



APPLICANT Information Pack

Head of Physics

TLR 2B £5,876



Highcliffe School



Dear Colleague,

I am delighted you are considering applying for a post at Highcliffe School, part of HISP Multi Academy Trust. Please find alongside this letter information, which, I hope, provides an insight to our school and the opportunities that await the successful candidate.

Highcliffe is a remarkable secondary school and sixth form of 1500 students. We are highly respected in our community, with whole generations of families coming here over the years. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent extra-curricular opportunities, although our track record of exam success is surely another factor. Our students are lovely young people to work with who respond enthusiastically to good teaching and are keen to learn.

Former students go on to work in international finance, law, education, politics, engineering, medicine, science, and in the Paris fashion houses, or as great chefs, carers, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. We have an excellent record of success placing students into the top universities in their chosen field. Every year for the last 12 years at least one of our Sixth Form students have gone on to study at either Oxford or Cambridge universities; In the last 3 years, 10 students have had the opportunity to progress to Oxford or Cambridge. Our Sixth Form achieved an ALPS Gold Award in 2024 for value-added outcomes inside the top 25% nationally. We have successful programmes for students accessing careers in medicine, the law and engineering. We are an outwardly focused community with extensive school links in France, Spain and Japan including a unique exchange programme with a school in Hiroshima.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEND, pastoral, clerical, financial, technical and site staff, who also form a strong team, are extremely good at their jobs and committed to the school's success. We are a friendly, welcoming and supportive environment in which to work or learn, located in a great part of the country. As part of the HISP Multi Academy Trust we offer our team extensive opportunities for professional development; direct collaborative working with other schools in the Trust, and enhanced employee wellbeing benefits through the Trust's Schools Advisory Services package – including access to private GP appointments, 24 hour medical helpline, counselling, physiotherapy. Career progression routes are available associated with our development as a regional Hub for school improvement and professional development providing the local ECTE programme and as the local Hun for Initial Teacher Training through Inspiring Future Teachers. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students. We recently completed a £1.8 million capital project improving heating and hot water, and in December 2022 successfully entered the School Rebuilding Programme to replace 18 classrooms with brand new buildings, which we expect to take the first steps towards during 2026.

We have a strong focus on staff well-being and an exceptional in-house professional development programme for teachers, ensuring that Highcliffe is a positive and supportive working environment for our staff. Visitors and new staff remark on how we feel like 'one big family'.

We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and have an unshakeable drive to make a difference to young lives through education. Unfortunately, we will not be able to contact every applicant who applies and take this opportunity to thank you for considering our school.

I look forward to hearing from you, but whatever your decision, I wish you all the best for your professional future.

Patrick Earnshaw (BA) Hons, MA
HEADTEACHER



Application:

Submit a completed application form.

Submit a personal letter or statement of no more than 2 sides of A4, 11-point Calibri font, explaining your vision, skills and experience relevant to the post.

Please note that CVs only will not be accepted.

Application Form

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Angie Parsons, PA to the Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD by email aparsons@highcliffeschool.com. Due to usually high volume, applications will not normally be acknowledged.

Information about the area

Highcliffe School is ideally situated minutes from Highcliffe and Avon beaches, Mudeford Quay and Christchurch Harbour. A few minutes' drive or cycle away are the beaches of Bournemouth while Poole Harbour, a mecca for watersports, is approximately 12 miles away. As a result, sailing, kitesurfing, kayaking, paddle boarding, surfing and beach life are prominent parts of life in the area.

Highcliffe is also on the doorstep of the New Forest, meaning that equestrian sports, cycling, walking and running are also prominent features of local life. There is an extensive range of top-class pubs, cafes, clubs, theatres and cinemas throughout the area catering for people of all ages and tastes.

Highcliffe School is easily accessible from the urban centre of Bournemouth and Poole. With its large student population Bournemouth uniquely offers a multicultural city buzz combined with the relaxed South Coast surfing and holiday culture. London, the South East and the South West are easily reached by road or rail links. The European mainland is easily reached by ferry from Weymouth, Poole, and Portsmouth, while Bournemouth and Southampton airports offer continental and worldwide flights.



Information about the School

We encourage potential applicants to explore in depth the School's website which includes recent publications and a prospectus. Potential applicants are also encouraged to read both the most recent Ofsted reports which are available via the school website or directly from www.ofsted.gov.uk and the published performance data available on the DfES performance tables site. www.education.gov.uk/schools/performance



SCIENCE CURRICULUM AREA

We deliver a 2 ½ year KS3 course following a combination of in-house schemes and Exploring Science Texts. At KS3 all students study Science.

KS4 is delivered over 2.5 years from Year 9-11. Students who are high achievers at KS3 can opt to study separate sciences.

At KS5, the Science Team offer several courses including A Level Biology, A Level Chemistry and A Level Physics. Student retention at KS5 is very good.

