



# APPOINTMENT INFORMATION PACK



**COOMBE**  
BOYS' SCHOOL

Deputy Head  
of **Science**



# Welcome To Coombe Boys' School

At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

We believe that it is essential that school is a challenging, inspirational and transformational experience. We also believe that it must provide a moral framework for learners to live their lives by and that students perform to their best abilities when they feel supported, confident and happy.

We are enormously proud of our academic, sporting and cultural successes, however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school. Our successes have been recognised by the Department for Education who are funding a rebuilding programme for the school, which commenced in February 2025. This will provide us with brand new facilities giving staff and pupils a modern and sustainable environment in which to thrive.

Thank you for taking the time to look at the information relating to this post. Please do contact the school if you have any queries or would like a tour of the school.

Kind regards,

**David Smith**  
*Headteacher*





## Our Vision

Coombe Boys' School, is a community of learners that embraces innovation and inclusivity in teaching, leading to academic excellence and a world of opportunity for all. We strive to foster a culture of creativity and critical thinking that empowers our students to become confident lifelong learners and responsible global citizens. Our commitment to providing a diverse and inclusive learning environment ensures that every student is heard, recognised as an individual and feels valued and respected. The focus on academic excellence prepares students for success in an ever changing world. Our goal is to inspire our students to think beyond the classroom and to explore the endless possibilities that lie ahead, so that they may confidently shape their own futures and make a positive impact on the world.

### Coombe prepares each student for their World of Opportunity by:

- **Delivering excellence** through innovative teaching that is inspirational and brings an ambitious, broad and inclusive curriculum to life. It engages every learner in their Coombe journey offering a transformational and challenging experience.
- **Driving ambition** by fostering a culture of creativity that develops all members of our community to be confident learners who are happy, resilient, embrace challenge and are excited by their own potential to shape the future.
- **Developing integrity** through a diverse and equitable community where every person is heard, recognised as an individual and feels valued and respected. Our shared purpose promotes exemplary behaviour, outstanding and supportive relationships between all above all, ensuring kindness permeates every day life.



## The Science Department

The department consists of an enthusiastic team of eight teachers working in well-resourced laboratories. The department is well equipped in terms of apparatus and textbooks and enjoys the capable help of two technicians. The Science team have been developing innovative teaching and learning strategies incorporating cutting edge technology teaching to help enhance teaching and learning. This includes individual chromebooks for every student. The department and school believe strongly in working collaboratively, sharing ideas and supporting each other to achieve the very best for every member of the Coombe community.

At Key Stage 3 the curriculum is currently delivered in a spiral format which links into KS4. In Years 7 and 8 Science is delivered in specialism with three separate teachers. In Year 9 students embark on the AQA GCSE course and are taught by three specialist science teachers.

At Key Stage 4 most students follow the AQA GCSE Trilogy course and have 10 lessons of Science per timetable cycle. Approximately 60 students follow the Single (Triple) Science route and have 12 lessons per timetable cycle. Subject specialists deliver the Separate Science Award Course.

At Key Stage 5 students are taught the Extended BTEC Level 3 Applied Science course. The course covers many of the same aspects of Science as A Level courses and develops fundamental knowledge and understanding of biology (cell function and human physiology), chemistry (preparation and analysis of useful compounds), and physics (using energy transfers), but emphasises the skills needed to work competently and safely in a modern laboratory. Results in the department for this course are amongst some of the best in the country.

Through our Trust and our close links with our feeder Primary Schools, STEM days and Science taster sessions are run annually for primary aged students. Alongside this, the department works with Kingston University to enrich and 'bring to life' some aspects of the curriculum at KS4.

A range of extra-curricular activities are run that include: revision classes; Science Week activities, KS3 Science Club, Science challenge events and Science trips.



# The Role

**Job Description:** Deputy Head of Department

**Department or area:** Science

**Responsible to:** Head of Department

**Responsible for:**

- Refer to school organisational structure.
- Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.

**Purpose of the post:**

- To support and deputise for the Head of Department in the professional leadership and management of the department in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all students.
- To lead and manage assigned tasks and activities in agreement with the Head of Department to contribute to the ethos and success of the school.

**Professional Values and Practice:**

- Teachers demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- Demonstrate and promote the positive values and attitudes they expect from their pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Contribute to, and share responsibility in, the corporate life of the school.
- Ensure that professional standards are met at all times.

