



Caistor Grammar School

Job description: **Head of Physics**

Caistor Grammar School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job details

Base Salary: M1 – U3 (£34,069 - £52,835)

TLR: 2.1 (£5,361)

Hours: Full time

Contract type: Permanent

Reporting to: Head of Science

Start date: 1st January 2027

Main purpose

On a day-to-day basis, the Head of Physics is responsible for the quality of education in the subject and are line managed by the Head of Science. The Head of Physics is required to show leadership in securing standards of excellence in teaching and learning and plays a key role in developing school policy and improvement priorities. The Head of Physics supports cultural capital in their Physics. They are expected to monitor, support and motivate other teachers of the subject, setting high professional standards in all aspects of work with targets for professional development and improvement using the eight teaching standards. The Head of Physics conducts an annual appraisal interview with colleagues, sets targets in consultation with colleagues and reviews progress twice per year. It is the Head of Physics's responsibility to make decisions or give advice, but it is hoped that this can be done within a framework of consultation and co-operation with the colleague(s) they line manage, the Senior Leadership Team and the Headteacher.

Skills and Attributes essential to the Head of Physics' role

- Leadership skills, attributes and professional competence: the ability to lead and manage people to work as individuals and as a team towards a common goal.
- Decision making skills: the ability to solve problems and make decisions.
- Communication skills: the ability to make points clear and understand the views of others.
- Self-management: the ability to plan time effectively and to organise oneself well.
- The ability to plan the strategic development of the Physics and to advise the Headteacher accordingly.
- Finance: the ability to control the Physics' budget in consultation with the Finance Manager and the Headteacher

Main Duties and Responsibilities:

Curriculum – the strategic direction and development of the subject within the context of the school's aims and policies which guides subject policies, plans, targets and practices.

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- Co-ordinating the work of the members of the Physics.
- Promoting and safeguarding the welfare of children and young persons for whom you are responsible, with whom you come into contact, and identified groups.
- Keeping abreast of developments in their subjects, teaching methods, etc. and attending meetings and CPD by arrangement with the Headteacher, making use of opportunities for inter-Physical initiatives, co-operation and extra-curricular opportunities.
- Formulating the aims and intent of the Physics; planning schemes of learning for the Physics within the School's Curriculum Policy; producing, reviewing and updating the Physical documents as necessary; evaluating new syllabuses.
- Being familiar with all the subject requirements for Public Examinations and ensuring proper preparation of the students for them; organising the moderation of any NEA/coursework required.
- Liaising with the Examinations Officer in arrangements for Public and Internal School Examinations.
- Liaising with the Assistant Head (Data & Systems) to plan staff deployment for the timetable.
- Develop a positive relationship with Dept Trustee link.
- Develop cultural capital within their Physics through initiatives, national campaigns, etc.

Line Management Duties and Responsibilities

Staff – leading and managing staff to ensure all those with involvement in the teaching or support of the subject receive the leadership, support, challenge, information and development necessary to sustain staff motivation and secure improvement in teaching.

- Liaising with the Headteacher and other members of SLT on the appointment of new members to the Physics.
- Providing induction for and guidance of new staff in syllabus, resources, procedures for marking, reporting etc; supervising and supporting trainee teachers and ECTs within the Physics.
- Overseeing curriculum Health and Safety within the Physics, following whole school policies and advising Assistant Head (Data & Systems) and the Site Manager of concerns.
- Encouraging the professional development of all members of the Physics through CPD courses, professional organisations and active involvement in wider school activities
- Organising regular Physical meetings and ensuring good communication within the Physics, including sending brief minutes to the SLT line manager.
- When required, setting work for students if a member of the Physics is absent and liaising over cover.
- Writing, in consultation with your Physics, the Physics's improvement plan and writing and reviewing the Physics's self-evaluation statement (I,I,I)
- Writing the Physics's examination report for all key stages.
- Attending Raising Standards Forum and SLT Link meetings

Resources – the efficient and effective deployment of Staff and Resources which identifies appropriate resources for the subject, ensuring that they are used efficiently, effectively and safely.

- Creating and deploying learning resources effectively; ordering textbooks and other material within budget provisions and keeping an account of Physical expenditure.
- Checking stock and resources and taking steps to ensure against unreasonable loss, wear and tear.
- Risk assess each piece of equipment, liaise with the site team to keep items in good repair.

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Students – securing and sustaining effective teaching of the subject, evaluating the quality of teaching and standards of students’ achievements, setting targets for improvement.

- Ensuring high expectations and getting the best out of students with varying needs and abilities.
- Encouraging interest in the subject and participation in course/fieldwork or other appropriate activities.
- Encouraging high standards of work and drawing attention to achievement through classroom displays, exhibitions for open events, and specifically for the Physics.
- Designing, setting and managing homework, so that it is a valuable extension of class activities and helps students to develop independent learning skills.
- Contributing to students’ core skills of literacy, numeracy and IT capability; contributing to students’ spiritual, moral, social and cultural development and understanding of British Values.

You may also be required to undertake such other comparable duties as the Headteacher requires.

Teacher of Physics description:

Overarching Purpose

Teachers make the education of students their first concern and are accountable for achieving the highest possible standards in work and conduct.

Duties and responsibilities

TEACHING

- **Set high expectations which inspire, motivate and challenge students**
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions, suitable for a selective school context.
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students and which tie in with the School Mission Statement and our E.A.G.E.R. goals of being Engaged, Aspirational, Generous, Enthusiastic, Reliable
- **Promote good progress and outcomes by students**
 - Be accountable for students’ attainment, progress and outcomes.
 - Be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these. Guide students to reflect on the progress they have made and their emerging needs.
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching, based on relevant CPD as directed by your line manager.
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
- **Demonstrate good subject and curriculum knowledge**
 - Have a secure knowledge of KS3 – KS5 Physics teaching, foster and maintain students’ interest in the subject, and address misconceptions.
 - Demonstrate a critical understanding of developments relating to the KS3 – 5 Physics curriculums.
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
 - Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.

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- **Plan and teach well structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - incorporate the use of relevant technology in lessons where appropriate
 - contribute to the design and provision of an engaging curriculum within Physics Physics where knowledge and understanding are built up in a sequential and recursive manner.
- **Adapt teaching to respond to the strengths and needs of all students**
 - know when and how to engage adaptive teaching methods appropriately, using approaches which enable students to be taught effectively
 - have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
 - have a clear understanding of the needs of all students, including those with special educational needs, those of higher ability, those with English as an additional language and those who are Pupil Premium. Be able to use and evaluate distinctive teaching approaches to engage and support the groups in closing any gaps in attainment
 - evaluate own teaching critically to improve effectiveness and engage in peer and SLT observations productively
- **Make accurate and productive use of assessment**
 - know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
 - make use of formative and summative assessment to secure students' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give students regular feedback, both orally and through accurate feedback, and encourage students to respond to the feedback, giving dedicated improvement times in lessons.
- **Manage behaviour effectively to ensure a good and safe learning environment**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with our Behaviour Policy
 - have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with whole school expectations
 - manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
 - maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- **Fulfil wider professional responsibilities**
 - make a positive contribution to the wider life and ethos of the School
 - being a tutor and contributing to the Personal Development Programme
 - supporting House and extracurricular activities
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; being prepared to adapt practice where necessary
 - deploy support staff effectively where appropriate

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- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with students, parents and carers with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

- **A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:**
 - act with honesty and integrity
 - forge positive professional relationships within and beyond the School
 - be committed to collaboration and co-operative working within and beyond the School
 - treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - have regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - show tolerance of and respect for the rights of others
 - promote fundamental British values of, democracy, the rule of law, individual liberty and mutual respect, and tolerance. Show an understanding of the protected characteristics
 - maintain high standards in their own attendance and punctuality
 - have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Notes:

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

- Deadline for applications: 9am Monday 12th October
- Interviews: TBC
- Email: Charlie.coulston@caistorgrammar.com with your application. You must complete an application form to apply for this role. [[link](#)] Your application cannot be considered if you do not complete the school form.
- We reserve the right to interview before the deadline date, if appropriate

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Person Specification

If you don't have all the experience listed below but are interested in applying, contact the Headteacher's PA, Charlie Coulston (Charlie.coulston@caistorgrammar.com).

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	➤ Honours degree ➤ PGCE or Equivalent	
Experience	➤ Experiences of teaching up to and including A Level standard ➤ A record of successful achievement in teaching GCSE and/or A-level students	
Professional Development	➤ Evidence of recent and appropriate involvement in professional development	
Experience	➤ Relevant teaching experience in an 11-16 school ➤ Experience in the process of raising standards, target setting and evaluating progress against targets	➤ Experience of working in a co-educational school
Skills and knowledge	➤ Knowledge of current curriculum issues ➤ A skilled classroom practitioner ➤ An ability to articulate high expectations ➤ A high level of personal organisation ➤ Excellent oral and written communication skills ➤ A knowledge of good practice in Safeguarding ➤ Experience of teaching GCSE and A Level ➤ Ability to lead by example ➤ The ability to function as an integral member of a teaching team ➤ Ability to inspire	➤ Experience of being a form tutor

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Personal qualities	➤ Role model with a genuine enthusiasm and passion for teaching and learning ➤ Able to build, inspire and motivate learners ➤ Commitment to achieving high standards ➤ Commitment to achieving high standards ➤ A genuine rapport with children and young people ➤ A willingness to contribute to the wider life of the school ➤ A creative and innovative thinker ➤ Motivation to work with children and young people ➤ Ability to form and maintain appropriate relationships and personal boundaries with children and young people ➤ Positive attitude towards authority and maintaining discipline ➤ Enthusiasm for and interest in developing your academic discipline ➤ Ability to express thoughts and ideas clearly and accurately in speech and in writing.	
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Notes:

This job description may be amended at any time in consultation with the postholder.

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