Facilities and Resources

- 12 experienced, enthusiastic specialist science teachers and 3 technicians based in 3 technical areas.
- 11 fully equipped and laboratories.
- Science, STEM and Environmental clubs are available for enthusiastic students.
- Reference books issued to all students, plus in-house reprographics.
- ICT and remote sensing available, all classrooms have a visualiser for teacher use.
- An ICT Laboratory (Sc2) with extra ICT for data logging and processing, digital microscopy, web browsing and interactive learning programs via school server.
- Enrichment activities include use of school grounds, with our environmental area including school pond and garden, and local recreation areas – Steamer Point, Hengistbury Head Learning Facility, trips to London museums and Intech at Winchester and various A level outings and experiences including Biology Field work on the Dorset Heritage coastline, links and visits with Southampton University Hospital and Southampton University Chemistry and Physics Departments

In addition to the facilities detailed above, these subjects all benefit from specialist accommodation with dedicated resources. Enrichment activities are an integral part of the delivery of each programme. These range from one-to-one tutorial support to trips and activities as well as extended vocational placements and visiting speakers.



JOB DESCRIPTION

POST: Head of Physics

TLR 2B £5876

Teaching Load: Typically 40 /50 periods a fortnight.

RESPONSIBLE TO: DOL - Science

JOB PURPOSE:

- To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement, in particular improving examination outcomes at GCSE and A Level
- To maintain and engage an exciting KS3 curriculum
- To raise the profile of Physics as a subject, improve recruitment at GCSE and A Level.
- To support and promote the vision and values of the School in and beyond the classroom.
- To support and promote the policies of the School, especially with regards to equality, learning and behaviour.
- To have responsibility for the members of a tutor group.*

**in exceptional circumstances Subject Leaders may be not be assigned a Tutor Group, reviewed on an annual basis*

KEY AREAS OF RESPONSIBILITY:

Leadership

- To inspire Subject members by personal example and hard work.
- To effectively manage the human resources at the Subject's disposal
- To create a vision, sense of purpose and pride in the Subject, rooted in collaborative working practices and a commitment to the highest professional standards by the whole team
- To co-ordinate the production and maintenance of the Subject handbook, and to implement, monitor and evaluate all of its policies and documentation.
- To be responsible for continuously improving the quality of teaching and learning in the Subject by monitoring and reviewing standards and providing evaluation feedback to bring about further improvement.
- To address any issues of underperformance by teaching staff, bringing about improvement in performance and improved examination performance
- Ensure that UPS staff make significant and high-impact contributions to the daily life, organisation, curricular development, progress interventions and examination outcomes of the Subject
- To be responsible for maintaining discipline in the Subject by ensuring staff make use of effective behaviour management strategies to a high standard, use school rewards and sanctions systems consistently and appropriately; and at times by supporting staff during lessons when appropriate.
- Ensure effective arrangements are put in place for Performance Management with the Subject
- To play a role as a middle leader in the development of all aspects of the School, including its policies and their implementation.
- To develop and maintain effective methods of communication with the Headteacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
- To identify and applaud areas of success for individual teachers and the Subject.



- To help create an effective team by promoting collective approaches to problem-solving and curricular/Subject development, e.g. consult when writing the development plan and produce resources as a team, delegating tasks and areas of responsibility around the team.
- To chair and produce the agenda for effective Subject meetings. To ensure minutes are made, kept secure and others informed as appropriate.
- To implement school assessment and target setting policies and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against assessment criteria should be maintained, for Subject purposes and to contribute to school displays
- To ensure attainment and progress is accurately and consistently assessed and tracked by teaching staff and that effective intervention activities including booster classes are run within the Subject which improve student outcomes
- To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch breaks or a club, trips and visits, through collaborative practices and effective delegation.

Subject Development

- To contribute towards continuity and progression within the whole school curriculum.
- To ensure Physics provides a well-planned, stimulating, challenging and academically rigorous curriculum experience linking Year 7 to Year 13, maintaining the United Learning curriculum in KS3.
- To oversee the Subject development plan, its implementation and the part it plays in the whole school development.
- To collaborate with the development of comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
- To develop departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship, and for Literacy
- To monitor and evaluate the teaching in the Subject by undertaking regular lesson observations, learning walks, work scrutiny and book checks, student voice, and Commendation/Demerit analysis, according to a planned schedule of the 3 R s
- To develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
- To work with the SENCO to ensure IEPs are used to set subject-specific targets and to match curricular materials and approaches to students' needs.
- To work with the Able Student Programme Co-Ordinator to ensure the most able students, as a sub-set of all students, experience stretch, and challenge and enrichment opportunities appropriate to their needs

Liaison/Communication

- To meet regularly and work with the appropriate 'SLT link' for professional support and to develop effective departmental management.
- To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
- To act as the initial person for others to contact regarding all issues relating to the subject.
- To oversee and monitor liaison with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Mathematics, Literacy, SEN, ICT and Citizenship.
- To inform staff about new developments and ideas related to the subject and wider education policy and the Subject
- To co-operate with the Health and Safety process.



