

King Edward VI School
Bury St Edmunds

Inspiring young people in Bury St Edmunds since 1550



Subject Leader of Physics
Applicant Information Pack
April 2025



Curiosity | Care | Courage | Creativity
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Required for September 2025

Subject Leader of Physics

Permanent/Full Time

MPR/UPR + TLR2B

Are you passionate about leading teaching and learning in our Physics department? Do you have the skills and aptitudes necessary to lead a team of teachers who jointly aspire to deepen their passion for our craft and help students fulfil their potential? We are looking for an ambitious, reflective and talented leader who can help us to develop the quality of teaching at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-16 school with 1200 students on roll. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and with good links to the A14.

We are seeking to appoint a person who:

- is passionate about Physics and is able to inspire our students with a similar love for the subject
- is committed to comprehensive education, and to improving outcomes for young people
- can lead and work effectively as part of a team, and make a positive contribution to our ethos and values

If you have any questions about the post, or would like to arrange a visit, do not hesitate to get in touch with Sarah Trueman, HR & Training Manager slt@king-ed.suffolk.sch.uk

We welcome candidates from a diverse range of backgrounds and are fully committed to equality of opportunity.

Further information about our curriculum offering can be found here:

[Science - King Edward VI School](#)

Closing date: 9am Tuesday 6 May 2025

Interviews: TBC

King Edward VI School

Thank you for your interest in King Edward VI School. I would like to take the opportunity to explain why this is such a great school.

King Edward VI School has been focused on providing world class education for nearly 500 years and mixes a strong history of academic excellence with a deep commitment to helping every child achieve.

We believe that teachers need the freedom and support to plan innovative and exciting lessons for our students. We are passionate about removing the barriers to great teaching and ensuring every teacher has the resources needed to deliver high quality lessons. We also understand that strong middle leaders are the backbone of any secondary school and we provide them with the freedom, autonomy and support to develop great teams.



Embedded deep within the community of Bury St Edmunds we have long standing links within the area which create educational opportunities way above what is normally possible. We are proudly part of a local partnership which provides high quality education for children from 3-18 years, working closely with many local primary schools as well as Abbeygate Sixth Form and West Suffolk Colleges.

With amazing sports facilities, including access to a floodlit athletics arena and cutting-edge performing arts provision we provide our students with great opportunities. For us, at King Edward VI, learning is not just about passing examinations but experiencing a rich education beyond the classroom. We believe this is critical for developing the character, emotional intelligence and life skills which will ensure our students are set up for success throughout their lives.

Part of our core mission comes from our Church of England foundation which is committed to ensuring that standards in the school are exemplary, while teaching our students the values of integrity and respect. Kindness, compassion and empathy are central to our vision for nurturing young people whilst giving them the guidance, discipline and spiritual growth to succeed in whatever future life adventures await them.

If you would like an informal discussion and/or a visit to the school please contact Sarah Trueman, HR Manager slt@king-ed.suffolk.sch.uk

Mr Deri O'Regan



Our Vision

To be a vibrant learning community nurturing curiosity, courage, care, and creativity in every young person, so that they flourish in the world with hope and self-belief.

Great Learning

Exciting learning experiences

Inspirational and research-based teaching

Deep and rich curriculum

Strong Character Development

Impeccable behaviour

Specialist in 11-16 personal development

Celebrating diversity

King Edward Learning Community

Exciting Futures

Cutting edge careers advice

World class post-16 pathways

Skills for life

Safe and welcoming

Inviting for all students

Great place to work and learn

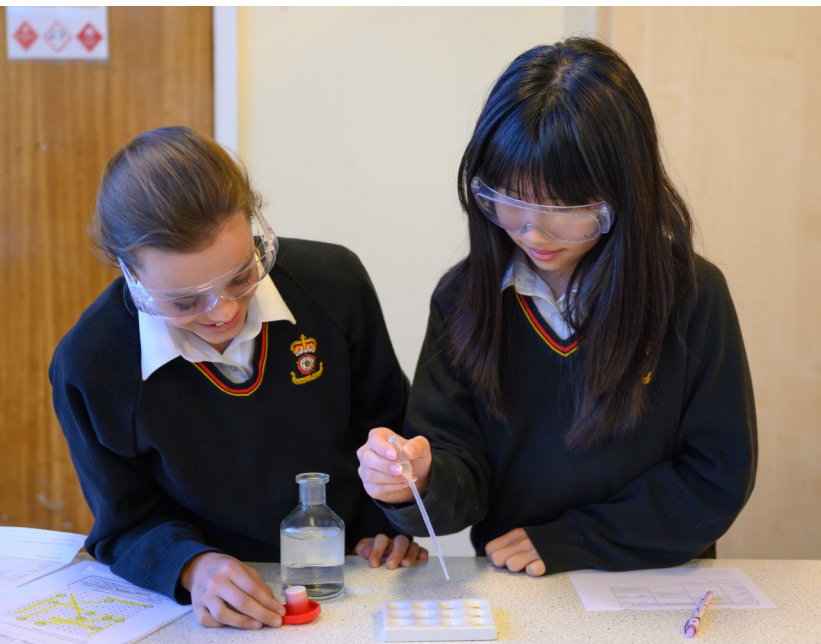
Strong community

Everything we do is supported and guided by our Church of England ethos and values

Our Values

Curiosity

Developing a passion for learning lies at the heart of everything the school does day-in and day-out. We are committed as a community to develop the life long learners that will be successful long after our students have completed their journey with us.



