



Teacher of Physics

Job description

Reporting to	Head of Physics
Start Date	January 2018, April 2018 or September 2018
Hours	Salary will be based on the national scale for teachers, (including the Outer London Allowance), together with the Kingston Grammar School Allowance

Summary of the Role:

Physics is taught throughout the school as a single core subject from the Second to Fifth Forms inclusive (Years 8 to 11). Physics is taught as part of a combined Science course in the First Form (Year 7). There are usually 6 sets per year group. We teach the Edexcel International GCSE. Students will follow the AQA syllabus for AS/A level examinations. Students take either the three separate sciences or Dual Award at GCSE. In 2017 there was a 100% A* - C pass rate at GCSE with 99% A*/A grades. At A level 88% of all candidates achieved an A-C grade.

The department has a high profile within the school and regularly attracts a large number of able students for A level. We frequently produce successful Oxbridge physicists and enter students to the British Physics Olympiad competition. There are four members of staff including the Head of Department. There is also one full-time and one part-time Laboratory Technician. Members of the Department are expected to play an important part in the teaching of Physics at all levels including Oxbridge and Olympiad Level. We are looking for a committed teacher who will add to an already excellent department.

Currently, the department occupies four laboratories with Prep room facilities and an office. Equipment and resources are of a very high standard. There is a wide range of laboratory equipment including data loggers with many different sensors and a bank of 18 laptop computers. Our aim is to ensure that practical work remains at the heart of what we do to enhance teaching and learning within the department.



Outside of regular timetabled lessons the Science department runs a Junior Science Club, to which all science staff are expected to contribute. The Physics Department also organises lectures and visits such as the ever-popular CERN trip. The Physics Extensions Club and The Faraday Society (Physics and Chemistry) are available to extend and enrich the Sixth Form experience. This helps to stimulate interest in the subject as a whole and is seen as a vitally important part of departmental responsibility. The department also enters many Sixth Formers for the British Physics Olympiad, which usually results in some making it to the latter stages.

Main Duties and Responsibilities:

1. Planning, Expectations and Targets

Teachers should:

- Set challenging teaching and learning objectives based on knowledge of the pupils, their past/current achievement, the expected standards for pupils of the relevant ages, the range/content of work relevant to pupils.
- Use these objectives to plan lessons and sequences of lessons in advance, showing how they will assess pupils' learning, differentiating between pupils' varying needs.
- Select and prepare resources, including ICT, and plan for their safe and effective organisation.
- Work with Department colleagues to develop Schemes of Work, teaching methodologies and resources.

Use out of school visits, field work, trips, co-curricular activities and invited speakers/groups to enhance pupils' learning.

2. Monitoring and Assessment

Teachers should:

- Use monitoring and assessment information to evaluate and extend pupils' achievement.
- Give frequent and constructive feedback to support pupils as they learn, following department policies on marking both classwork and homework, and relating this to national standards where appropriate.
- Manage pupils who fail to complete/hand-in work, according to school policies.
- Identify and support more able pupils, those working below expectations or failing to achieve their potential, and those with emotional/behavioural/social difficulties.
- Record pupils' progress and achievements systematically, using this to help pupils review their own progress and inform parents of pupils' achievement at Parents' meetings, on grade cards and in Reports or references.



- Discuss with pupils their views about their own progress and strengths/weakness, using subject performance profiles, so as to set targets for future improvement.

3. Class Management

There should be:

- A purposeful, disciplined learning environment, where pupils feel secure and confident.
- High expectations of pupils' behaviour, clear disciplinary structures following the Code of Conduct, and the promotion of self-control and independence.
- Clearly structured lessons or sequences of work which interest and motivate pupils, and
 - make learning objectives clear to pupils
 - employ a variety of interactive teaching methods and collaborative group work.
 - promote active and independent learning, that enables pupils to think for themselves and to plan/manage their own learning
- Differentiated teaching where appropriate, to meet the needs of a variety of pupils.
- An awareness of the varying needs of boys and girls, and those from different cultural/ethnic groups.
- Effective organisation/management of teaching/learning time.
- Efficient management of the physical teaching spaces, materials and resources.
- Homework and other out-of-class work which consolidates and extends work done in class, and encourages pupils to learn independently.

All staff are expected to contribute to our Co-Curricular Programme, whether through sport or outward bound activities, or through the many extension classes and clubs on offer.

You must also be required to undertake such other comparable duties as the Head Master requires from time to time.



Person Specification

	Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status or NQT • Good honours degree in a related subject 	 ✓ ✓	
Experience <ul style="list-style-type: none"> • A secure knowledge of your subject, its place in the National Curriculum, public examinations syllabuses and assessment criteria 	 ✓ ✓	
Skills and Knowledge <ul style="list-style-type: none"> • Able to engage pupils in learning through active teaching strategies • Good level of ICT competence • Able to communicate effectively orally and in writing • Able to demonstrate effective planning and teaching skills • Able to present confidently to a large group of students • Effective behaviour management 	 ✓ ✓ ✓ ✓ ✓ ✓	
Personal Competencies and Qualities <ul style="list-style-type: none"> • Demonstrates a fairness and consistency in all dealings with pupils • Energy and enthusiasm • Able to demonstrate the positive values, attitudes and behaviour we expect from our pupils • Reliability and integrity • Willingness to contribute to the co-curricular life of the School • A commitment to personal professional development and taking responsibility for it • A positive 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 • Positive attitude to use of authority and maintaining discipline 	 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	



The post-holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Child Protection Officer or to the Head.