



# Haileybury Malta

Teacher of Chemistry

For January 2027

Early applications are encouraged



# Welcome from the Founding Head

It gives me enormous pleasure to welcome you to Haileybury Malta. I am exceptionally proud of our marvellous school, which opened to pupils of 15 different nationalities from Years 3-8 in September 2023 and has been steadily growing since. Now about to enter our fourth year, from September 2026 we will open our Nursery and Sixth Form. When fully open, the school will educate pupils aged 3-18 and offer boarding. You can read more about our remarkable journey [in this article](#).

Our sister school, Haileybury UK, has supported us in our founding years and will continue to do so as we evolve and expand. We teach a wholly British Curriculum, including Cambridge IGCSEs and the International Baccalaureate Diploma Programme. This path allows both our local and international pupils greater flexibility in their choice of university and the country in which they wish to study.

As well as academic excellence, Haileybury Malta pupils learn to manage their own wellbeing and to develop the necessary skills needed in order to lead happy and fulfilling lives. We are a PSB (Pre-Senior Baccalaureate) school and the core skills of Leadership, Collaboration, Thinking and Learning, Independence, Reviewing and Improving, and Communication are embedded throughout our pupils' daily lives. Whilst pastoral support is an area of particular focus, pupils also benefit from opportunities to explore their passions and talents outside of the classroom with a rich co-curricular programme on offer. Our four houses - Angelo, Chambray, Elmo and Rocco - are all named after Maltese forts, and pupils enjoy engaging in regular inter-house competitions.

This is a wonderful opportunity for talented, proactive, dedicated teachers to build on their experience and help shape the future of the school by ensuring that it is a hub of academic excellence and ambition. Living in Malta offers many rewards, with its rich cultural history and presenting a wide range of outdoor activities.

We have a very strong staff team and an exceptionally supportive parent body. Our pupils are a genuine delight to know and nurture. To find out more about how we are turning a vision into a thriving community and hub of innovative learning, please visit [our website](#) and watch our [introductory film](#).

I hope you can sense my excitement and wish to be part of this unique adventure.

**Louise Salmond Smith**  
**Founding Head**



**Job Title:** Teacher of Chemistry (Key Stage 3-5) **Responsible to:** Deputy Head

### Main Purpose of Job

1. To offer Chemistry as a subject specialism at up to IB level.
2. To play a full part in the life of the School.
3. To take responsibility for a tutor group.

### Key Responsibilities

#### Teaching and Learning

- Teach various year groups across Key Stages 3, 4, and 5, including IGCSE Chemistry and IB Chemistry, as well as Science at Key Stage 3.
- Plan and deliver engaging, challenging, and well-structured lessons that develop pupils' practical, analytical, and problem-solving skills.
- Identify and adopt the most effective teaching strategies for chemistry, keeping abreast of current pedagogical research and scientific developments.
- Foster pupils' independence by teaching skills in inquiry, experimentation, and evaluation that enable pupils to apply chemical principles confidently and safely.
- Serve as a Form Tutor with specific academic oversight and pastoral responsibility for a tutor group.
- Prepare planning documentation in line with department and school-wide expectations and policies, ensuring alignment with IGCSE and IB assessment criteria.
- Integrate ICT effectively to enhance teaching and learning, and promote cross-curricular connections and environmental awareness wherever possible.

#### Recording and Assessment

- Set clear and challenging targets to raise achievement in chemical understanding, practical investigation, and data analysis.
- Develop a thorough understanding of pupils' learning needs and implement strategies to support their progress in chemistry and science.
- Maintain accurate and up-to-date assessment records for all pupils
- Use formative and summative assessment effectively to inform planning, teaching, and reporting.
- Analyse assessment data to identify trends, inform interventions, and monitor pupil progress across theoretical and experimental components.
- Provide constructive feedback to pupils that promotes reflection, accuracy, and continuous improvement in their scientific understanding and laboratory skills.
- Report regularly and accurately on pupil progress, ensuring that pupils and parents are well informed about achievement and areas for development.

