



Queen's College, London

Established 1848

Teacher of Science **(part-time: Monday, Tuesday, Wednesday)**

The Science Department

The Science department comprises eight full-time members of staff, and two laboratory technicians. The Science staff share an office and the approach of the department is collaborative. All members of the department are expected to teach throughout the College, including at A-level.

In Years 7 and 8, pupils follow the Activate Science scheme of work. From Year 9, they follow AQA GCSE syllabuses, with all pupils taught by subject specialists. All pupils study at least two out of four Sciences in Years 10 and 11 for GCSE from a suite of Biology, Chemistry, Computer Science and Physics. Many pupils opt for three Sciences at GCSE with Biology, Chemistry and Physics being very popular A-level choices, where we follow the AQA specification for all Chemistry and Physics and OCR specification for Biology. Psychology is also a key part of the A-level curriculum.

There is a thriving STEM Club for younger pupils, while our sixth formers attend a Medical Society, and work closely with subject staff to promote the sciences beyond the curriculum. Each year, some of our ablest students choose to study scientific courses at leading universities across the country.

The department has six main teaching laboratories, a smaller laboratory suitable for A-level groups, and a departmental office. The Science teaching facilities are very well resourced by two prep rooms. The department makes extensive use of IT and has a wide range of data-logging sensors and many software applications are available.

Located in central London, the school benefits from easy access to exceptional local facilities and numerous prestigious educational institutions, including Imperial College, Kew Gardens, the Royal Institution and the Science Museum.

The Role

We are seeking to appoint a well-qualified and inspirational classroom practitioner as part-time teacher of Science. The post holder would ideally be able to teach Key Stage 3 Science and Key Stage 4 Biology.

Key Responsibilities

Reporting to: Head of Science

Teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set targets that extend and challenge pupils of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote a love of learning and intellectual curiosity
- Ensure they are familiar with health and safety information, relevant risk assessments and statutory guidelines and rules associated with practical work
- Ensure that practical work takes place in a safe environment and understand and implement safety measures to keep themselves and pupils safe
- Be aware of, and action, emergency measures should accidents happen

Promote excellent progress and outcomes

- Be accountable for pupils' attainment, progress and outcomes
- Plan and prepare schemes of work and lessons to build on pupils' capabilities and prior knowledge
- Support the Head of Department in writing risk assessments
- Encourage pupils to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, in accordance with policies and procedures
- Analyse formative and summative assessment to track and secure pupils' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set targets and plan subsequent lessons
- Prepare relevant classes for public examinations at GCSE and A-level
- Give pupils regular feedback orally and through accurate and diagnostic marking in accordance with policies and procedures and encourage pupils to respond to feedback

- Integrate Assessment for Learning (AfL) strategies into lessons

Adapt teaching to respond to the strengths and needs of all pupils

- Deliver high-quality teaching using excellent subject knowledge and professional judgement
- Know when and how to differentiate appropriately, using approaches which enable effective teaching and learning
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them in accordance with school policies
- Use IT and educational technology discerningly to enhance teaching and learning

Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school
- Have very high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- Support the leadership, development and progress of the department
- Write subject reports, prepare grades, and participate in monitoring pupil progress using the Progress Tracker
- Take responsibility for the regular updating of notice boards
- Support pupil recruitment events, including those taking place after the teaching day has ended
- As directed, be a form tutor, carrying out roles including registration, pastoral and academic monitoring of pupils, writing tutor reports, proofreading subject reports, target setting with pupils and teaching PSHE
- Contribute to the Queen's extra-curricular programme
- Take part in trips and visits
- Make a positive contribution to the wider life and ethos of the school e.g. house activities, assemblies, duties, parents' evenings, and similar related activities, Sports Day
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Provide cover for lessons, as reasonably required

- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and by participating in the staff appraisal process
- Attend INSET, departmental and staff meetings and events, as required
- Communicate promptly and effectively with parents about pupils' achievements, behaviour and well-being, in accordance with policies and procedures
- Promote environmental awareness within the school

Other Duties

- Undertake additional duties that are commensurate with the role, as reasonably required

All staff are expected to:

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

Person Specification

The person appointed is highly likely to have the following qualification and attributes:

- Honours degree in Biology or a closely related discipline
- Recognised teaching qualification to teach in the UK
- Highly successful recent experience of teaching biology
- The ability to teach an additional Science subject to GCSE level
- Excellent organisational and administrative skills and the willingness to work with different teams
- A desire to promote science education with enthusiasm and imagination, including beyond the classroom
- Understanding of Safeguarding and Child protection protocols
- Pastoral interests – all teachers at Queen's College are required to act as a Form Tutor, contributing to the work of pastoral teams
- A willingness to contribute to the co-curricular life of the College – all full-time staff are required to run a weekly club during lunchtime or after school
- Take on responsibilities for developing schemes of work, designing internal mock examinations, conducting data analysis of pupil progress, and implementing enrichment activities to inspire the next generation of scientists
- The strategic vision to take the next steps in the development of the College's curriculum and extra-curriculum provision in Science, working closely with the senior leadership team
- Demonstrable commitment to continuing professional development (CPD)
- Outstanding planning and organisational skills, as a leading classroom practitioner
- Approachable and empathetic to the needs of others
- Enthusiasm and an ability to use own initiative
- Ability to prioritise and work flexibly as workloads require, and a willingness to take ownership of tasks
- Attention to detail and ability to actively question and clarify information

Terms and Conditions

- Permanent
- Part-time 0.6FTE (Monday, Tuesday, Wednesday)
- Start date: January 2027
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974
- All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.