**HEAD OF PHYSICS - PERSON SPECIFICATION**

|  |  |
| --- | --- |
| 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.
 |