cold calling. Delivering high quality lessons is our priority, there is no requirement to mark work outside of lessons beyond the half-termly end of topic assessments.

Our team supports each other through collaborative planning, preparation and sharing of resources to alleviate workload. It has been noted by visiting teachers and reviewers that the organisation of and resources available in our department are particularly effective at helping new teachers to transition into our department, whether they be experienced teachers or those who are new to the profession, and provide all of our staff with the opportunity to focus on delivering high quality lessons while maintaining a strong work/life balance.



JOB DESCRIPTION

Classroom Management

To maintain classroom discipline and help maintain school discipline in accordance with school policy standards and procedures; to arrive promptly at lessons and tutor sessions and dismiss students at the correct times; to keep checks on students' attendance at lessons and follow up absences as appropriate; to liaise with Heads of Department and/or pastoral staff on matters of concern relating to individual students.

Subject Responsibilities

To follow conscientiously, departmental syllabuses and schemes of work for each teaching group; to prepare properly lesson materials and to mark students' work consistent with departmental and school assessment policy; to set and mark homework in accordance with departmental and school policy; to have the highest reasonable expectation of individual student performance; to play a part in organisation and administration.

Recording Student Progress

To keep appropriate records of individual students' work and achievements, consistent with departmental and school policy; to make a proper contribution to the writing of school reports; to complete such National Curriculum assessments as are required.

Pastoral Responsibilities

To teach the pastoral curriculum and to follow conscientiously personal, social and health education syllabuses and schemes of work; to act as counsellor and guide to individual students in the tutor group, both in relation to personal development and specific phases of educational development and transition.

Administration

To carry out efficiently the various necessary administrative functions of the Form Tutor including school requirements in relation to the proper and accurate keeping of registers.

Development Aspects

To play a part in the development of departmental, curriculum development group and year team meetings as appropriate; to seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior pastoral staff.

Appraisal/Performance Management

To play a part, as required, in the school's appraisal programme, both as appraisee and, where appropriate, as appraiser of other colleagues.

Health and Safety

To ensure that practice is, in all respects consistent with the requirements of Queensmead Health and Safety at Work policy as well as with any subject specific health and safety guidelines.



QUEENSMEAD

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