#### Other duties and responsibilities

- To lead or participate in an after-school activity as required.
- To share any specific areas of expertise that would support the running or development of the school.
- To participate in the day-to-day life of the school and undertake a fair share of the staff duties. All staff are expected to attend staff meetings, Parents' Evenings, Open Days and training days as required by the Head.
- To plan and lead occasional assemblies as required.
- To perform any other duties as identified to reflect changes in the job description and commensurate with the level of remuneration as requested by the Head/Deputy Head.
- To model professionalism through high standards of dress, punctuality, and attendance.
- To contribute to and uphold the values, mission, and ethos of the school, including its commitment to international-mindedness and holistic education.
- To promote and uphold the school's behaviour expectations, code of conduct, and uniform standards.
- To attend and contribute to team, departmental and whole-staff meetings.



## Person Specification

| Criteria                           | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Desirable                                                                                                                                                                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>              | Candidates must have Qualified Teacher Status or a Masters Degree that was begun prior to 29/07/08. This is a requirement in order to obtain a teaching warrant in Malta. For further information, please <a href="#">click here</a> .                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Up-to-date IB training.</li> </ul>                                                                                                                                                                                                                       |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>Successful teaching in a British or International School.</li> <li>Experience of IBDP teaching is essential.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                 |
| <b>Curriculum</b>                  | <ul style="list-style-type: none"> <li>Understand the effective planning of the curriculum including assessment for learning, recording and reporting to parents.</li> <li>Understand the effective planning of the curriculum including assessment for learning,</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>The ability to coach team sports or lead a co-curricular area.</li> <li>Experience of leading or contributing to curriculum design and development.</li> </ul>                                                                                           |
| <b>Teaching and Learning</b>       | <ul style="list-style-type: none"> <li>Highly competent in all elements of the Teachers' Standards.</li> <li>Able to use ICT to a high standard within the classroom context .</li> <li>Demonstrates understanding and application of effective teaching, learning, and evaluation strategies consistent with the IB Approaches to Teaching and Learning.</li> <li>An excellent level of computer literacy, both for personal administration and teaching.</li> <li>An interest in how pupils' learning can be extended at all levels.</li> </ul> | <ul style="list-style-type: none"> <li>An empathy and understanding of Independent Schools.</li> <li>Knowledge of current educational research and commitment to evidence-informed teaching.</li> <li>Interest or experience in curriculum innovation and cross-curricular projects.</li> </ul> |
| <b>Standards of Achievement</b>    | <ul style="list-style-type: none"> <li>Understand characteristics of high achievement and their evaluation.</li> <li>Understand the target setting process.</li> <li>Understand effective use of data to improve learning.</li> <li>Experience and understanding of working with EAL pupils .</li> </ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Demonstrate innovative or research-informed approaches to improving pupil outcomes.</li> <li>Recognition for excellent in teaching or pupil outcomes.</li> </ul>                                                                                         |
| <b>Relationships</b>               | <ul style="list-style-type: none"> <li>Ability to establish and maintain strong, positive relationships with pupils, parents and colleagues.</li> <li>Commitment to the school's wider community</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Experience of mentoring and coaching colleagues.</li> </ul>                                                                                                                                                                                              |
| <b>Communication/Interpersonal</b> | <ul style="list-style-type: none"> <li>Outstanding verbal communication skills and an excellent standard of written English.</li> <li>Resilient under pressure.</li> <li>Able to deal sensitively with people and resolve problems.</li> <li>Positive, enthusiastic and motivated approach.</li> </ul>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                 |
| <b>Technology</b>                  | <ul style="list-style-type: none"> <li>Proactive and competent use of digital tools to enhance teaching and learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |
| <b>Behaviour/Values</b>            | <ul style="list-style-type: none"> <li>Commitment to the values and ethos of Haileybury Malta.</li> <li>Demonstrates a commitment to inclusion, equity, and safeguarding.</li> <li>Models high professional standards and ethics at all time.</li> <li>Flexible and approachable, demonstrating enthusiasm and a sense of humour.</li> <li>Demonstrates responsibility and can work effectively independently and as part of a team.</li> <li>Commitment to developing the IB Learner Profile skills in all learners.</li> </ul>                  | <ul style="list-style-type: none"> <li>Reflective and committed to continuous professional development.</li> </ul>                                                                                                                                                                              |

Haileybury Malta is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and behave accordingly. This role will involve daily contact with pupils. Pre-employment checks are made in line with those required in both the UK and Malta, and a Social Media check on all shortlisted applicants.

This job description sets out the current duties of the post that may vary from time to time without changing the general character of the post or the level of responsibility entailed.

Haileybury Malta is an Equal Opportunities employer.

Please send your [completed application form](#) and a covering letter to [head@haileyburymalta.com](mailto:head@haileyburymalta.com).

