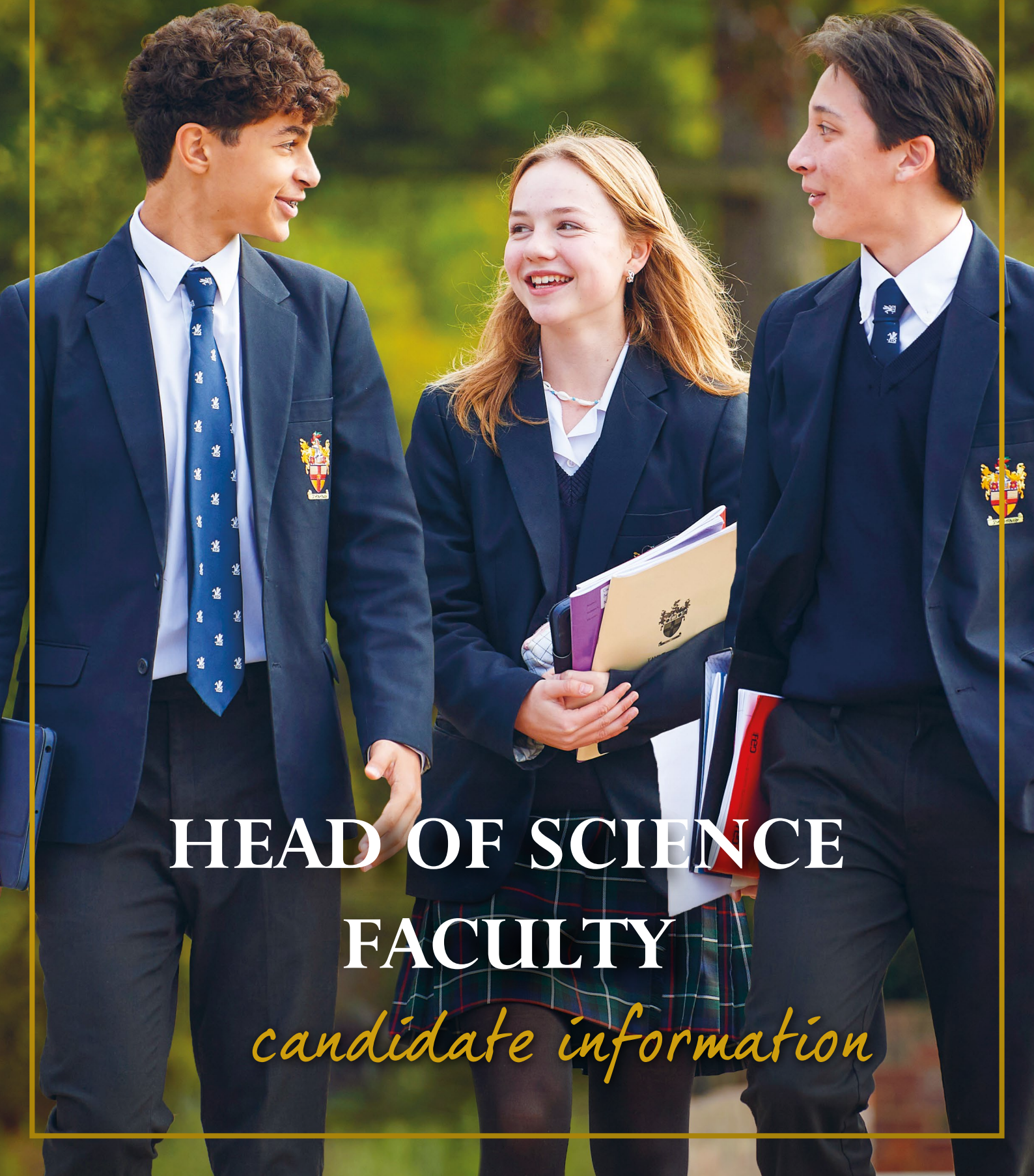




THE **Leys**
CAMBRIDGE



HEAD OF SCIENCE
FACULTY

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence – not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.



Clare Ives
Head

Head of Science Faculty

Emploment Status	Permanent, Full time
Salary	Competitive
Closing Date for Applications	21 April 2026 (09.00)
Interview Date(s)	29/30 April 2026 or sooner



This is an excellent opportunity for an experienced and dynamic individual to take on the leadership of the Sciences Faculty within the Leys.

This is an exciting role, designed to be a step between Head of Department and Senior Leadership, and part of the School's vision to ensure we maintain outstanding education for our pupils, alongside providing excellent management and support for our colleagues.

The Head of Science Faculty will be responsible for ensuring that the Science Faculty shines as a beacon of excellence in learning and engagement at The Leys, leveraging our outstanding facilities, committed staff and engaged pupil body.

The Head of Science Faculty will have overall responsibility for the attainment of pupils within all Science subjects at The Leys, working closely with the Heads of Sciences to ensure that pupils are making the best progress possible. They will also coordinate and drive our wider curriculum STEM provision, ensuring that pupils have outstanding opportunities to develop their love of Science subjects outside of the classroom.

The role would suit an experienced Head of Department who is ready to extend their leadership to influence a wider number of departments. The Head of Science Faculty will be an excellent classroom practitioner with a proven record of high academic outcomes for pupils across Years 7 to 13.

We expect that our appointee will have had experience of ensuring high academic outcomes within their department. The Head of Science Faculty will possess the people management skills to bring the best out of other Heads of Department and the leadership and communications skills that will enable them to motivate and inspire colleagues across the Faculty.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Indeed, our [2025 ISI report](#) identified our school culture and the strength of our community as a **significant strength**. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.



Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2025 ISI comment that we have a "highly inclusive environment, which supports pupils to become exceptionally thoughtful and considerate citizens." sums up the impact of that individuality. That said, we know that aspects change within education, and we just completed an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level, placing us 67th in the Times Parent Power Rankings for independent schools nationally, and 84th for all schools. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



The Post

Job Description

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The term Head of Department applies to appointed postholders who have responsibility for an academic department. The Head of Science Faculty is responsible to the Deputy Head (Academic).

The primary role of the Head of an Academic Department is to provide strong academic leadership and management of the department. All Heads of Department are expected to perform the duties of a teacher in addition to managing their department.

The Head of Department is required to lead, manage, and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. They will be supported by SMT, by colleagues from within the department, and support departments.

All Heads of Department are required to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy. It is recognised that the methods by which Heads of Department carry out their duties and the extent of delegation, will depend on such factors as the size and nature of the Departments and the personal approach of the individual Head of Department.

The HoD has the following responsibilities:

- Ensure high quality teaching and learning within the department including undertaking regular learning observations.
- Organisation, promotion, efficiency, and success of the department in line with school strategic plans and direction.
- Planning the curriculum, maintaining up-to-date Schemes of Work, and selecting appropriate syllabuses and specifications.
- Advising on staff needs and teacher allocation.
- Advising on staff appointments into the department.
- Inducting new members of staff into the department.
- Advising on teaching objectives, and supporting, performance and development of departmental colleagues. This may include CPD recommendations.
- Complete regular book and marking audits within the department.
- Advising on expenditure, especially regarding new development.
- Ensure a safe and healthy environment for both staff and pupils, and full compliance with health and safety requirements.
- Ensure department documentation is up to date.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.

Job Description continued:

Teaching Responsibilities:

- To teach pupils within the school.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality
- To plan lessons clearly and within the departmental scheme of work.
- To mark work regularly and promptly, in line with departmental and school marking policies and review, monitor, and keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom.

The HoD has the following responsibilities to the department and colleagues:

- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject.
- Develop and maintain an academic extension and enrichment programme for the pupils in the department.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- Guiding, supporting, mentoring, and assessing colleagues with a view to their professional development.
- Take initial responsibility for the pastoral care and wellbeing of all department staff.
- Allocation of teaching and department duties and managing staff absences.
- Ensure that staff performance is managed in a timely and appropriate manner consistent with the expectations of The Leys School.
- Make effective use of all staffing resources, including ICT, and seek opportunities for collaboration and joint working with others beyond the department and beyond the School.
- Monitoring of marking, record-keeping, communication, and implementation of Learning Support profiles across the department.
- Chairing weekly department meetings, drawing up agendas and seeing that minutes are completed and shared.
- Monitoring, implementing, and reviewing strategies to improve pupils' performance and progress across all year groups.
- To ensure the best possible pupil experience, through the fulfilment of the School's responsibilities concerning pupils in respect of their admission, instruction, progress, and external examination.
- Creation, marking, and moderation of internal and entry examinations.
- Selecting, ordering, issuing, collecting, and stock-taking of textbooks and equipment.
- Ensure that School equipment/facilities under the department's control are properly maintained by monitoring the fabric of the department and requesting improvement or repair where required.
- Observe colleagues teach and engender culture of peer-observation, excellence, co-operation, and respect both within and beyond the department.
- Budgetary control:
 - Take responsibility for devolved budgets and comply with School financial regulations.
 - Manage income and expenditure in order to promote financial sustainability.
 - Ensure adherence by all Departmental members, with School Financial Regulations and other financial operating procedures and regulations.

Job Description continued:

- Attendance at Heads of Department meetings and HMC/East Anglia Group meetings.
- Fostering cross-curricular relationships across the school, and between schools including feeder prep schools and local maintained sector schools.
- Support department colleagues to ensure that both compliance and GDPR guidelines are followed within the department.
- Support pupils in preparation of UCAS applications, including to the most competitive universities.
- Organise the department Collaborations (academic support sessions).
- Manage the department's tracking of pupil progress through data, including data management, understanding, interpretation, and inference of the information.

Specific Responsibilities:

Academic Attainment

- Responsible for academic progress of all pupils in Science subjects and ensuring all pupils achieve the best public examination results possible.
- Responsible for ensuring the highest quality of Teaching and Learning takes place in the Science subjects and that teachers of these subjects are up to date with pedagogy.
- Work closely with the Heads of Science subjects to identify areas of underperformance and reasons for them, and support them in implementing, monitoring and evaluating strategies for improvement.

Line Management

- Line manage the Heads of Biology, Chemistry, Computing, Design & Technology, Sport Science, Psychology, and Physics, meeting with each regularly, and as a group
- Meet with the Heads of Science subjects to discuss their public examination reports, development plans, internal examination results, data tracking, budgets, and other items as directed by the Deputy Head (Academic).
- Oversee the management of all Science subject technicians, ensuring their induction, effective deployment, training and continued professional development. (Line management of technicians is delegated to the relevant Head of Department)
- Set the agenda and chair meetings with the Heads of Science subjects.
- Support the Senior Deputy Head with the recruitment of teachers as appropriate, and lead recruitment of technicians.

STEM Provision

- Work with the Deputy Head (Academic) and Deputy Head (Wider Curriculum) to ensure a strategic approach to the development of outstanding STEM provision at The Leys, identifying areas of strength and gaps in the provision.
- Oversee the delivery of the School's STEM programme, collaborating with and supporting colleagues to plan, budget, deliver, and evaluate STEM activities.
- Organise regular events within a STEM Society. This may include both visiting speakers to the School, and taking advantage of the opportunities presented by being in Cambridge.
- Liaise with the Director of Marketing and other colleagues to ensure the promotion and marketing of The Leys STEM activities.

Job Description continued:

Outreach and Partnerships

- Work with the Head of Outreach and Partnerships to identify, develop and implement opportunities for outreach and/or partnerships.
- Liaise with the Heads of Science and Engineering at St Faith's, and our other feeder schools, to ensure a smooth transition for these pupils in Year 9 and to promote the School's STEM provision.

Administration

- Responsible for Double Award Science public examinations results, selection of the correct pupils to take this GCSE route and setting within the Science Department.
- Responsible for the STEM Scholarship assessment day, including producing a scholarship paper, organising the assessment day, coordinating the marking of papers, and providing effective feedback on candidates.
- Carry out annual audits of Science Faculty Risk Assessments and work with the Health, Safety and Security Manager to ensure the highest standards of Health and Safety practise within all departments of the Science Faculty.