## Main Responsibilities:

### Results, Achievements, Standards

- Develop and implement policies and practices for the department, which reflect the school's commitment to high achievement, effective teaching and learning.
- Establish a clear, shared understanding of the importance and role of the department in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs.
- Ensure that the Headteacher, senior managers and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and department related professional development plans.

### Teaching and Learning

- Establish, with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the department, which are based on a range of comparative information and evidence, including the attainment of pupils.
- Ensure curriculum coverage, continuity and progression in the department for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the department, and communicate such information to pupils.
- Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the department and of different pupils, including the use of cutting edge technology and innovation to enhance learning.
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the department.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the department.
- Monitor the progress made in achieving department plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement.



- Evaluate the teaching of the department in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

### **Student Development and Well Being**

- Establish a purposeful learning environment where learners feel safe, secure and confident.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence. Use and evaluate the effectiveness of different behaviour management strategies.
- Ensure teachers in the department are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens; how to recognise and deal with racial stereotyping.

### **Relationships with Parents, Schools and Community**

- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the department, enhance teaching and develop the pupils' wider understanding.

### **Learning and Growth**

- Create a climate which enables other staff to develop & maintain positive attitudes towards the department & confidence in teaching.
- Lead professional development through example and support and advise on training needs of the department.

### **School Development Plan Focus:**

- Support the Head of Department with the leadership, management and implementation of department development plan in line with school strategic direction.

### **Appraisal:**

- Participate in any arrangements within an agreed national framework for the appraisal of performance.

### **Key Internal Relationships:**

- SLT Curriculum Leader, Heads of Department, Heads of Year, Form Tutors, Learning Enhancement Department.

### **Key External Relationships:**

- Special advisors, inspectors, primary schools, colleges.



## Resource Responsibilities:

- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school. Use accommodation to create an effective and stimulating environment for the subject.

## Budget Responsibilities:

- Establish staff and resource needs and advise the Head of Department of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.

## Health & Safety:

- Ensure health and safety is effectively addressed, managed and reported on; and that risk assessment is routinely carried out.

## Terms of Employment

### Time

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy. Coombe Boys' School has a local agreement regarding cover.

### Undertaking other duties as may reasonably be expected

NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

### Records, reports and other written work

The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_





# The Person

## Job Description: Deputy Head of Department

The following comprises the qualifications, personal qualities, skills and experience required to fulfil the duties as outlined in the job description.

### Qualifications and Experience

#### Essential:

- Qualified Teacher Status (PGCE or equivalent qualification).
- A good degree in a relevant subject area.
- Have a sound subject knowledge including up to date understanding of changes at KS3, KS4 and KS5.
- Able to identify strengths and weaknesses in both staff and pupils and act appropriately.
- Have contributed to the organisation and delivery of syllabuses as effective schemes of work.
- Have contributed to good examination results in your classes.
- Up to date with latest policies and strategies and initiatives.

### Personal Qualities and Skills

#### Essential:

- Places the learner at the centre of everything they do.
- A strong classroom practitioner with the ability to develop these skills in others.
- To be able to work effectively as a member of a wider team.
- A calm and approachable disposition when dealing with students and staff.
- Well organised and efficient; keeping to deadlines and encouraging others to do so.
- Willingness to learn to effectively use Google classroom and related systems.
- Able to facilitate good teamwork in your department.
- High personal standards and the ability to motivate others to sustain those standards.
- A vision of the developments you would like to see in your subject in the future.
- Able to provide a stimulating learning environment.
- A desire to promote the benefits of the subject to all.
- A commitment to personalised learning and inclusion.

#### Desirable:

- An understanding of the role that the department should play in the aims and ethos of the whole school.



## Our Future

We have embarked on a multi-million pound rebuild project which will dramatically change the school and give us the most up to date facilities in the local area. The whole process is expected to take 3.5 years, and the end result will be a modern, welcoming, sustainable school which will transform the learning environment for students and staff.

Building work is currently focused on the new Sports and Performing Arts block, and when that is complete, work will begin on the main teaching building. The new buildings will give us improved department organisation and increased usable outdoor space.

Take a look at our new build [Fly Through](#) to see more.

