

Lead Teacher of Physics

**Application Pack
Required – September 2026**





Matthew Mason
Headteacher of
Sir Graham Balfour School

Dear Applicant

Thank you for requesting details of the post of full time Lead Teacher of Physics. I very much hope that after reading the enclosed information, you wish to apply.

We are situated on the northern outskirts of the town of Stafford and draw nearly two-thirds of our students from the surrounding suburban area and the remainder from a rural area extending towards the Shropshire border. Students come from all sections of society and cover the entire ability range making the school a true comprehensive.

The successful candidate will join a school committed to continuous improvement and to providing a vibrant educational experience. We welcome change and view new initiatives as opportunities to further our aims. We share good practice systematically and use a highly structured CPD programme to continually develop staff.

We are looking for forward thinking, inspirational individuals prepared to play a full and active role in our further development. Should you wish to join our team, I very much look forward to receiving your application.

The school is committed to ensuring all staff and students have access to equal opportunities.

Please be aware that all appointments will be subject to an enhanced DBS clearance and as part of our stringent safeguarding procedures the interview process will include an assessment of a candidate's suitability to work with children.

Yours faithfully

A handwritten signature in blue ink that reads "Matthew Mason". The signature is fluid and cursive, written over a light grey rectangular background.

Matthew Mason
Headteacher

Welcome to Sir Graham Balfour School which OFSTED in October 2024 found to be a 'Good' school.

Our vision is summed up in our mission statement – 'Learning, Working and Succeeding Together'

We believe that **the best possible care we can give to our students will enable them to leave school with the very best GCSE and A level grades possible.** This sits behind every objective in the School Improvement Plan. The "together" of our mission statement is at the heart of our approach. We will work together with parents and students in a collaborative and cooperative way as we aim for academic and personal excellence for each and every child in our care. We aim for our students to communicate clearly with others; to be compassionate and caring; to make responsible choices; to be ambitious; to demonstrate perseverance and resilience in the harder moments; to show pride in the successes they achieve and to be proud of themselves during their time at Sir Graham Balfour School.

We passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life and we are **relentless in our ambition for all children to achieve as well as possible at Sir Graham Balfour School,** regardless of their sexual orientation, socio-economic, ethnic or gender status.



Our Values

We know that staff and parents will not always be there, at the point where critical decisions need to be made. This is why we are committed to **values based learning**; *rules* prescribe a set of appropriate/inappropriate behaviours which are specific to given contexts, whereas *values* provide a set of aspirational guidelines within which children must choose the right behaviour or action for the vast array of contexts they will be faced with in life. These are the values which we believe will help our students to become excellent citizens of Stafford and beyond:

- Commitment to excellence
- Ambition for ourselves and others
- Responsibility for ourselves and others
- Care for the local and wider Community
- Respect, Kindness and Compassion for ourselves and others
- Perseverance and resilience
- Pride in working hard and the success it brings

Our values drive and shape every aspect of school life, taking the place of school rules. They seek to reinforce the development of the whole person, in addition to the academic. They are values which will, if routinely exemplified and embedded, give our young people all the skills and characteristics necessary to become outstanding citizens of the future.



Commitment to Safeguarding



The Insight MAT and Sir Graham Balfour School recognise their legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all students. We recognise that effective child protection requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.



Our Safeguarding Policy aims to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.



The Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' 2025 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.



Commitment to Safeguarding

Our Safeguarding Policy also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors, trustees and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with our Safeguarding Policy.

The Insight MAT Board and the Local Academy Committee of each academy within it are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education and the MAT's Equality policy. We confirm our commitment to equality of opportunity in all areas of our work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation

Commitment to Safeguarding – Application and interview process

Please note:

- **All** shortlisted applicants will be submitted for an enhanced DBS check.
- Applications will only be accepted if submitted on the IMAT's formal application form.
- Two references will be required, one of which **must** be from your most recent employer. In the case of teachers, one reference **must** come from your most recent headteacher.
- Once a written reference has been received, we will contact the referee by telephone to confirm the provenance of that reference.
- If shortlisted, online searches will be carried out, in order to help identify any incidents or issues that have happened and are publicly available online, which the school might want to explore with the applicant at interview.
- In addition, at interview, applicants will be asked if they have ever been involved in any form of media or activity which would make them unsuitable to work with children and young people, or, if it came to light, might risk the reputation of the school in the eyes of the community or wider public.
- If shortlisted, we will request a portrait photo of you to attach to your file and to help confirm your identity.
- If appointed, the successful applicant will be informed that the appointment is subject to satisfactory completion of the following checks: the right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, the Criminal Record Self-Declaration Form, teacher prohibition and barred list checks, pre-employment medical screening (if necessary) and satisfactory references (if not already received).

Employee Benefits



Insight MAT is a member of the Schools Advisory Service (Health & Wellbeing Services) enabling staff and their immediate family to access the following services:

Available Services:

- Wellbeing Telephone Support
- Cancer & Chronic Illness Support
- Bereavement Support
- Menopause Support
- Manspace
- The Relaxation Room
- SAS Gym
- Counselling
- Physiotherapy
- Complementary Services
- Integrated GP Service
- Financial Wellbeing
- Weight Management
- Wellbeing Governor E-module
- Leadership Clinic



Insight MAT is part of the Government Childcare Voucher and Tax Free Childcare schemes enabling staff to make tax efficient childcare payments to their nurseries. We are also part of the tax free Cyclescheme.

Vacancy Details



Lead Teacher of Physics

Full Time, Permanent

SGB Pay Scale £32,916 - £45,352 (equivalent to MS1-UPS3) + TLR 2.1 £3,527

Required from September 2026

We are seeking to appoint a dynamic Lead Teacher of Physics to join our very successful Science Faculty. The successful candidate will have a firm commitment to raising whole-school achievement; have a professional approach to staff development; high expectations; and a determination to succeed.

The faculty is at an exciting point in its development and enjoying considerable success in public exams at all levels. We are looking to appoint a forward thinking, able professional to join the Faculty in its continuing development. This post would suit any well-qualified and ambitious teacher of Physics looking to become a subject leader.

At Sir Graham Balfour we offer:

- A friendly, well-motivated staff, who embrace willingly a culture of professional development.
- An ever growing reputation in the local community which has resulted in the school being consistently oversubscribed in an area where student rolls are falling.
- A very positive climate for learning.
- A first rate learning environment. We are housed in buildings completed in 2002 and financed via a PFI initiative.
- Innovative 14-19 collaboration and an increasing roll at KS5.
- A commitment to inclusive practice.

Vacancy Details



Visits to the school are strongly recommended and can be arranged by contacting Mrs Vicki McKeen (details below).

For an application pack, please access our website, www.sirgrahambalfour.co.uk or contact Mrs Vicki McKeen, Headteacher's PA, on vmckeen@sirgrahambalfour.staffs.sch.uk or telephone 01785 223490. The closing date for applications is: 1.30pm Tuesday 14th April 2026.

Please return completed applications to vmckeen@sirgrahambalfour.staffs.sch.uk

Shortlisting for this post will take place on Tuesday 14th April 2026 and successful applicants will be contacted no later than 5pm on the same day. If you have not heard from us by this time, please assume you have not been successful on this occasion.

Interviews will take place on Friday 17th April 2026. They will include a tour around the school, meetings with the Science Faculty, delivery of a lesson and interviews for the short-listed candidates. Further details of the lesson will be sent out to the shortlisted candidates.

Job Description



JOB DESCRIPTION

Post:	Lead Teacher of Physics
TLR:	2.1
Responsible to:	Head of Science Faculty
Responsible for:	<ul style="list-style-type: none">• The performance of target groups as documented in agreed Appraisal targets.• The formulation and implementation of an Action Plan to address an agreed gap in attainment in the faculty.• The teaching and attainment of all students studying Physics at all Key Stages.
Line Manages:	<ul style="list-style-type: none">• All staff teaching Physics

Strategic Purpose:

- To support the Head of Faculty to provide professional leadership for Physics to secure high quality teaching, effective learning and high standards of achievement for all students.
- To work with the LG Teaching and Learning Team, the Head of Faculty to effect the continuous improvement of teaching and learning in Physics.
- To engage in an ongoing professional dialogue with the Head of Science, to monitor standards of teaching and learning, and to facilitate the sharing of good practice.
- Create an outstanding Physics curriculum which will lead to students making rapid and sustained progress.
- Address an identified attainment gap in student achievement.

Specific Responsibilities:

- Set high expectations with regard to assessment and feedback in Physics.
- Lead the planning and implementation of the Physics curriculum at all key stages which –
 - Promotes good student progress and outcomes in line with school set targets.
 - Uses planned homeworks and assessments to consolidate and extend the learning students have acquired.
 - Stretches and challenges students of all backgrounds, abilities and dispositions
- Ensure data is used diagnostically to track student progress in Physics across the curriculum.
- Co-ordinate targeted intervention in both Physics.
- Contribute to the production of the Science faculty external exam analysis as directed.
- Contribute to the production of an annual faculty improvement plan as directed.
- Lead the formulation of an Action Plan to address an identified attainment gap as agreed in Faculty External Examination Review.

Operational Responsibilities:

- Conduct ongoing monitoring, evaluation and review of lesson quality, learners' work (including homework) and the quality / impact of assessments and feedback in Physics.
- Together with the Head of Faculty, ensure that staff identified as needing additional support are provided with the appropriate coaching and mentoring to improve their practice.
- Ensure that Physics staff are assessing, monitoring and recording student achievement as per school policy and are providing detailed feedback to students as appropriate.
- Lead the implementation, monitoring and evaluation of the Action Plan formulated to address the identified attainment gap.
- Ensure timely and appropriate intervention is used to ensure students make progress towards their curricular targets in Physics and provide evidence of impact.
- Monitor and evaluate progress with sections of the Faculty Improvement Plan as agreed with the Head of Science on an ongoing basis.

General:

- Adhere to all elements of the current Teachers' standards.
- Play a full and active part in the wider life of the school, make a positive contribution to its ethos and encourage staff and students to follow this example.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Undertake daily duties as agreed with the Headteacher.
- Support and uphold school policies.
- Attend faculty, staff, house and school meetings as directed.
- Adhere to the requirements of a classroom teacher's job description when acting in that capacity.
- Communicate the school's vision to staff, students, parents and Governors.

Please note the following:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document. It may be modified by the Headteacher with the agreement of the postholder, to reflect or anticipate changes in the job commensurate with the salary and job title.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from the Leadership Group to undertake work of a similar level that is not specified in this job description.
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment, to enable access to employment opportunities for disabled job applicants, or continued employment for any employee who develops a disabling condition.

Person Specification



ATTRIBUTES	ESSENTIAL	HOW TESTED	DESIRABLE	HOW TESTED
<u>QUALIFICATIONS/TRAINING</u>				
Education	Qualified Teacher Status. A first degree or equivalent.	AF		
Professional Development	Evidence of participation in INSET, especially with regard to Teaching and Learning.	AF	Participation in work with other schools/agencies.	AF
<u>EXPERIENCE</u>				
Teaching	Evidence of classroom teaching experience.	AF/L		
Resources	Understanding of managing teaching resources.	AF/I		
Students	Understanding of the importance of strong student voice in refining Teaching and Learning.	AF/I	Experience of refining practice, based upon student voice feedback.	I
Parents	Experience of first hand dealings with parents.	I		
<u>KNOWLEDGE AND UNDERSTANDING</u>				
National Framework	Knowledge and understanding of safeguarding procedures.	AF/I	Knowledge of the current OFSTED evaluation framework.	AF/I
	Knowledge of recent Education Acts and other relevant legislation	AF/I		
	Understanding of conduct and importance of appraisal.	I	Awareness of current developments in education and the implications of these for SGB.	AF/I

Teaching and Learning	Knowledge and understanding of strategies that facilitate effective, sustained learning.	AF/I/	Understanding of how to promote SMSC, including British values, in lessons.	AF/I/L
	Knowledge and understanding of how data can be used to support improvements in student attainment.	AF/I		
	Knowledge and understanding of how to share and disseminate good practice with regard to Teaching and Learning.	AF/I		
Pastoral	Commitment to inclusive practice.	AF/I		
	Commitment to creating a positive 'climate for learning'.	AF/I/L		
	Commitment to all aspects of safeguarding	AF/I/L		
Standards	Understand characteristics of an effective school.	AF/I		
	Awareness of a range of strategies to raise pupil achievement.	AF/I/L		
	Awareness of strategies to manage behaviour.	AF/I/L		
	Understanding of how to set targets and monitor against them.	AF/I		
Public Exams	Knowledge and understanding of the requirements of GCSE specifications	AF/I	Knowledge and understanding of the requirements for A level.	
Parents and Community	Understanding the role which can be played by parents, and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	AF
<u>SKILLS</u>				
Leadership	Able to motivate pupils and staff.	I/AF/R	Personal impact and presence.	I
	Ability to set high standards and provide a focus for improvement	I/AF/R		
Relationships	Able to establish and develop good relationships with all involved in the school and the wider community.	I/R/L		

Interpersonal / Communication Skills	Ability to communicate effectively in writing and orally.	AF/I	Positive and energetic approach to work.	I
	Flexible and approachable.			
	Resilient under pressure.	AF/I		
	Able to deal sensitively with people and resolve conflicts.	AF/I		
	Sense of humour	I		
		I/L		

ATTITUDES

Educational Philosophy	A commitment to raising achievement through partnership with parents and the wider community.	AF/I	An understanding of the way schools can promote values and a moral code.	AF/I
	A determination to deliver the aims of the school.			
	A determination to progress school improvement and a desire to fulfil each child's potential.	I		
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Staff Development	Committed to the continuous professional development of faculty staff.	I	A knowledge of and commitment to Investors in People standards.	AF/I
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Equal Opportunities	Commitment to equality of opportunity.	I/L	Understanding the need to promote positive role models.	I
	Commitment to race and gender equality and social inclusion.	I/L		

KEY:

- AF Application Form
- I Interview
- R References
- L Lesson observation