

## Subject Leader - Physics

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

The department has a dedicated page on the school website: [www.isleworthsyon.org/subjects/science](http://www.isleworthsyon.org/subjects/science).

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### Reminders

The closing date for this post is **9.00am on Monday 17 May 2021**.



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# About

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## The Post

The post will offer the successful candidate a fantastic opportunity to join our excellent, over-subscribed school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. This is a new post and will give a physics specialist the opportunity to lead the subject across the school. The position is required to start in September 2021.

## The Role

### DEPARTMENT ETHOS

The science department has high expectations and offers a well-designed learning experience for all students. The key aim is to provide an excellent education in the sciences across the age and ability profile. The commitment to meet the abilities, skills and attributes of all allows our students to work towards, and achieve, their maximum potential.

Our department plan prioritises an agenda where every student matters, and as such we aim to provide enjoyment and intellectual stimulation through science, thus engendering success and achievement.

At present, there are eleven full-time members of staff, and two trainees via the School Direct (salaried) and PGCE route. The Curriculum Leader is supported by one Deputy Curriculum Leader and two Assistant Curriculum Leaders, who share the responsibilities of leading the team. All teaching staff are supported by three experienced and dedicated technicians. Our current teaching team is a dedicated group of individuals committed to seeing all students achieve their potential. Colleagues collaborate closely and work exceptionally well together, with a clear philosophy of openness, sharing and mutual support. Collaboration across the school takes place, with science a key component of several cross-curricular projects.

### CURRICULUM

In support of a whole-school commitment to the development of thinking skills and Assessment for Learning, the science programme of study promotes learning skills of a more general application, such as analysis, experimentation and problem solving. It also aims to develop in our students the ability to plan and organise their work effectively; to self-assess; and to work independently and within groups.

Members of the department employ a flexible variety of teaching and learning strategies using a range of differentiated resources. Teaching methods involve individual, pair and group work, and within each Key Stage, students work either at or above their current level of attainment. Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress. ICT is an integral part of the programme of study, and colleagues teach using a variety of ICT resources; notably using the Interactive Whiteboard with a variety of dedicated software packages. Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and OneDrive.

### SCHEMES OF WORK

All students at Key Stage 3 follow a modular scheme using the National Curriculum Programmes of Study as a framework. The science strategy has been incorporated into the schemes, and teachers are expected to utilise a range of teaching styles and resources. Each module is assessed by end-of-module tests and open-ended investigations.

At Key Stage 4, all students obtain two or more GCSEs in science subjects. The AQA Combined Science: Trilogy course is taught over Years 10 and 11, with the most able students offered the opportunity to study separate sciences (Biology, Chemistry and Physics) in Year 11. In the Sixth Form, students may study A levels in biology, chemistry, and physics, and all are extremely popular choices. We also offer the new level 3 applied science BTEC, delivered for the first time in September 2018. As we work in a Sixth Form Consortium with a number of other local schools (two of which are girls' schools), students from those schools will often be in the teaching groups. Many students continue their science studies at degree level.

### TEACHING GROUPS

In Years 7 and 8, students are taught in form groups, while in Years 9 to 11, they are taught in ability groups. Our aim is to set challenges and provide support to enable students to make progress and achieve their full potential. We foster success through the use of half-termly assessment tests, with commendation related to improvement in performance.

Thus, movement between sets is encouraged and takes place regularly. Teaching groups across the school rarely exceed thirty, and lower-ability groups are smaller in number.

### FACILITIES

The curriculum area is well-resourced, currently in a pleasant suite of eleven spacious, fully-equipped laboratories, including five new labs opened in the autumn of 2018. The faculty is well-resourced with textbooks, work cards and ICT teaching resources. Interactive

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displays are plentiful and students' work is displayed and updated regularly, to encourage motivation and continue to engage student interest.

