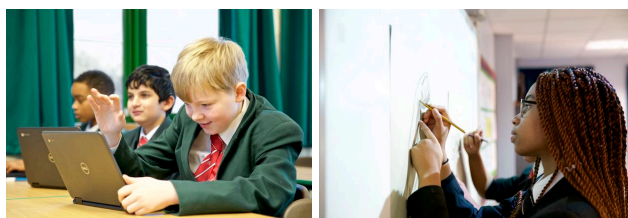
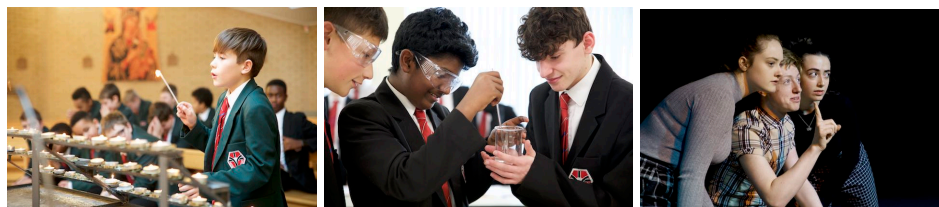




JOHN F KENNEDY CATHOLIC SCHOOL

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Teacher of Science (KS4) and Maths (KS3) Information for applicants



Diocese of Westminster

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JOHN F KENNEDY
CATHOLIC SCHOOL
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Teacher of Science (KS4) and Maths (KS3)

Start date: September 2026

Salary: MPS/UPS plus London Fringe

Introduction

Thank you for your interest in this post at John F Kennedy Catholic School (JFK).

The Governors and I are seeking to appoint an enthusiastic teacher of Science and Maths to join this supportive and successful department, building upon the current high standards. The successful candidate will be an inspiring, dynamic teacher with a passion for learning and have the vision to develop further in this popular and successful department.

We welcome applications from candidates of all faiths and none, though support for our Catholic ethos is expected.

You will have a good track record of excellent classroom practice, be committed to high standards of learning and student progress, with the energy and vision to build on current progress and have ambitions for yourself and our school.

I hope that you find the following details useful and informative. They are intended to help you to decide whether or not JFK is the school in which you would be happy, be able to make a positive contribution and prepare yourself for the next stage of your career.

John F Kennedy Catholic School

JFK is a mixed 11-18 comprehensive, part of All Saints Catholic Academy Trust, located in the suburban environment of Hemel Hempstead. It is a voluntary academy with approximately 1100 students on roll. The school enjoys an excellent reputation and is always over-subscribed; for the 2025-26 intake of 180 places there were 454 applicants, with 174 putting JFK as first choice. The intake has, in recent years, been almost entirely Catholic - currently 77% of students. JFK serves the Catholic communities of Hemel Hempstead and a very wide surrounding area, including parts of Hertfordshire, Luton and Bedfordshire; in addition to seven main feeder primary schools, it regularly takes children from over twenty other schools. Unsurprisingly, its students come from a diverse socio-economic background, ranging from a very affluent commuter town to an area with high social deprivation. Overall, however, the school deprivation factor is just below the national average. Currently 16% of students are eligible for Free School Meals. The number of students from minority ethnic backgrounds has increased over the past ten years and is now above the national average. The prior attainment of students is significantly higher than the national average. Additionally the profile of current cohorts is generally skewed towards the 'middle' and 'high' prior attainment categories. The local parish church, St Mark's, is on the school site and the Parish Priest of the Hemel West Parish supports the liturgical life of the school.

JFK's most recent inspections were: [OFSTED in May 2026](#) and Section 48 in February 2024 where the headline outcomes were all judgements of 'good'. In terms of results our most recent Progress 8 scores were: 0.09 in 2017, 0.25 in 2018, 0.05 in 2019, 0.01 in 2022, 0.15 in 2023 and 0.15 in 2024. There is no score for 2025 due to COVID.

At A level, our results have been stable in recent years, and have been broadly average compared with national figures. Our most recent L3VA scores were -0.05 in 2017, -0.17 in 2018, -0.07 in 2019, -0.69 in 2023, -0.27 in 2024 and 0.04 in 2025.

Visitors to the school frequently comment on the ethos and atmosphere they sense as they come to the school for the first time. This friendliness and sense of community is part of something wider; it is rooted in the fact that we are a Catholic school. As such, everything that we do is based on our Mission Statement, summarised by words: Inspire • Achieve • Serve. We are an inclusive school that values the uniqueness of each member of our community. In this way we uphold the Gospel values and ensure that everyone has the opportunity to fulfil their potential.

