



**Supporting Practical Science, D&T and Art**  
**-in schools and colleges**  
**Post of chemistry adviser**

Thank you for your interest in the above post.

The application pack includes:

- An application form
- A short note about CLEAPSS and its work
- A copy of the CLEAPSS strategic plan 2021 - 2025
- A job description for the post of chemistry adviser
- A person specification for the role of a CLEAPSS adviser

We are looking for someone who has enthusiasm for and experience of teaching chemistry at Key Stage 3, GCSE & A level. The successful applicant will play a key role in shaping CLEAPSS guidance and support for practical chemistry. This will include updating existing guidance as well as designing new resources to cover emerging areas of the curriculum. There is a significant opportunity to develop and deliver exciting training for teachers and technicians.

Whilst the role includes producing H&S advice and guidance the emphasis at CLEAPSS is very much on good quality practical work to support learning. Training and support will be available for the suitable candidate in the more technical aspects of H&S legislation.

We are looking to appoint someone to start as soon as possible.

A relocation package up to £8,000 is available for the successful candidate

Completed application forms should reach CLEAPSS by **9.00am on Monday 15th May**

Interviews will be held at CLEAPSS, Chesham on **Friday 19<sup>th</sup> U**

If you wish to have an informal conversation about the role or about what CLEAPSS does, please ring CLEAPSS on 01895 251496 and ask to speak to the Director, Steve Jones, or Deputy Director, Matt Endean.

I look forward to hearing from you.

Steve Jones  
Director

## CLEAPSS

2F/01 /2023

### What is CLEAPSS?

CLEAPSS was founded in 1963 by the, then, Greater London Council in order to promote high quality, effective practical work in science. CLEAPSS has been doing this continuously for 60 years.

Very quickly after being founded, other local educational authorities requested access to CLEAPSS services on behalf of their schools. CLEAPSS became a consortium of these local educational authorities and at present the consortium includes 169 of the 184 the local authorities in England, Wales and Northern Ireland. Currently 95% of primary and 98% secondary schools are members of CLEAPSS as are the majority of independent schools, a significant number of colleges and many overseas schools.

CLEAPSS is funded by:

- subscription from its members (which generates the bulk of the income),
- income generated from running training,
- income generated by small and large project work, including a science or D&T Department H&S reviews, H&S reviews of school texts and equipment as well as advising Awarding Bodies on practical examination questions.

Employers subscribe on behalf of their schools, and, since the 1990s, independent schools, colleges, and overseas schools have been able to subscribe directly. Academies and Free Schools can also subscribe directly although most choose to do so via a local authority. CLEAPSS is independent of all commercial or non-commercial organisations and, as such, its advice and guidance is completely impartial.

The introduction of the Health and Safety at Work Act in 1974 had a significant impact on the teaching of practical subjects. CLEAPSS quickly engaged with this in order to support schools to maintain their practical work. As well as science, CLEAPSS expanded its remit to include D&T and recently art & design, and now provides model risk assessments (MRAs) for practical activities in these subjects for both primary and secondary schools and colleges. Membership of CLEAPSS supports the employer to discharge its duties under the 1974 H&SW Act and its subsequent Regulations, in respect of these subject areas.

In addition to H&S guidance CLEAPSS provides advice on ways to carry out practical activities so that they work, are safe, and are effective at supporting learning. CLEAPSS has facilities at its offices in Chesham to enable it to test equipment and try out new ideas for practical work. As a result CLEAPSS staff have developed a wealth of experience devising and evaluating practical activities and equipment.

CLEAPSS is a major training provider delivering over 200 one-day CPD courses for science and D&T teachers and technicians each year. In addition we run a 12 day technician training programme which can contribute towards an NVQ qualification or form part of a Technician Apprenticeship.

CLEAPSS advice and guidance, contained in publications such as *Hazcards* and the *Recipe book*, is recognised by Ofsted, DFE and the HSE as the definitive basis for safe practice for practical work in schools.