Other

- Attend and contribute to Academic Strategy Group meetings, contributing to whole-school academic policy and vision. Attend and/or chair other meetings or working party groups as required.
- Involvement in 11+ and 13+ entrance examinations and scholarships.
- Represent the Science Faculty at Health and Safety meetings.
- Coordinate the Faculty's provision for open events, the 24-hour Visit, or other School events as required.

Safeguarding Responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

Person Specification

Criteria	Essential	Desirable
Qualifications	An excellent general level of education including an Honours degree	PGCE, QTS or equivalent teaching qualification. Further relevant academic qualifications eg NPQHL.
Experience	Experience leading an academic department, including leading and managing staff Involvement in leading change Ability to teach at secondary to A level/Oxbridge Secondary Teaching experience, including Sixth Form	Involvement in aspects of pedagogical development Experience of improving academic results Experience of curriculum SoW and assessment design Experience of holding colleagues to account
Skills	Excellent teaching skills Excellent written and oral communication Strong IT skills, broadly, and within digital learning Ability to analyse and interpret data, including sound Excel skills. Ability to motivate and manage staff & pupils Flexible, adaptable, able to prioritise effectively Strong team player with resilience and initiative Positive outlook, a high capacity for work	Ability to adapt one's management style and approach according to the situation. Knowledge of Teams and OneNote
Knowledge	Excellent subject knowledge, in a STEM subject. Knowledge and understanding of a variety of pedagogical approaches.	Understanding of the boarding sector and the independent sector Strong Health and Safety knowledge including COSHH and RIDDOR

How to *Apply*

How to apply:

If you are interested in applying, please submit a completed application form including one page covering letter addressed to The Head, The Recruitment Team, The Leys School, Cambridge, CB2 7AD (recruitment@theleys.net) by 09.00 am on 21 April 2026. Interviews for this role are anticipated to be held on 29/30 April 2026 although the School reserves the right to call candidates to interview early (and withdraw the advert), and therefore we would encourage an early application.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dinning Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

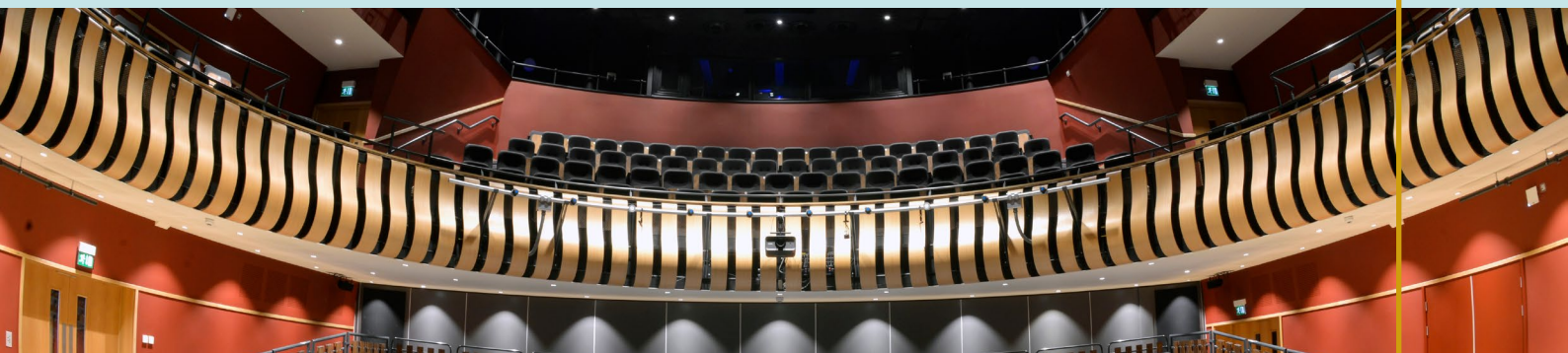
Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.





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