## EXTENDED SCHOOL

Our extra-curricular provision includes a popular Year 7 Science Club and a STEMNET group made up of students in Years 8 and 9, plus an outstanding medics club for budding Sixth Form medical students which enhances the vast range of in-school and off-site opportunities. Booster classes and revision sessions are offered to students at Key Stage 4. Students enjoy their involvement in these additional opportunities.

Parents/carers are supportive and are kept informed of all aspects of their child's life at school through, for example, the school website, new stories, social media, and the Annual Review. The Student Planner and Insight App records all homework set and is also a means of communicating positive comments, commendations and important dates.

## Applying

### HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

### SENDING YOUR APPLICATION

Please address your application to the Headteacher, Mr Euan Ferguson. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to [school@isleworthsyon.org](mailto:school@isleworthsyon.org) (with a subject line of 'Job Application: Physics Leader'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Monday 17 May**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

### Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

### Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

*Read the Job Description on the next page.*

# Job Description

<b>ALLOWANCE:</b>	TLR 2a - 2c and will be dependent on experience	<b>DATE:</b>	May 2021
<b>RESPONSIBLE TO:</b>	The Headteacher / Governors / Line Manager		
<b>RESPONSIBLE FOR:</b>	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.		
<b>RELATIONSHIPS:</b>	HT, SLT, governors, students and parents/carers.		

## 1. Main Purpose of the Job

Lead the subject of physics with vision, ensuring that the subject continues to be a core area of strength within the school. When appropriate, provide a high level of support to the science Curriculum Leader in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

## 2. Dimensions

### 2.1. STUDENTS

Students study the curriculum across the Key Stages.

### 2.2. STAFF

The team consists of teaching members of staff and will include support staff.

### 2.3. FINANCIAL

The Curriculum Leader manages a sizeable budget in the financial year.

## 3. Principal Accountabilities

- 3.1. To establish and safeguard a focus and commitment to high quality teaching and learning in the formal curriculum and through additional opportunities, including extra-curricular activities, and ensure that through curriculum provision, students gain successes in formal accreditations and personal development.
- 3.2. To agree and support the achievement of student progress targets ensuring through rigorous monitoring and evaluation a measurable contribution to whole school targets. Analyse and interpret student and staff performance data and facilitate intervention strategies to maximise student achievement.
- 3.3. To create, monitor and evaluate team and subject improvement plans, which actively involves all subject staff in their implementation and positively supports the achievement of the School Development Plan (SDP).
- 3.4. To ensure effective and equitable delegation of responsibilities and to provide regular feedback for team members in a way that recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the subject(s).
- 3.5. To review and report, to the designated member of the Senior Leadership Team (SLT) and governors, on the standards of leadership, teaching and learning in the subject area consistent with the school's self-evaluation procedures thereby leading to a continual focus on school improvement. To provide regular progress checks to the SLT on all successes, issues and concerns relating to the subject area(s) to ensure full awareness amongst the SLT.
- 3.6. To consult with designated subject teachers and support staff to ensure they understand and are actively implementing the aims and development aims of the school and all agreed school policies and that they understand key school targets and their part in the achievement of them.
- 3.7. To maintain a comprehensive online handbook carrying forward school aims and policies and identifying resource needs and to engage all subject staff in the creation and implementation and review of schemes of work which encapsulate key learning strategies in the school.

- 3.8.** To ensure optimum deployment of staff and effective organisation of resources. To plan, oversee and evaluate the budget allocation for the subject or team to ensure spending is in line with the principles of 'Best Value'.

## 4. Core Competencies

The following core competencies though not exhaustive are expected of the post holder.

