



Kingsmead School and Sixth Form

Co-Ordinator of Physics Applicant Pack (April 2021)

Salary: MPS/UPS + TLR 1a (£8, 291)

Start Date: September 2021

April 2021

Dear Candidate,

Thank you for making the time to look into Kingsmead. If you are someone who prefers a short introduction then please indulge on how much it matters to me that this is a two-way process; so you know you are making a good decision to apply, I want to get across why the school is so special, my style of leadership, where I want the school to go and my ambitions for you. That will take a few more paragraphs than the average bumf.

What makes Kingsmead special?

To start with the school part of that, Kingsmead is special in that it defies the odds with a broad range of children in an area with high levels of deprivation and – sadly – currently some of the highest levels of youth violence in London. Despite the challenges that the context throws up, one would never believe it from moment to moment in the school.

I am about to give you a fact that may seem like I am being a bit specific, but it matters to me. I am proud that this is a school that is open to children without them having to be of a 'correct' sex, faith or test score. I am proud that we offer that to as many children as possible despite it being much simpler to have a smaller school. I am proud that we do that both with a high Ebacc entry and with a huge list of GCSE (and A Level) options.

So, here is my fact: Kingsmead was one of only four schools in England in 2019 that were large, mixed, comprehensive schools - in areas of above average deprivation - that had an above average P8 score **and** an Ebacc entry of 75%. At the risk of repeating for emphasis, it shows we challenge every student despite not being able to choose them, having 270 in a year group, them being incredibly diverse, having our own Sixth Form to run and facing considerable structural challenges around language, cultural capital and aspiration.

Kingsmead is forever a work in progress. We know nothing real is achieved by gaming the system or focusing on the short-term. Our motto is 'Practice to Perfect' for a reason. This school first opened in 1967 and for many years suffered from the perception that it was a school for children 'from the wrong side of the A10'. It is now one of the most oversubscribed in the borough and it belongs to the community. We have around 100 teachers, some of whom have been here for decades yet are still committed to improving.

The Physics Co-Ordinator is responsible both for the quality and delivery of the Physics curriculum from Y7-Y13. However, the role is part of a leadership group within the department and each postholder is collectively responsible for the department as a whole and its continuous improvement. The team consists of 13 other specialists and it is a stable department with two thirds of the team having been in the school for over four years and some for more than a decade.

At the last set of externally validated results the P8 score for the Sciences at KS4 was 0.21 and the product of a lot of hard work from the team. We know however that with a few tweaks and a focus on the curriculum we have the teachers, children and wider school culture that should make it possible to do even better. At A Level, Physics has been averagely successful by national standards, and a big part of the role will be ensuring that the

progress children achieve at 16-19 matches the stated ambition of the school. There are already two other Physics specialists, but both are at a relatively early point in their career and would benefit from an expert practitioner to further guide their development.

The LDD Science is driven, capable and a thoroughly lovely person. She is a delight to work with and I am the SLT line manager for the department.

What is the Head's style of Leadership?

There is plenty more to find out of course, but I want to turn from what is distinctive about Kingsmead, to my style of leadership. To give you a flavour of where I am coming from, I was a free school meals child at secondary school who did really well while younger (cannot tell you why), remained ambitious, but did not have the graduate parents or the understanding of what was really needed to excel. I left school furious about that, and about being turned down for Oxbridge. I am no longer furious, but I am driven by a refusal to accept that schools cannot find the right ways to be incredibly ambitious for their children. We have to control the controllable rather than despair at what is out of our control.

I have worked in schools in Hertfordshire, Hackney, Brent and Enfield. More importantly though, I have been involved in doing different things in those circumstances, from setting up a Sixth Form, to getting top results at KS4 in Hackney to turning around a thoroughly broken school in Brent. In 2013 I was accepted on the 'Future Leaders' program - which was run by the predecessor to Ambition Institute - and it helped me to view school leadership not as something one earns by dint of long service, but by one's expertise, impact and ambition.

I am aiming for a school that is genuinely transformative. It would be simplest to do that by buying into the hero model of leadership and a high-stakes, anxiety fuelled culture that steamrollers people. That is not desirable or sustainable. I also have too much faith in others (and too much of a desire to enjoy my work) to be able to carry it off. I believe that if you find the right people their own internal standards and ambition make all of that redundant. It is possible to work hard, care deeply about success **and** be a pretty great human being. What one can then focus on is developing the substance of what we all are doing through our school values of courage, nurture, collaboration and rigour.

Where is the school going?

That is both the school and my style dealt with. Now to turn to my ambitions for the future version of the school. Kingsmead is already a very successful school by the standards on paper and in lots and lots of other ways, and what we are already doing is remarkable to most people. Nonetheless, I have a version of what I am determined it will be in the future that goes far beyond where we are now. To do that will of course require urgency and very high standards, but it will also require good judgement, time and commitment to developing ourselves and one another.

I want three things. I want children to leave a school with the academic learning to empower them and results to match. I also want them to leave valuing behaviours that will both impress people and help them to build meaningful relationships. Lastly, I want them to leave with a clear map of the way the world works and the place they want to take in it. Unless equipped with all three, they will always be at a disadvantage.

