**HEAD OF PHYSICS - PERSON SPECIFICATION**

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| 1. Qualification | * QTS status and subject qualification * Degree in Science (essential) * PGCE in Science (essential) |
| 2. Knowledge and Understanding | * A clear and well-thought out understanding of current educational issues, theory and practice. * Have a detailed knowledge of the relevant aspects of the students’ National Curriculum and other statutory documentation. * Have a thorough understanding of the GCSE and A-level Physics specifications. |
| 3. Requirements. | * Have a secure knowledge and understanding of physics equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula. * Cope securely with subject-related questions which students raise and know about students’ common misconceptions and mistakes in their specialist subject(s). |
| 4. Planning and setting expectations | * Plan meaningful and engaging lessons using the schools’ common lesson format, schemes of work and curriculum maps so that pupils produce the very best quality of work * Set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment. * Access all information regarding students who have additional educational needs, and know where to get help in order to give positive and targeted support. * Be proactive in developing resources to ensure that our physics curriculum implementation allows students to know more, be able to do more and remember more over time. |
| 5. Teaching and managing student’s learning | * Ensure effective teaching of whole classes, groups and individuals so that all pupils make progress over time towards meeting at least their target grades. * Use teaching methods which keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. |
| 6. Assessment and evaluation | * Follow departmental and school protocols with regard to marking and assessment to ensure that you identify what pupils haven’t securely learned and use this to inform future planning. * Mark and monitor students’ class and homework in accordance with the school’s feedback policy. * Use AfL tasks as directed by key stage coordinator to assess progress, provide detailed feedback and inform future planning. * Use assessment data to monitor progress, implement intervention strategies where necessary and inform planning including planning for the future delivery of the physics curriculum. |
| 7. Student achievement | * Understand the significance of KS2 data and projecting this forward to ensure pupils make progress in line with age related expectation. * Use quality first time teaching strategies to ensure attainment is secure. * Utilise appropriate interventions to address misconceptions and close gaps in knowledge. * Take responsibility for, with the head of department, the GCSE and A-level physics results. |
| 8. Relations with parents and the wider community | * Recognise that learning takes place outside the school context and provide opportunities to develop students’ understanding by relating their learning to real and work-related examples. * Understand the need to liaise with agencies responsible for students’ welfare. * Have a regular and consistent contact with parents of taught students to break down barriers to learning and support progression in physics. |
| 9. Managing own performance and professional development | * Take responsibility for professional development and keep abreast with current guidelines and developments in pedagogy. * Understand their professional responsibilities in relation to school policies and practices. * Set a good example to the students they teach in their presentation and their personal conduct. * Evaluate their own teaching critically and use this to improve their effectiveness * Attend appropriate CPD/Twilights |
| 10. Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including, where applicable, associate staff. * Lead the science team, under the guidance of the head of department, on the planning and implementation of the physics curriculum. * Lead the collaborative planning of the physics curriculum. * Lead CPD sessions, developing other members’ of the team in their physics subject knowledge. |
| 11. Managing resources | * Select and make good use of school’s e-platforms and systems, keeping up to date with any developments and changes. |
| 12. Other attributes considered desirable at Cardinal Heenan High School | * A record of excellent attendance and punctuality. * Excellent written and oral communication skills, including appropriate ICT skills. * The ability to work, and contribute, effectively within departmental and Year-based teams. * Attend and contribute positively to Subject/Pastoral meetings. * Present to Governors if require. * The ability to work actively and effectively with parents, governors and other stakeholders. * Flexibility and a willingness to be involved in the life of Cardinal Heenan Catholic High School. * The ability to use own initiative and motivate others. * A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development. |
| 13. Teacher | * Commitment to implement the School’s Equal Opportunities Policies. * A developing range of successful teaching strategies. * A secure knowledge of the importance of data as a means both to measure and to extend progress. * A high level of organisational and planning skills. * The ability to create a dynamic learning environment which values and enables everyone equally. * A commitment to the mission and aims of Cardinal Heenan Catholic School. * An awareness of equal opportunities issues generally and specifically of how they relate to this area of work. |