RAINEY ENDOWED SCHOOL

Head of Chemistry

Principal's Message

Thank you for your interest in being the next Head of Chemistry of Rainey Endowed School.

Rainey Endowed is a wonderful school where our pupils are not only academically successful but develop individually as successful learners, confident individuals and responsible citizens.

Our academic outcomes place us frequently in the top 10 Northern Ireland Grammar and top 50 UK state schools. However, our school is much more than just about results.

Relationships between staff and pupils and parents are excellent. Our staff work extremely hard to deliver wrap around pastoral care and outstanding teaching and learning; it is this commitment to pastoral and academic fusion that defines what we are: a school committed to excellence where our pupils are at the centre of everything that we do, and who are encouraged to be the best version of themselves and succeed.

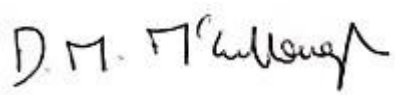
We aim to equip our young people with life skills: compassion, resilience, responsibility and respect ensuring that they enjoy a positive and enriching school experience that prepares them for happy and successful lives.

In keeping with our founder, Hugh Rainey's vision, we are proud of our pupils volunteering in the community, through charitable partnerships and outreach work. We encourage student leadership, whether it be as a member of the Student Leadership Team, as a well-being or autism ambassador or as a subject mentor. We also encourage pupils to participate in a wide range of extra-curricular activities including choir, orchestra, hockey, rugby, football, swimming, golf, athletics, netball and gymnastics. There are a range of lunchtime clubs for pupils to participate in: chess, debating, craft, cookery to name but a few. Our school is diverse, well balanced and a genuinely nice place to work.

However, we are ambitious and are dedicated to continuous improvement to maintain the highest standards for the benefit of our entire school community. Above all, Rainey Endowed School is a caring school: we care for our pupils, for one another, for our school and community.

We are proud of all that we do but know that we can still get better, by encouraging each other to be first class versions of ourselves and succeed.

Best regards,



Mr D M McCullough
Principal

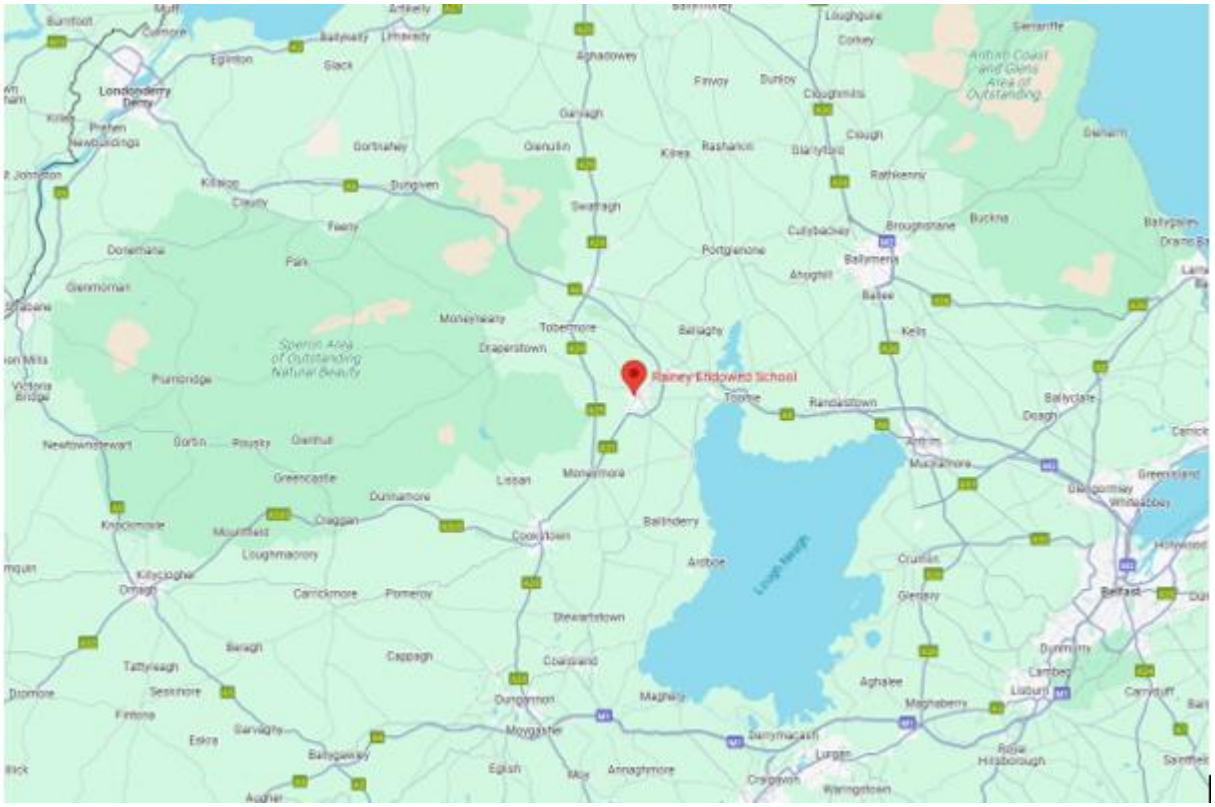
Benefits of Working at Rainey Endowed School