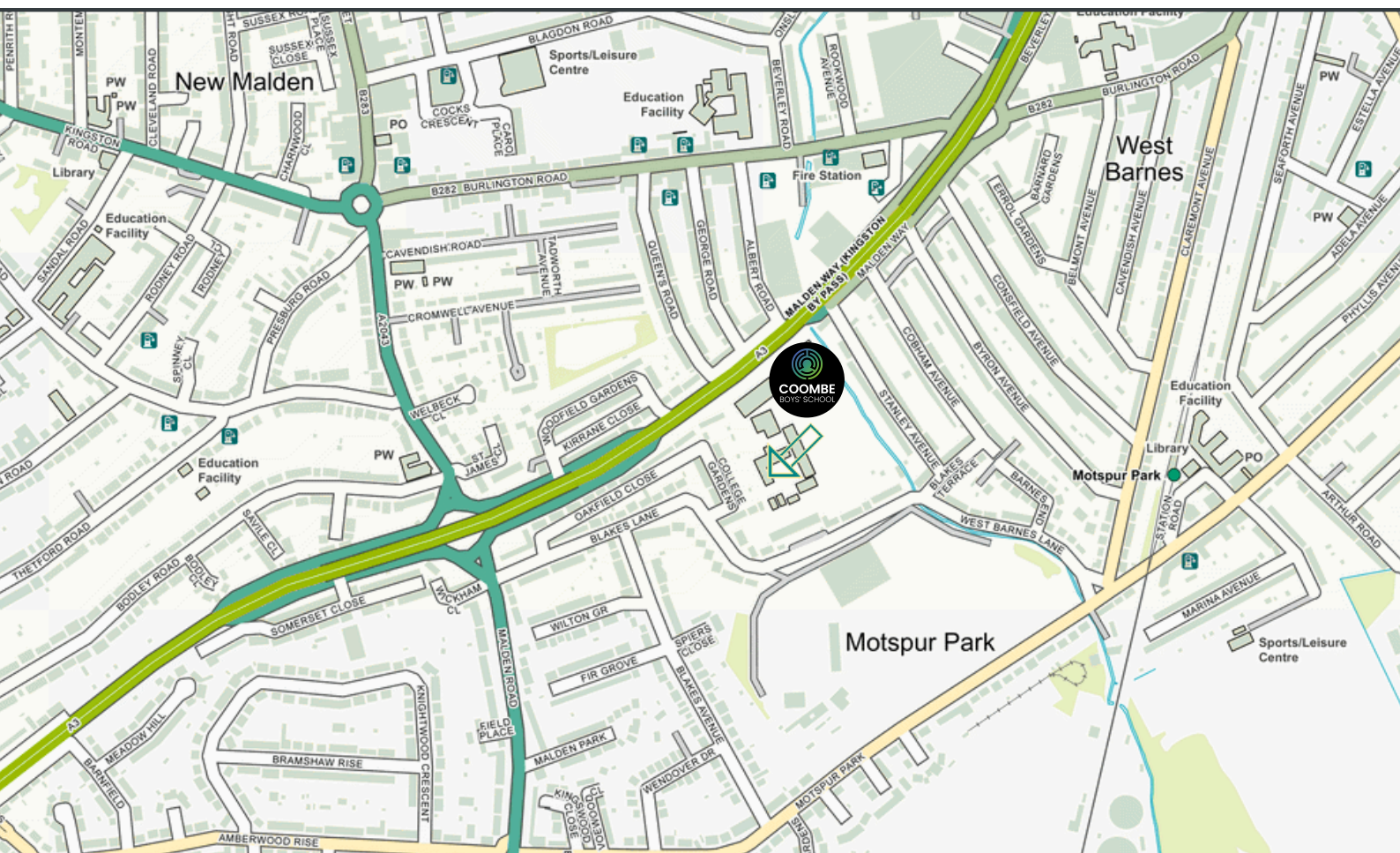


# Our Location

We are fortunate to be located in an area with excellent transport links, whether you are travelling by public transport or by car.

If driving, Coombe Boys' School can be found just off the A3 at the New Malden roundabout. We have staff parking on site.

When travelling by public transport we are located on a number of bus routes, and our closest train station is Motspur Park which gives direct access to Wimbledon (6 minutes) and Waterloo (25 minutes).



**Closest Train Station:** Motspur Park (12 minute walk), New Malden (22 minute walk)

**Bus Routes Close By:** 213 (Sutton to Kingston), K1 (New Malden to Kingston via Tolworth & Surbiton), K5 (Kingston to Morden), 131 (Kingston to Tooting), SL7 (Croydon to Heathrow, and more).

**Coombe Boys' School, College Gardens, New Malden, KT3 6NU**



# COOMBE

## BOYS' SCHOOL

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[www.coombeboysschool.org](http://www.coombeboysschool.org)



**COOMBE**  
SIXTH FORM



**Coombe**  
Academy Trust