- To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
- To provide helpful and accurate responses to parent/carer enquiries.

Marketing

- To assist in effective recruitment and marketing strategies e.g. Open Evenings, Press Releases, website, Facebook, Twitter etc.
- To ensure appropriate communication/consultation with students and parents, including the school's web site.
- To liaise with relevant agencies as appropriate.
- To work closely with the relevant staff to manage the programme of promotion of Chemistry and the successful transition of students into Year 7 and 12 through the recruitment processes and induction programme of new students.

Administration

- To ensure a safe and secure working environment where Health and Safety guidelines are adhered to.

Professional Development

- To provide or organise in-service training for the Subject staff (teaching and non-teaching) as appropriate.
- To have day-to-day responsibility for the monitoring, support and assessment of trainee (ITT) and newly qualified teachers (NQTs).
- To identify development opportunities for staff within the Subject and through external agencies or courses.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.
- To keep up to date with developments and new ideas related to the subject.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

March 2026

Job Holder	
Date	
Line Manager	
Date	



Subject Leader – Person Specification

CONTEXT: Before making an application candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>QUALIFICATIONS</p> <p>EXPERIENCE</p> <p>TRAINING AND PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Qualified teacher status. • A good degree qualification in the teaching of one of the subjects within the Faculty, • Minimum of three years teaching experience. • Experience of teaching across the age and ability range up to and including sixth form. • Excellent interpersonal and communication skills • The ability to lead and foster positive professional relationships and work effectively with teaching and support staff of varying experience • The ability to balance priorities to ensure deadlines are met • The ability to motivate staff and students within the Faculty to achieve their potential • The ability to make a positive contribution to the wider life and ethos of the school. • Experience achieving excellent examination outcomes for students in one of the subjects within the Faculty. • Experience directly relevant the particular management focus of the specific role 	<ul style="list-style-type: none"> • Experience of teaching more than one subject within the Faculty • Experience of strategic planning and implementing whole school initiatives • Experience leading a subject or key stage to achieve excellent outcomes for students.
<p>LEADERSHIP</p>	<ul style="list-style-type: none"> • Knowledge, understanding and skills directly relevant to the capacity to carry out the specific management role to the highest standard • Understanding of and a commitment to the aspects required to build high performing teams • A commitment to distributed leadership, evidenced through successful experience of leading high performing teams • Previous experience for leading or contributing to a key learning & teaching, assessment or curriculum design initiative • Proven ability to use a wide range of self-evaluation strategies to identify strengths and areas for development within the Faculty • Understanding of a wide range of leadership strategies to empower staff in their team, or the capacity to learn them swiftly 	<ul style="list-style-type: none"> • Middle Leadership CPD (either in-House or through external verifiers eg: National College) • Understanding how to manage change effectively at middle leadership level • Experience of engaging in self-evaluation activities within their own subject area • Experience of negotiating challenging Performance Management Objectives for a wide range of staff



	<ul style="list-style-type: none">• The ability and commitment to work as part of a team of 8 Directors of Learning to develop strategic initiatives across the school• Understanding how to use of data to inform improvement and raise student performance• To know how and when to draw on advice and specialist support especially from your line manager and other staff members	
TEACHING & LEARNING	<ul style="list-style-type: none">• Outstanding classroom practitioner• Proven ability to share strategies to improve teaching and learning in classrooms other than their own• Excellent understanding of the components which comprise outstanding teaching and learning• Experience of conducting lesson observations and making Ofsted style judgements on teaching and learning• Experience of giving effective feedback to colleagues about professional performance• A clear passion for improving outcomes for students within the Faculty• A robust commitment to collaboration in teaching and learning strategies designed to support colleagues in their professional learning• Knowledge and understanding of reformed GCSE and A Level examination requirements	<ul style="list-style-type: none">• Experience of leading teaching and learning initiatives beyond their own classroom• Experience of coaching and mentoring colleagues• Experience of conducting lesson observations or evaluating teaching and learning
PERSONAL QUALITIES AND SKILLS	<ul style="list-style-type: none">• Enthusiasm, innovation and perseverance in supporting achievement• High expectations and a commitment to inclusive education including creating an environment for individual contribution and achievement• An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance• An excellent team-player who relates well to students, staff, parents and the wider community• Flexible and adaptable to meeting the changing needs of the Faculty• The ability to work under pressure and maintain a good sense of humour	<ul style="list-style-type: none">• Experience of engagement in difficult conversations with colleagues about teaching and learning performance



Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the following documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

- Pay slip, P45 or P60
- Passport or driving licence.
- Birth certificate/marriage certificate
- Current Council tax bill
- Utility bill showing your current home address and dated within the last 3 months

Social Media Checks

Highcliffe School will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Medical Fitness

In accordance with the Education (Teachers) Regulations 1999, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer. A medical questionnaire will also need to be completed by support staff.

No Smoking Statement

The School operates a No Smoking Policy.