The opportunity to:

- Work in a high performing school that is extremely well regarded for all of its positive work within the wider community and beyond
- Teach respectful, bright and positive pupils with supportive parents
- Shape and contribute to a forward thinking supportive and motivated community
- Be involved in the wide-ranging extra-curricular activities, enrichment and pupil leadership programmes.

Benefits include:

- Comprehensive induction programme and continued professional development opportunities
- An excellent working environment with a staff laptop and dedicated IT support and training.
- Medical/healthcare package
- Well-being activities
- Access to a private and confidential staff counselling service
- Active staffing committee
- Membership of staff fitness centre
- Career progression opportunities



Job Title	Head of Chemistry
Allowance	1 TA+R&R (for suitably qualified candidates)
Department	Chemistry & Science
Location	Rainey Endowed School
Line Manager	Vice Principal
Line Management of	Science Postholders and Technicians
Liaising with	Principal/Leadership Team, teachers and support staff and parents
Working Time	Full time as specified within the Teachers' pay and conditions

School Mission Statement:

RES is a caring school, committed to excellence in all areas of its service to the local community and desires to educate its pupils to be global citizens of the 21st Century.
In connection with all staff, the Head of Chemistry and Single Award Science will play a vital role in supporting our students to become: Successful Learners, Confident Individuals and Responsible Citizens.

The Role/Job Purpose:

The Head of Chemistry and Single Award Science is responsible to the Vice-Principal and is primarily responsible for the development of Chemistry throughout the Science Department including the use of digital technology in the learning process. They will provide high-profile leadership and have oversight of Chemistry and Single Award Science with the relevant staff. They will be responsible for the development and implementation of a rich and invigorating learning experience for RES students and will be required to collaborate with staff, coordinate Chemistry colleagues in the following areas:

- To have overall responsibility for raising attainment in Chemistry and Single Award Science, ensuring student progress is in line or exceeding national standards.
- To monitor the quality of teaching and learning received by students through regular observations, work scrutiny, student interviews and report back findings to subject colleagues with informed recommendations for action.
- To have overall responsibility for the Chemistry curriculum and significant input into KS3 Science, ensuring that it is engaging, provides the appropriate pathways for 21 Century learners, is challenging and inspires students to appreciate the subject and its application.
- To have overall responsibility for the monitoring and tracking of student progress in Single Award Science, Double and Triple Award Chemistry, AS and A2 Chemistry.
- To implement and deliver an appropriately broad, balanced, relevant, inclusive, diverse and differentiated curriculum for all students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and to liaise with parents as and when required.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and progress levels.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To teach Schemes of work as required.

- To develop and offer an Alternative Curriculum Provision Plan, for students requiring special needs, as and when required.

TEACHING

- The post holder will be expected to teach in line with the school's generic teacher's job description. (Designated non-contact time for leadership and management responsibilities will be made available in the DTB Directed Time Budget)
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.

  To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice regarding punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

LEADERSHIP AND MANAGEMENT

- To ensure that Chemistry and Single Award Science, across the relevant key stages are synergised with the needs of the school, its vision, and its pupils by;
- Being able to hold others to account, being able to act as a critical friend and initiate follow-ups as required.
- To ensure there are high quality schemes of work programmes/units of work are in place and all teachers within the department have schemes of work for the year ahead.
- To ensure all teachers within the department are using prior attainment data to set challenging targets for students.
- To coordinate informed recommendations for student class moves where appropriate.
- To organise the content and process of internal assessments with the relevant personnel preparing the necessary assessment materials.
- To regularly monitor teachers' records, planning, and delivery of lessons.
- To provide support, guidance, and challenge for teachers within the department.
- To regularly monitor the quality of teaching and learning across all Key Stage teaching groups and ensure areas for improvement are clearly and quickly identified.
- To map out the progress of students against prior attainment and identify students at risk of under achieving.

- To lead on the organisation and delivery of interventions to ensure all students make expected progress by the end of each Key Stage in Chemistry and Single Award Science

OPERATIONAL/STRATEGIC PLANNING

- To develop appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To lead the Curriculum Area and department's development plan and its implementation, constantly review and monitor it's impact.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To ensure that the relevant curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic aims and objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development of teachers and technicians.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage actively in the PRSD process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to these.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation, and pastoral functions of the school in keeping with ETI standards.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, and transition and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and the students.