Outside the formal curriculum there have always been numerous opportunities for students to take part in a very wide range of activities. These include drama, sport, music, retreats, trips at home and abroad and the Duke of Edinburgh Award Scheme. All the opportunities offered for students' personal development are summarised by the 'JFK Journey' that is displayed throughout the school.

The Science Department

The Science Department consists of nine full time teachers who are supported by two full time technicians and additional administrative support. The department is very well resourced. There are ten laboratories with good provision of multimedia facilities in each room and ICT is well embedded within all the schemes of work.

Science is a busy and successful curriculum area. A Level science subjects are popular in the sixth form, with many students progressing to science, engineering and medical-based degree courses at universities including Oxbridge.

At Key Stage 4, all students follow either the combined GCSE science route or the separate sciences. GCSE results are consistently good. In recent years, students have averaged 2 higher pass rates of 80%.

The Mathematics Department

The Mathematics Department consists of ten maths specialists many of whom have taught at the school for a significant time. Together they make up an extremely well-established, experienced and supportive team. The school and department policy is that teachers, as far as possible, teach across the range of age and ability. A-level teaching is shared according to the teachers' specialist areas and skills.

In years 7 and 8 students are taught in year group halves, with four sets in each half. In years 9 - 11 students are set linearly into eight ability groups. In the sixth form there are typically two groups of students for A Level Maths and one for Further Maths in each year group. There is also a Level 3 Core Maths class for those students who do not study A Level Maths but do study another A Level with a high level of mathematical content.

Examination outcomes are consistently outstanding at both GCSE and A Level, with Mathematics and Further Mathematics being popular options at Key Stage 5. The department's GCSE results are significantly above the national average with 83% of our students achieving grade 9-4 in both 2024 and 2025. Our Maths progress 8 score was +0.4 in 2024, which was the highest in Dacorum. At A-Level 47% of our A2 students achieved A/A* grades, with a significant number going on to study maths or related disciplines at university.

The department is extremely well equipped and resourced and has nine maths classrooms. Each classroom has an interactive whiteboard and these are used extensively by the teachers in the department to enhance teaching and learning.

JFK, now and in the future: ASCAT

JFK was opened in 1967, so it is over 50 years old. There is a great tradition here of several generations from families attending the school. Many teachers and support staff over the years were students at the school and currently one of the students in the first intake is working on the support staff. I believe there are many features that make JFK a great school but I also recognise there are areas needing development. We must never be complacent and we must embrace new ideas that will benefit the educational opportunities of the students in our care. We made a bold decision seven years ago to become a 'Google school', introducing Chromebooks for use in and out of school. This has been phased in, one year at a time, and is complete in the main school - all students in Years 7 to 11 have their own device. Google Classroom has been embraced by staff as well as students and is now an integral part of school life.

JFK joined All Saints Catholic Academy Trust (ASCAT) on 1st June 2023. The trust currently comprises 14 schools and JFK is one of only two secondary school members. Within the trust, JFK sits in a regional hub, with other Dacorum Catholic schools: 'St Mark's Hub'. Joining ASCAT has opened up many opportunities for cross-school and cross-phase developments, making this a very exciting time for JFK's future development.

Next steps

I hope that having read this letter and the information about the school that you will choose to apply to. To do so, you are asked to complete the application form in full but instead of a supporting statement please write a letter of application which relates your experience to the job description and person specification. In your letter you should also outline your personal educational philosophy, your vision and the contribution that you can make to John F Kennedy Catholic School.

Please submit your application via the vacancy platform.

I am always happy to welcome visitors to the school and I would strongly encourage you to come and visit us to see the school for yourself. If you would like more information about the school please visit our website www.jfk.herts.sch.uk where you will find our online prospectus and other information. If you would like to know more about the post itself or to arrange a visit, please do not hesitate to contact my PA, Ms Eva Final (email: efinal@jfk.herts.sch.uk), who will be very happy to help you.

Yours faithfully,



Mr Paul Neves
Headteacher



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Person Specification – Teacher of Science and Maths

Qualifications:

- A Honours graduate
- Qualified Teacher Status

Professional Experience:

- Ability to teach Science at KS3 and GCSE
- Ability to teach Maths at KS3
- High expectations of students
- Effective communication skills
- High standards of classroom management
- Knowledge and use of ICT in teaching and learning
- Commitment to continuing professional development
- Knowledge of current curriculum developments
- Knowledge of safeguarding requirements

Personal Qualities:

- Commitment to support the Catholic ethos
- Commitment to team working
- Commitment to equal opportunities and the equal value of all members of the school community
- High personal standards – dress, conduct and presentation

Note:

We are committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required for this post.