It should not come as a surprise to any applicant that the path to that will involve deep curriculum thinking, rooted in an intellectual approach to the subject and pedagogy. Nor should it be a surprise that we want to focus on research-informed practice and the best possible application of the science of learning. I could write out a list of education books I love here, but I am far more interested in those that have informed your practice.

How will you be developed?

Thinking of which, the final part after the school, my leadership and the plan, was my ambition for you. The recruitment process for this role will be designed to make everyone prove their abilities, but the person who gets the role will probably not manage to tick off everything on the job description and person specification. That is absolutely expected, because we are looking for the right person, not an archetype. We all need development and I am fully committed to developing you.

I am actively interested in your weaknesses as much as your strengths because we all have both. A big reason for taking the sting out of appraisal at Kingsmead was so that it could actually be about someone's development rather than be viewed as a stick to beat people with. That way we can have open conversations about where we are as professionals. We have connections with a wide range of schools and internal training programs. I am happy to bring use support and challenge from both inside and outside the school and I will want to tailor any development to your needs. Again, the motto 'Practise to Perfect' is there for a reason.

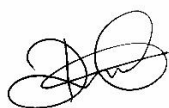
Lastly, to go back to where I started, this is a two-way process. There are further details of the school on our website and I actively encourage you to contact the school to arrange a conversation with me before applying. I will be absolutely open everyone and answer any questions you may have.

Teaching is incredibly hard work at the simplest of times, but if you want to achieve anything of worth, doubly so. When one works intelligently on the right things, with the right people and with a shared sense of purpose, it never feels that way. If you are excited by the idea of being part of making that happen over the next few years, I am excited to meet you.

If you want to ask questions, or just get a sense of me and the school in person, then please do just ask.

My email is dmedway@kingsmead.org

Best wishes,

A handwritten signature in black ink, appearing to read 'David Medway', with a stylized, cursive flourish.

David Medway

Headteacher

Application packs can be requested by emailing HR@kingsmead.org or by visiting the staff vacancies page on our website (<https://www.kingsmeadschool.org/vacancies/>)
Please do not send CVs, as they will not be considered.

Closing date: Monday 26th April 2021, 1pm. Interviews later that same week.
We reserve the right to interview early and appoint, if the right candidate comes along.

Job Description: Physics Co-Ordinator

The Role

- To take a lead role in school community by continuing to develop and implement a rigorous and ambitious curriculum which enables the highest level of pupil progress and attainment across all key stages.
- To help develop the subject knowledge and professional practice of your team to ensure consistently high standards of teaching.
- To model what it takes to be an outstanding teacher and thereby act as an example to all colleagues.

Key Responsibilities

- Teach Science (including Physics) in a manner that inspires students and delivers excellent learning.
- To put in place and maintain the systems and structures at a subject level that lead to excellent teaching.
- Monitoring and accountability for the progress, attainment and love of subject for students in Science and Physics specifically.
- If possible, deliver high quality training on teaching and learning to other staff, focusing on your areas of particular expertise.
- Modelling exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations within your classroom.

Leadership of Science and Physics

- Maintain an engaging and challenging curriculum that enables all students to enjoy and achieve at the highest level, supported by detailed schemes of work.
- Establish a clear subject improvement plan and monitor and evaluate its delivery and effectiveness.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Ensure a culture of high quality collaborative planning and reflection.
- Monitor the effectiveness of teaching and learning and planning processes within your subject. Support the professional development of teachers and their training where appropriate.
- Embed a structure for mentoring, coaching and monitoring staff (including supervision of NQTs and beginner teachers in time).
- Manage the development of resources effectively and efficiently.
- To be fully competent and aim to excel at the full range the professional teaching standards.

--

Curriculum and Assessment
• Review and develop the curriculum on an ongoing basis, taking into account the findings from monitoring and self-evaluation. • Set regular, measurable and significant assessments for students. • Ensure internal and external moderation of assessment outcomes for reliability and consistency. • Ensure all pupil data is understood and interpreted by staff and students and used to modify lesson planning. • Monitor the progress of all students and sub-groups of students and plan appropriate support / interventions to remedy slow progress. • Produce, in line with the school self-evaluation cycle, subject improvement plans and data analyses to the highest possible standard. • Be or be on the way to becoming an expert in the examination requirements of the GCSE and A-Level exams in your subject. • Liaise with all appropriate SEN and Pastoral personnel regarding support for student progress.

Other
• Help create a strong school community, characterised by consistent, orderly behaviour and nurturing, respectful relationships • Help develop a school culture and ethos that is utterly committed to achievement through high expectations for all and deliberate practice. • Vision aligned with Kingsmead's high aspirations and high expectations of self and other. • To undertake training and development relevant to the post and in line with the school's priorities. • To maintain a presence around the school to ensure that the highest standards of culture are upheld. • To undertake other related duties which may be required from time to time within a reasonable workload.

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive.