



HEAD OF PHYSICS

Teaching Staff Role

TLR2b

Candidate Information Pack
01 September 2026

Welcome from the Chief Executive



Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months durham-mathematics-school.org.uk.

Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A* and A*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction* or Distinction grades.

Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **High-quality, inspirational teaching and learning.**
- **Excellent support, care, and guidance.**
- **Personal and professional integrity.**
- **Ambition and progress** for our students, our communities, and ourselves.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge
Principal, Durham Sixth Form Centre
Chief Executive, Providence Learning Partnership

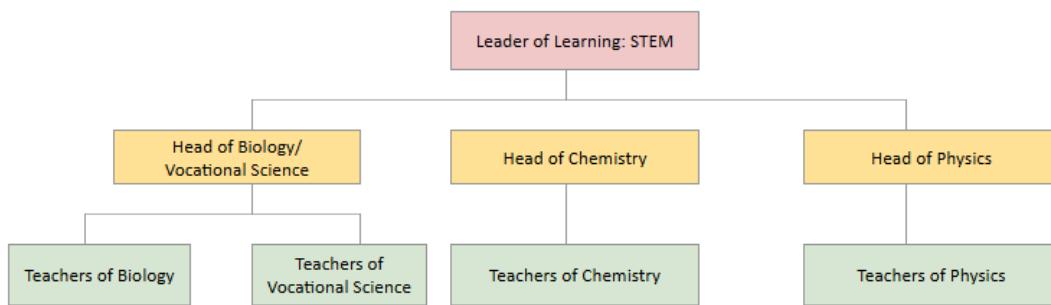
Welcome to the Science, Technology and Mathematics Faculty

Thank you for your interest in the role of **Head of Physics**, a position we see as a cornerstone of the continued growth and innovation within our physics/science department and the wider STEM Faculty.

At Durham Sixth Form Centre, our students are curious, motivated, and highly ambitious. Our A-Level Physics cohort is no exception. We are looking for an inspiring leader and exceptional classroom practitioner who can bring the laws of the universe to life, securing outstanding outcomes and helping every learner realise their potential in a subject that opens doors to elite careers in engineering, research, and technology.

You would be joining a thriving Science, Technology, and Mathematics Faculty. We are one of the most popular and high-achieving Faculties in the school, defined by outstanding progression rates to Russell Group universities and competitive higher apprenticeships. Our culture is one of collaboration, curiosity, and continuous improvement. We pride ourselves on our value-added performance, which consistently ranks well above national averages.

STEM Faculty Structure 2026/27



We are looking for someone who brings creativity, enthusiasm, and a deep-seated passion for physics education. You will be a specialist who is confident in delivering high-level theoretical content alongside rigorous practical work. Beyond the classroom, you will join a team that values professional growth; many of our staff work as examiners or lead external research, and you will be encouraged to do the same.

But beyond what you can offer us, let me tell you what we can offer you.

You'll join a sixth form school with an outstanding Ofsted track record, a national reputation for excellence, and a team that will genuinely support and invest in your development. We offer tailored CPD, leadership training, access to external networks, and opportunities to lead meaningful outreach and enrichment projects. You'll be part of a Trust that values integrity, collaboration, and ambition - and you'll be heard, challenged, and celebrated.

If you believe in the power of education, are passionate about physics, and want to inspire students who are ambitious, curious, and ready to be challenged, this role is for you. We'd be delighted to welcome you to our dynamic and supportive team.

Thank you for considering this role at Durham Sixth Form Centre. We look forward to learning more about you and hopefully welcoming you to our team. We would strongly encourage candidates interested in this role to visit us in advance and apply early. Should you wish to discuss this role further, or to arrange a visit, please do not hesitate to contact me directly.

Kathryn Duffy
Leader of Learning: Science, Technology and Mathematics
kathryn.duffy@durhamsixthformcentre.org.uk

The Role

JOB TITLE	Head of Physics
CONTRACT TYPE	Permanent - School Teachers' Pay & Conditions
HOURS	Full time
GRADE	TLR 2b
SALARY	Main £32,916 to Upper £51,047 plus £5,869
START DATE	01 September 2026

ADVERT

We are looking to recruit an **exceptional Head of Physics** to join our outstanding sixth form team - a leader who will drive the innovation, ambition, and student success that powers everything we do. This is an incredible opportunity to make a profound difference working with a team of like-minded professionals.

At Durham Sixth Form Centre, we go beyond the curriculum to nurture tomorrow's engineers, astrophysicists, and technical pioneers. Whether leading our high-achieving A Level cohorts or supporting the physics-based elements of our vocational pathways, you will have a national reputation for excellence behind you. This is your opportunity to lead a flagship department and shape the future of physics education.

What makes this role exciting?

- **Lead a flagship academic subject:** Drive the strategy, success and team in a high-profile A Level Physics department with a strong track record of results.
- **Inspire elite thinkers:** Challenge highly motivated students aiming for top-tier universities and careers in engineering, astrophysics, and theoretical physics.
- **Mastery of Practical Science:** Take oversight of the A Level Practical Endorsement, ensuring students develop the high-level laboratory skills required for undergraduate study.
- **Strategic Curriculum Innovation:** Shape a curriculum that balances mathematical rigor with engaging, real-world applications of physics.
- **Champion STEM Excellence:** Lead on physics-specific enrichment, from the Physics Olympiad to partnerships with local universities and industry leaders.

We are looking for someone who:

- Is an outstanding A-Level Physics practitioner with a proven track record of securing excellent outcomes.
- Possesses deep subject expertise and the ability to teach the full breadth of the A-Level Physics specification.
- Brings a passion for the subject that connects complex theoretical concepts to modern technological and scientific breakthroughs.
- Is a collaborative leader capable of monitoring departmental performance and implementing effective interventions to support student progress and who works collegiately within a large Faculty.

Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.

Join Durham Sixth Form Centre as Head of Physics. Lead a high-performing department and inspire the next generation of engineers, medical physicists, and technical innovators. Shape the future of science education in an outstanding sixth form environment. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.

Please remember: This position is subject to being closed early so don't hesitate to get in touch.

Job Description

Teaching and Learning Responsibilities (TLR) are awarded to teachers who undertake a sustained additional responsibility in line with the School's Staffing Structure and are in addition to the expectations of the post-holder to fulfil their teaching duties as outlined in the generic job description for MPS/UPS teachers at the school (available separately).

KEY AREAS OF RESPONSIBILITY

- 1. Raise standards of student attainment and achievement.**
 - Monitor student progress and ensure that appropriate action is taken where necessary.
 - Work with colleagues to formulate targets for individual students which have coherence and relevance to their needs.
 - Ensure staff within the subject area keep up-to-date records of students' marks and/or assessments.
 - Analyse and evaluate performance data provided.
 - Identify and take appropriate action on issues arising from data systems and reports and to set deadlines where necessary and review progress on the action taken.
 - Produce reports on examination performance.
 - Work in conjunction with the Leader of Learning.
- 2. Develop and enhance the teaching practice of others.**
 - Keep up-to-date with national developments in the subject area alongside teaching practice and methodology.
 - Work with the Leader of Learning to ensure that staff needs are identified and that the appropriate programmes are designed to meet such needs.
 - Establish common standards of practice within the subject area and develop the effectiveness of teaching and learning styles in the subject.
 - Contribute to the school's procedures for lesson observations.
 - Assist in monitoring the learning and teaching in the subject area and use this information to improve the quality of provision.
- 3. Ensure colleagues provide an appropriately broad, balanced, relevant and differentiated curriculum for students.**
 - Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject area.
 - Support raising attainment and achievement including initiatives for the most able.
 - Work in conjunction with the Leader of Learning to foster and oversee the application of ICT including the development of materials in line with new technologies or systems adopted by the school.
 - Be accountable for the development and delivery of the area for which the responsibility lies.
- 4. Be accountable for leading, managing and developing the area for which the post holder is responsible.**
 - Lead and manage the business planning function of the subject area, and to ensure that the planning activities of this area reflect the needs of students within the Subject Improvement Plan and the aims and objectives of the Faculty.
 - Work with the teachers of the subject area to ensure that the work of the Department fully reflects the school's distinctive ethos and mission.
 - Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
 - Ensure the Department actively engages in transition arrangements at appropriate times throughout the year.
 - Ensure there is a shared, up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year.
- 5. Effectively manage and deploy teaching/support staff, financial and physical resources and be accountable to the relevant Leader of Learning.**
 - Oversee the day-to-day management, control and operation of course provision within the subject area, including effective deployment of staff and physical resources.
 - Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject area liaising with the relevant staff.
 - Implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH, accommodation strategy, etc.

- Ensure that Health and Safety policies and practices, including Risk Assessment, throughout the subject area are in line with national requirements and are updated where necessary.

6. Additional duties and responsibilities (common among TLR holders);

- Undertake an appropriate programme of teaching in accordance with the duties of a main professional scale or post-threshold teacher.
- Monitor and evaluate the curriculum area/Department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- Ensure effective induction of new staff in line with school procedures.
- Participate in the school's ITT programme if and when advised by the appropriate member of the SLT.
- Participate as an appraisal team leader to help build, communicate and implement a shared vision.

UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
- Attending staff meetings and briefing, as required.
- Arriving at sessions, on or before the start, and to begin and end on time.
- Being familiar with Trust and School handbooks.
- Striving for personal and professional development through active involvement in appraisals.
- Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
- Undertaking any reasonable task as directed by any senior member of staff.
- Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
- Establishing a climate for learning in line with the Trust's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.

MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
- Help build, communicate and implement a shared vision.
- Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
- Contribute to the efficient management of school routines.
- Being an appraisal team member in line with school policy.
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Principal/Chief Executive.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

The Person

- Sets consistently high standards for themselves and others.
- Communicates with clarity and precision, both in writing and through active, thoughtful listening.
- Possesses exceptional organisational skills and the ability to manage time effectively to deliver high-quality outcomes.
- Acts as a positive ambassador for the school and Trust, embodying its core values and ethos.
- Inspires and guides others with strong leadership, fostering a collaborative and motivated team environment.
- Contributes enthusiastically to team efforts, showing adaptability and a willingness to go above and beyond.
- Demonstrates excellent interpersonal and team management abilities.

Person Specification

APPLICATION		Essential	Desirable
A well-structured letter of application.		*	
Fully supported in references.		*	
QUALIFICATIONS AND TRAINING			
A degree in Physics or a closely related field (e.g., Engineering).		*	
Qualified Teacher Status (QTS, QTLS, or QTS FE).		*	
EXPERIENCE AND KNOWLEDGE			
A track record of outstanding A-Level Physics teaching.		*	
Experience in curriculum planning and resource development at KS5.		*	
Experience in managing the A-Level Practical Endorsement framework.			*
Deep understanding of A-Level Physics pedagogy and assessment.			*
Strong grasp of evidence-informed teaching (e.g., retrieval practice in STEM).			*
Awareness of current trends in physics, including AI in data modelling.			*
Experience of leading a team of dedicated teachers.			*
SKILLS			
Ability to coach, mentor, and inspire colleagues within the faculty.		*	
Skills in data analysis to monitor student achievement and drive standards.		*	
Vision for STEM outreach and university partnership links.		*	
PERSONAL QUALITIES			
Ability to learn from your mistakes, listen and to 'bounce back' with positivity.		*	
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.		*	
Inspire, lead and challenge colleagues with the energy and drive to bring out the best in everyone.		*	
Exemplary health, attendance and punctuality.		*	
Demonstrate flexibility in the role and a vision for outreach work beyond the subject.		*	
COMMITMENT, EQUALITIES AND SAFER RECRUITMENT			
Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.		*	
Promote and safeguard, at all times, the welfare of children and young adults.		*	
Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.		*	
Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.		*	

Application Guidance

The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to staffvacancies@durhamsixthformcentre.org.uk.

Both options are available on our website at www.durhamsixthformcentre.org.uk/vacancies/

2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to staffvacancies@durhamsixthformcentre.org.uk.

RECRUITMENT DATE(S)

CLOSING DATE	10am, Monday 02 February 2026
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Applications received after the closing date/time will not be considered.

DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact staffvacancies@durhamsixthformcentre.org.uk.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidates Guidance

REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers and discounted gym membership.



Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER
OF THE YEAR: PLATINUM (50-249)**