PASTORAL SYSTEM

- To be a Tutor to an assigned group of students
- To promote the general progress and well-being of individual students.
- To liaise with the Assistant Principal (Pastoral Care) to ensure the implementation of the school's Pastoral System.
- To register students, follow the school's protocol on registration activities and accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school, concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the school's behaviour and reward systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances,

and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision. RES is a school where everyone gives and expects the best and everyone can say, "We are a caring school committed to excellence, where everyone is encouraged to be a successful learner, confident individual and responsible citizen.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safeguarding policies and undertake risk assessments as appropriate.
- Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.
- The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Principal within the grading level of the post and the competence of the post holder.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date of publication and will be reviewed and, following consultation with the post holder, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Under the reasonable direction of the Principal, carry out the professional duties of a schoolteacher as set out in the current Teachers' Pay and Conditions Document

Posts involving work in educational institutions are subject to the provisions of the Protection of Children and Vulnerable Adults (NI) Order 2003.
On taking up the post, applicants must be registered teachers with GTCNI.
Please note that the Board of Governors of Rainey Endowed School reserve the right to enhance any or all of the essential or desirable criteria; and/or apply any or all of the desirable criteria; and/or not appoint to the post.

Please note that the Board of Governors of Rainey Endowed School will pay careful attention to the quality of written communication.

Applications must be received by the school no later than 10.00 am on Friday 30th January 2026.

	Criteria	Essential	Desirable	Assessment Method **A** Application **I** Interview **P** Pres.		
				A	**I**	**P**
Knowledge & Skills	Excellent classroom practitioner	✓		✓	✓	
	Highly competent user of ICT	✓		✓		✓
	Excellent subject knowledge	✓		✓		
	Outstanding classroom management skills and rapport with pupils	✓		✓	✓	
	Excellent communication and inter-personal skills	✓			✓	
	Ability to act as a role model for students and staff, being professional and respectful in your dealings in the school community.	✓			✓	
	Ability to seek areas for improvement and to successfully implement change.	✓		✓	✓	✓
	Ability to monitor, review and evaluate the work of the school against current ETI Criteria	✓		✓	✓	✓
	Ability to interpret data and communicate the significance of data to staff, students and parents.	✓		✓	✓	✓
	Ability to work well under pressure and meet deadlines.	✓		✓	✓	✓
	Have a strong understanding of CP and safeguarding matters.	✓		✓	✓	
	A commitment to safeguarding and promoting the welfare of young pea-pie.	✓		✓	✓	
	Recent relevant in-service training in leadership and management		✓	✓	✓	
Qualifications	A good standard of general education including GCSEs in English and Maths.	✓		✓		
	First or Second-Class Honours Degree in Chemistry related subject		✓	✓		
	Qualified Teacher Status	✓		✓		
	Post Graduate qualification related to Teaching and/or Leadership and Management e.g. MA Education.		✓	✓		
Experience	Have high personal and professional standards and well-developed pastoral skills and instincts.	✓			✓	
	Evidence of raising levels of achievement, in value added terms, as demonstrated by results at Key Stage 4 and 5.	✓		✓	✓	
	Successful experience of coaching and supporting others	✓		✓	✓	
	Enthusiastic and effective leader and manager	✓		✓	✓	✓
	Evidence of high achievement in teaching and learning across key stages	✓		✓	✓	
	Evidence of continually improving the teaching and learning of their subject	✓		✓		
	Evidence of monitoring and tracking of student progress within their subject	✓		✓	✓	✓
	Use of assessment and attainment information to improve practice and raise standards	✓		✓	✓	✓

	Criteria	Essential	Desirable	Assessment Method A Assessment I Interview P Pres.		
				A	I	P
Experience Continued	Evidence of successfully leading a team and/or a development within a team		✓	✓	✓	
	Experience of primary liaison work		✓	✓	✓	
	Ability to plan and resource effective interventions to meet curricular objectives		✓	✓	✓	✓
Attitude & Personal Qualities	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations	✓			✓	
	Strong, ongoing commitment to developing own knowledge, skills and understanding as an educator including effective use of professional development.	✓		✓	✓	
	Reflective practitioner who actively seeks opportunities to continually develop own practice	✓		✓	✓	
	Self-motivated with exceptional organisational and planning skills.	✓		✓	✓	
	Tact, discretion and listens whilst maintaining confidentiality	✓			✓	
	Willingness to take part in the wider life of the school	✓		✓	✓	
	Commitment to safeguarding and promoting the welfare of children and young people	✓		✓	✓	
	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 in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓			✓	
	Honesty and Integrity	✓			✓	
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	✓		✓	✓	
	Ability to work flexibility and outside of normal school hours.	✓			✓	