TITLE	DEFINITION	LEVEL
<b>Challenge &amp; Support</b>	A commitment to do everything possible for each student and to enable all students to be successful	4 - challenges others in the students' best interests
<b>Conceptual Thinking</b>	The ability to see patterns and links, even where there is a lot of detail	2/3 - sees patterns/uses concepts
<b>Developing Potential</b>	Works to develop the long-term capabilities and potential of others	4 - creates development opportunities
<b>Drive for Improvement</b>	Relentless energy for setting and meeting challenging targets, for students and the school	4 - sets and tackles challenging targets
<b>Flexibility</b>	The ability and willingness to adapt to the needs of a situation and change tactics	3 - changes tack
<b>Holding people Accountable</b>	The drive and ability to set clear expectations and parameters to hold others accountable for performance	4 - confronts poor performance
<b>Impact &amp; Influence</b>	The ability and drive to produce positive outcomes by impressing and influencing others	3 - calculates an impact
<b>Team Working</b>	The ability to work with others to achieve shared goals	4 - build team spirit

## 5. Knowledge and Experience

- 5.1.** The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in the subject area. Appropriate further professional development will be evident as will experience of responsibility for the leadership and management of a curriculum or pastoral initiative.
- 5.2.** The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and an excellent understanding of assessment, monitoring, recording and reporting procedures. They will also have knowledge of subject-specific trends, national initiatives and statutory requirements.

## 6. Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

## 7. Organisation Chart

Separately available.

## 8. Additional Information

- 8.1.** The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 8.2.** You will be required to undertake other duties as may reasonably be expected.

## 9. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

### 9.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

### 9.2. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

**9.3.** This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

**9.4.** This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you.

**9.5.** The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

<b>JOB HOLDER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

<b>LINE MANAGER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

*Read the Person Specification on the next page.*

# Person Specification

SECTION	ASSESSMENT METHOD
<b>EDUCATION, QUALIFICATIONS &amp; TRAINING</b>	
<ul style="list-style-type: none"> <li>DfE Qualified Teacher Status</li> <li>Degree or good professional qualification</li> <li>Evidence of in-service training / higher qualifications if teaching for more than two years</li> </ul>	Application form Proof of qualifications
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Successful teaching experience within the 11-18 sector</li> <li>Teaching in 11-16 or 11-18 age range</li> <li>Experience of organising or participating in extra-curricular activities</li> <li>Experience of participation or leading a whole school initiative would be desirable</li> <li>Experience of lesson planning (examples to be brought to interview)</li> <li>Written and spoken fluency and accuracy in English</li> </ul>	Application form Interview
<b>SKILLS AND ABILITIES</b>	
<ul style="list-style-type: none"> <li>Excellent classroom teacher with the ability to utilise an effective range of teaching and learning styles to produce outstanding outcomes</li> <li>Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing student's behaviour constructively</li> <li>Ability to ensure the safety and well-being of students at all times</li> <li>Ability to plan and evaluate your work with a view to improving school standards and attainment</li> <li>Ability to maintain records of pupil progress and achievements in order to provide evidence of work, progress and attainment over time</li> <li>A high level of understanding and competence in ICT</li> <li>Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate</li> <li>Can work collaboratively with specialist teachers and other colleagues to enhance students' learning</li> <li>Possess excellent organisational skills</li> <li>The ability to lead and manage people towards a common goal</li> <li>The ability to solve problems and make decisions</li> <li>Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing student's behaviour constructively</li> <li>To provide opportunities for students to develop awareness of cross-curricular themes and key skills</li> <li>Energy and enthusiasm for the education of young people</li> <li>Ability to enthuse students and staff alike</li> <li>Ability to create a learning environment that values all students equally and enables all to achieve</li> </ul>	Application form Interview Tasks
<b>KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>Excellent professional knowledge and understanding</li> <li>A thorough understanding of the relevant programmes of study</li> <li>Knowledge of current educational initiatives and developments</li> <li>Knowledge of the principles of good classroom management</li> <li>An excellent understanding of assessment, monitoring, recording and reporting procedures</li> </ul>	Application form Interview Tasks

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COMMITMENTS	
<ul style="list-style-type: none"><li>• Commitment to equal opportunities</li><li>• Commitment to achieving high standards</li><li>• Commitment to all aspects of inclusive education</li><li>• Commitment to the ethos and life of the school</li><li>• Committed to teaching and to further professional development</li></ul>	Application form Interview Tasks



Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.