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Job Description – Teacher

Reporting to: Subject Leader

Responsible for: teaching and learning of assigned students

Liaising with: Subject Leader, Assistant Subject Leader and relevant staff with cross-curricular responsibilities, Pastoral Leaders, relevant support staff, staff across WDPfL, LEA/Diocesan staff as appropriate, parents and students

Purpose

With a clear understanding and focus on how students learn each teacher is expected:

- to give full support to the School's distinctive Catholic ethos and act as an appropriate role model
- to instil in students a positive attitude to learning
- to support students in their spiritual, moral, social, cultural and academic development
- to contribute to curriculum development in order to improve the quality of student learning and to raise standards of student attainment and achievement within the Department
- to be accountable for student progress for groups taught
- to be accountable for delivering a relevant and differentiated curriculum
- to promote and contribute to activities that enhance and extend the curriculum
- to support links with home, parish and the wider community
- to develop and enhance one's own pedagogy and practice
- to use available resources efficiently and effectively

Key Responsibilities

Teaching and Learning

- Understand the distinctive contribution that the subject makes to the whole curriculum and the fulfilment of the School's Mission Statement
- Carry out teaching duties in accordance with the Department's schemes of work and the defined National Curriculum
- Keep up-to-date with developments in pedagogy and practice
- Evaluate one's own teaching methods in the light of developments
- Contribute to the development of teaching and learning within the Department
- Support students in their spiritual, moral, social and cultural development
- Plan and prepare courses and contribute to the production and preparation of schemes of work
- Plan and deliver lessons and other learning activities in accordance with schemes of work
- Ensure that the content of teaching materials is in line with Catholic teaching
- Provide suitably differentiated materials in order to challenge all students
- Work closely with teaching assistants in delivering "personalised learning", liaising with other colleagues to deliver units of work in a collaborative way where appropriate
- Set targets for student attainment levels (using prior data provided)
- Set work for students absent from lessons in accordance with School policy
- Set appropriate work for classes when absent, including work for sixth form students, and send this to the Subject Leader
- Cover classes for absent colleagues as required, teaching the students where practicable

- Contribute to the extra-curricular learning opportunities offered, including sessions to support revision and coursework
- Take part in the review, development and management of activities related to both the curriculum and pastoral functions of the School

Assessment, Recording and Reporting

- Maintain a “teacher planner” that includes lesson plans, student attendance, student data as appropriate, the recording of student attainment, and homework set
- Set, mark and return work, offering feedback for improvement and progress for each student as per the department assessment and feedback policy
- Undertake regular formal and informal assessment of student progress, including the setting and marking of tests and internal examinations
- Monitor student attainment and achievement against targets and respond appropriately to findings
- Use assessment information to ensure that achievements are set in the context of the whole child
- Monitor, record and report on the personal and social needs of students as appropriate
- Liaise with the Pastoral Leader to ensure the well being and sound progress of students
- Communicate with persons and bodies outside the School as appropriate
- Provide assessment reports when periodically required within the School’s assessment cycle and additional “round robin” reports when specifically requested
- Prepare subject reports in accordance with School policy
- Provide oral and written assessments of individual students and groups of students as required
- Liaise with parents on students’ progress
- Work within the code of practice relating to Special Educational Needs
- Ensure examination entries are passed on to the Subject Leader in good time, with students being entered at the correct level for their potential ability

Professional Standards

- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the School’s Behaviour and Uniform policies in a consistent, firm and non-confrontational manner
- Supervise students before, during and after school sessions as appropriate and in keeping with the duty rota
- Attend assemblies
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the School’s prescribed sanctions and rewards
- Carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year discussing with the Subject Leader, both the achievements and any corrective actions which might subsequently follow
- Keep abreast of relevant curriculum developments and innovations
- Participate in arrangements for performance management and as a consequence, take responsibility for one’s own personal development and progression making full use of the School’s professional development opportunities and training
- Attend briefing, team meetings, staff meetings and other meetings as appropriate, contributing actively whenever possible
- Promote the work of the Department and School at events e.g. Open Evenings
- Contribute to the formulation of the Departmental Development Plan, taking account of whole school priorities and judgements from the Departmental Self Evaluation Form (SEF)
- Ensure Departmental and School policies and procedures are implemented as expected
- Ensure Health and Safety policies and practices, including Risk Assessments, for all teaching groups and activities undertaken are in line with School and national requirements and are updated where necessary