CLEAPSS is regularly consulted by government departments including the HSE, DFE, and DEFRA.

CLEAPSS publications can be obtained by members through the CLEAPSS website [www.cleapss.org.uk](http://www.cleapss.org.uk)

Further information about the structure, organisation and operation of CLEAPSS can be found in the CLEAPSS constitution available on the website ([www.cleapss.org.uk](http://www.cleapss.org.uk))



Steve Jones  
Director  
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**This Five-Year Strategic Plan is intended to guide the overall operation and direction of the CLEAPSS School Science Service.**

## **Purpose**

CLEAPSS purpose is to create advice and guidance that makes meaningful practical activities accessible to the widest possible range of pupils across the full range of schools in England, Wales and Northern Ireland. As such, by its very nature it promotes inclusivity.

CLEAPSS advice is grounded in legal requirements set out in UK legislation and is informed by its understanding of the context of schools.

CLEAPSS advice:-

- meets the requirements of relevant legislation
- interprets these requirements in a way that is appropriate to the school context

In addition the advice is designed to promote activities and processes that are:-

- achievable in terms of experience and skills of pupils and staff in schools
- affordable
- efficient in their use of resources
- sensitive to potential environmental impact

CLEAPSS works closely with HSE (and other organisations where appropriate) to agree interpretations of safety legislation that are workable and proportionate to the real risks presented in schools.

CLEAPSS is not a lobbying organisation. Where appropriate however it works with other stakeholders to improve staff' and ultimately pupils' experience of practical science, D&T and art in schools.

## **Governance**

CLEAPSS is a consortium of local authorities. Its governing body is made up of representatives from each of the member local authorities. It operates as a not-for-profit body. Hertfordshire County Council acts in trust on behalf of other local authority members as employer of staff. In a similar way, West Sussex County Council acts in trust on behalf of other local authority members as the Treasurer.

## **Note:**

Further details about CLEAPSS and the services it offers can be found in the following documents available from [www.cleapss.org.uk](http://www.cleapss.org.uk)

- G001 A guide to CLEAPSS services
- CLEAPSS constitution
- What is CLEAPSS?
- CLEAPSS Membership Charter

## CLEAPSS Strategic Plan 2021-2025 Draft

GB- 21-01

This five-year Strategic Plan builds on the Strategic Plan for 2014-2020. Relevant committee(s) (shown as F for F&GP Committee or S for Steering Committee in the table below) and Governing Body will be asked to confirm that the Service is on target to deliver these outcomes.

Priority Area	Key activities		Example actions	Possible evidence	Com
<p>1 Maintain and improve existing services for members and where appropriate develop new provision.</p> <p><b>Why?</b> CLEAPSS exists only because members and associate members find the services it offers useful and are prepared to pay for them.</p> <p>To remain effective CLEAPSS must constantly seek to improve and develop its services ensuring that they provide accessible and relevant advice and training appropriate across all the subject areas and phases represented in its membership.</p>	1.1	Monitor developments in relevant legislation and guidance in science and technology education and school practice, taking action to develop and adapt CLEAPSS services as necessary.	Contribute to consultation on relevant legislation Monitor developments and where appropriate maintain membership of relevant British Standard committees		S
	1.2	Produce and update a variety of resources with increasing emphasis on delivery electronically through the websites.	Prioritise the development of resources that address issues-identified via the <i>Helpline</i> or that emerge from changes to underlying legislation or reflect evolving good practice Ensure the focus is on solving common problems where the benefit will be felt by many members	Quantity of resources available Scope covered Unsolicited feedback about usefulness Access/download statistics	S
	1.3	Maintain separate but linked identities for science, D&T/art design and primary within the CLEAPSS portfolio, including as appropriate linked websites and distinct publications.		Unsolicited feedback from members confirms ease of access/usefulness Positive presence in social media posts, Increased registrations for e-alerts Increased website traffic More <i>Helpline</i> enquiries from targeted audiences	S
	1.4	Provide members with access to Radiation Protection Advice at an affordable cost	Work in partnership with Local Authorities and Associate members brokers to provide the opportunity for all member schools to access this service	Number of organisations offering access to the service Number of schools in the service	S
	1.5	Provide a <i>HELPLINE</i> service to members accessible via e-mail and/or telephone	Integrate the <i>Helpline</i> into the membership database e-mail <i>Helpline</i> conversation threads accessible visible to members	More efficient use of the <i>Helpline</i> traffic 75% of enquires to be resolved on the same working day. 100% receive an acknowledgement on the same day	S
	1.6	Organise and deliver training for members. Use a variety of delivery approaches appropriate to the content of the training and the profile of the audience. Work to secure equity of access across the geographical regions covered by CLEAPSS	Offer face to face training in accessible venues across the country Returning to or exceeding pre pandemic levels as quickly as is safe to do so Build strong partnerships with larger multicourse venues (financially incentivise these) Develop a range of Online training – mediated and unmediated	Growth in uptake of courses (face to face and online) Course evaluations Distribution of courses geographically	S

		1.7	Offer a range of consultancy services appropriate to the need of members	Safety audits for science and D&T departments Mercury Monitoring visits Review work	Number of visits Income from these activities	S
		1.8	Develop and maintain a database of CLEAPSS membership that supports effective administration process internally and externally and enables the effective targeting of CLEAPSS services and resources	Build a bespoke database Gather accurate contact details for all members Manage Local authority membership online via the database Manage Associate membership online via the database Manage RPA service membership online via the database Enable individual logins for members Create 'My CLEAPSS' functionality for members	Institution based log-ins.	S
		1.9	Where possible and beneficial to members coordinate CLEAPSS services with other organisations (for example ASE, DATA, SAPS, etc) to ensure complementary provision	Contribute to joint events – online or face to face	CLEAPSS services complement other offers and do not duplicate them	S
2	Actively promote CLEAPSS and the benefits of CLEAPSS membership  <b>Why?</b> Changes in the nature of the employing organisations in the education sector require CLEAPSS to be proactive in bringing its services to the attention of potential members – in particular those newly occupying the role of employer.	2.1	Introduce new categories of associate membership supported by comprehensive terms and conditions	Expand membership to include undergraduate provision in university subject departments Offer employers the opportunity to include EYFS pupils aged 4+	A wider range of appropriate organisations are CLEAPSS members CLEAPSS retains its impartiality and independence.	S
		2.2	Enable new routes to membership including brokerage of CLEAPSS membership by new categories of associate member.	Enable Commercial Associate members to broker CLEAPSS membership and membership of the RPA service.	CLEAPSS membership remains universal across primary and secondary sectors in England Wales and NI	S
		2.3	Run training/delver keynote inputs at conferences and events run by third parties to increase understanding of what CLEAPSS is and what the benefits of membership are	Particular focus on primary and D&T events	Number of invitations Growth in membership of targeted groups	
		2.4	Maintain strong links with other stakeholder organisations – including Professional Bodies, Learned Societies and Government departments and through involvement in appropriate projects and initiatives Work with other stakeholders to improve staff' and ultimately pupils' experience of practical science, D&T and art in schools	Attend relevant focus meetings/have a presence on project steering groups where appropriate Respond to consultations Membership of BSI committee and other similar sector groups	CLEAPSS is approached by a wide range of organisations for advice and guidance about practical activities in science. D&T and art in schools and colleges CLEAPSS is referred to by other organisations in their work	S
		2.5	Increase involvement with ITT providers to include all categories of ITT provider	Develop ITT specific resources Attend ITT provider events	More ITT organisations in membership More <i>Helpline</i> enquiries from ITT providers and their students/trainees	S

		2.6	Engage with new audiences include suppliers awarding bodies, safety officers, finance officers, Head teachers, senior managers and Governors	Create appropriate CLEAPSS e-alert categories Run training events/conference for newer audiences. Produce targeted publications/resources	More <i>Helpline</i> enquiries from new audiences Uptake of CLEAPSS events Increased registrations for e-alerts Documents accessed/downloaded More members listed in the CLEAPSS suppliers list	S
		2.7	Maintain a limited international presence.	Enable overseas organisations to broker membership for their schools	Modest increase in overseas membership CLEAPSS cited in international publications developing Invitations to attend overseas conferences etc	S
3	Maintain an adequate number of well-qualified, enthusiastic staff.  <b>Why?</b> The high regard in which CLEAPSS is held is due to the efforts of a small team of advisory and support staff. CLEAPSS staff possess highly specialised knowledge and expertise as well as an understanding of how the education sector works at both a school and wider strategic level. Recruiting appropriate staff is key to maintaining this position.	3.1	Maintain staffing levels to ensure that CLEAPSS has sufficient capacity to respond promptly to members requests	Review staffing structure when staff move on. Replace existing posts or restructure as appropriate Make use of flexible retirement arrangements wherever possible to retain expertise and secure continuity.		F
		3.2	Build in sufficient reserve capacity to ensure that CLEAPSS can respond in a timely manner to unexpected requests	Monitor work loads to identify reserve capacity	Specific examples (eg 2-4DNPH, Asbestos in gauzes COVID-19) CLEAPSS was able to respond positively to unexpected requests for support in a timely manner without jeopardising normal business	F
		3.3	Within the limits set by budget considerations, increase core staffing to expand and/or enhance services as appropriate.	Monitor workloads to avoid overloading individuals or teams Evaluate potential impact of proposed improvements/additionality on staff work load		F
		3.4	Supplement the core office-based staff by through the use of part-time staff, remote working, short-term contracts, freelance consultants and badged trainers.	Identify suitable individuals	A range of different staffing exists that matches the existing needs and offers flexibility to respond to changing demands	F
		3.5	Periodically review staff salaries to ensure that CLEAPSS can recruit suitable staff to fill vacancies	Compare remuneration with similar organisations locally and nationally	Surveys show salaries are comparable Salaries offered facilitate successful recruitment	F
		3.6	Develop existing staff through access to appropriate training and/or professional development	Subject knowledge training/experience Work shadowing in other organisations Support staff to acquire additional professional qualifications where these are relevant to the organisation's purpose	Staff have the knowledge, skills and experience to meet the demands made upon them. Staff retention.	F
		3.7	Develop CLEAPSS internal IT structure to fully support staff and consultants when working remotely	Secure remote login to CLEAPSS systems Moving systems off site (cloud based) to enable easier access Upgraded telephone system	Secure external access to CLEAPSS internal resources available to remote workers Remote working is used appropriately	F

4	<p>Ensure a strong, sustainable financial position</p> <p><b>Why?</b> Maintaining staffing and accommodation, and initiating new developments are all dependent on CLEAPSS being in a strong financial position.</p>	4.1	Offer resources and services which members find useful; at a price they can afford.		Maintain current levels of membership, increasing it where practicable.	F
		4.2	Where appropriate raise charges in real terms to reflect improvements in the quality or scope of the services provided.		Income from subscriptions, courses, project work and other services enables CLEAPSS to deliver the services it provides	F
		4.3	Diversify income by develop new income streams where these align with the core purpose of the organisation	Increase categories of membership to include new sectors	Increased income from new categories of membership	F
		4.4	Balance demands for new and improved services (including the additional staffing needed to deliver these) against prudent budgeting to ensure long term financial viability	Financial implications of all new ideas explored in relation to the 5-year budget plan	Maintain economic running costs which can be comfortably met within existing and future budgets. Members are satisfied with the services available and the prices charged.	F
		4.5	Identify and implement efficiencies where these do not compromise the suitability, quality or accessibility of services to members	Purchase a property rather than rent one	Saving with respect to accommodation overheads evident in budget	F
		4.6	Maintain reserves at a sufficient level to cover costs of winding up the organisation (including redundancy costs) and/or to provide a contingency to cover other eventualities arising from a change of governance arrangements	Review winding up costs every two years to ensure sufficient reserves are maintained	Level of reserves	F
5	<p>Maintain oversight of governance and related issues, Secure the long-term security and success of CLEAPSS by establishing it as an independent charitable organisation</p> <p><b>Why?</b> It is vital that CLEAPSS' governance model reflects the structure of the sector it serves. Independent charitable status would give CLEAPSS the level of independence needed to insulate it from current and future changes to the role of local authorities in education.</p>	5.1	Maintain oversight of developments in the provision of education exploring alternative governance models for CLEAPSS (eg as a Charitable Incorporated Organisation - CIO)	<p>Periodically revisit the position with respect to moving CLEAPSS to charitable status</p> <p>Maintain a watching brief around the pension provision issue.</p> <p>Review make-up of committees to ensure these reflect the membership of the organisation – within the constraints of the Constitution</p>	<p>Governing Body and relevant committees are kept up to date and have sufficient information to make informed decisions.</p> <p>CLEAPSS moves to independent status as a charity</p>	F G



## ***Supporting Practical Science, D&T and Art -in schools and colleges***

### **CLEAPSS chemistry adviser: job description**

<b><i>Post</i></b>	Chemistry Adviser at CLEAPSS
<b><i>Scale</i></b>	Soulbury range 14 – 17 (£54,140 - £58,113) with membership of the Hertfordshire Local Government Pension Scheme.
<b><i>Location</i></b>	Chesham Buckinghamshire. Full time, office based with the option of one day per week working from home.
<b><i>Reporting to</i></b>	Section lead chemistry/Deputy director

### **Main activities and responsibilities**

- To develop CLEAPSS services and resources to support and encourage the use of high quality and effective practical work in school chemistry.
- To update and revise current CLEAPSS guidance on chemistry topics as well as produce new resources as appropriate, to keep CLEAPSS members, teachers, technicians, local authority officers, and others, informed and up-to-date.
  - To evaluate equipment and resources and, where appropriate, to liaise with manufacturers and suppliers over the operation, safety, educational value and efficient functioning of equipment and other resources.
  - To carry out necessary research including reviewing publications to keep informed of legal and other developments relevant to the teaching of science specifically in chemistry related topics.
- To respond to enquiries to the CLEAPSS Helpline, by telephone and email. Enquiries will include resourcing, preparing for, and managing chemistry practical work safely, including providing model risk assessments where necessary.
- To provide training in aspects of practical chemistry and associated health and safety for teachers, technicians and local authority officers and others. To address occasional meetings on the same or related issues.
- To liaise with, and represent school interests on, various regional and national bodies (for example RSC, DFE, HSE, EA, BSI).



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**CLEAPSS chemistry adviser: person specification**

**Qualifications and experience**

**Essential**

Degree level qualification (or equivalent) in chemistry or related subject

Qualified Teacher Status with experience of teaching to A level or equivalent

Evidence of continuing professional development

Some understanding of health and safety law as applied to science teaching in schools

A full UK driving licence

**Desirable**

Experience of supporting improvements in chemistry/science teaching across a number of schools, for example, as a local authority adviser or consultant

Experience of writing and/or editing technical guidance for colleagues

Experience of leading a team, for example, as a science subject leader/head of department

**Skills & abilities including personal effectiveness**

**Essential**

Good written and oral communication skills

Good IT-user skills

Good interpersonal skills, willingness to work as part of a team

Able to prioritise and manage own workload

Demonstrate initiative, drive, patience and the ability to work effectively under pressure

Research skills to gather information and the ability to structure relevant aspects of this into advice and recommendations suitable for use in schools

Demonstrate adaptability to changing circumstances and new ideas

Take responsibility for their own professional development

**Other**

**Essential**

Willingness to travel within the UK, including some overnight stays