Courage

Young people face many challenges growing up in the modern world and we believe that every learner needs to aim high and develop the courage to live life to the fullest. We support the intellectual, moral and spiritual development of our students so that they know what is right and have the courage to pursue it.



Care

Teaching students to care for themselves, each other and their education underpins everything we do at King Edward VI. Caring about our future, both individually and as part of our community, is important to us and care for others is the single biggest driver in a great community.

Creativity

In an advanced society the ability to think creatively is critical for the success of tomorrow's world. From the solving of global problems to the building of jobs of the future, creativity lies at the heart of global development. We also believe in the wellbeing and cultural benefits of creative enterprise.

King Edward VI School
Bury St Edmunds

JOB DESCRIPTION

SUBJECT LEADER – Physics

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 Post Title: SUBJECT LEADER – Physics

1.3 Key Responsibility: To ensure the quality of students' learning arising from the teaching of a course, subject or a combination of subjects.

1.4 Post Purpose: To provide high-profile leadership for a course, subject or combination of subjects in order to:

- Help students learn successfully and with enjoyment
- Provide a rich, challenging and interesting curriculum for students
- Make connections between subject-specific knowledge, links with other subjects and whole-school strands
- Ensure consistent implementation of school policies, ethos and expectations
- Serve as a role-model to other staff in dress, language and conduct

1.5 Reporting to: Designated member of Leadership Team.

1.6 Responsible for: The learning of students within a course, subject or combination of subjects

1.7 Liaising with: Headteacher, Leadership Team, Heads of Year and other staff

1.8 Working Time: Full time as specified within the STPCD, teaching up to 33 out of 40 sessions

1.9 Salary/Grade: TLR 2b

2. TEACHING:

- To teach students according to the generic job description issued to all teaching staff

3. OPERATIONAL/STRATEGIC PLANNING:

- To assist in the overall development of the school's ethos, including:
 - Promoting pleasure in learning
 - Developing students' subject knowledge
 - Developing students' skills in literacy, numeracy, teamwork and study skills
 - Making links between courses and subjects so that students' learning is coherent
 - Using data and targets to improve the quality of learning and teaching within a team

4. LEADERSHIP:

- To provide high-profile leadership around the course/subject area
- To give praise and encouragement to members of the teaching team
- To tackle issues of under-performance
- To be a visible presence around the school, embodying whole-school expectations

5. CURRICULUM PROVISION:

- To keep up-to-date with developments in subjects and pedagogy, translating these into relevant schemes of work
- To provide students with a rich learning experience based on active participation, independent study, study skills, cross-curricular connections and work-related opportunities
- To review the curriculum annually using student and staff feedback and performance data
- To ensure that lessons are designed to challenge students of all abilities
- To ensure that agreed lesson requirements are in place across the lessons taught by members of the teaching team – register, lesson objectives, pace and variety, plenary, and homework
- To follow the appropriate rewards procedure within school
- To liaise with Learning Support Assistants and Cover Supervisors to ensure high quality work is set including materials and experiences during staff absence
- To monitor the quality and consistency of planning, homework and assessment, including the use of staff and student evaluations
- To use data to set appropriately challenging targets for students, staff and classes
- To ensure that displays are used as opportunities for learning and create a professional, attractive backdrop to students' experiences in your course or subject

6. CURRICULUM DEVELOPMENT:

- To develop relevant, lively and innovative strategies for making students' learning within a subject more effective
- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To lead training sessions for members of the teaching team so that good practice is shared in your subject area(s)

7. PROFESSIONAL DEVELOPMENT:

- To take responsibility for the professional development of your team within a subject area and promoting a whole-school perspective
- To use performance management to review the performance of all members of your team, setting clear and measurable targets
- To lead high-quality training sessions, providing regular feedback to your team and actively monitoring the quality and consistency of their impact

8. STANDARDS:

- To ensure high standards of behaviour, respect and courtesy from students across lessons taught in your course and subject
- To follow up any behavioural issues that occur in a lesson taught by a member of your team and keep pastoral staff informed of issues
- To follow the school's agreed house style on behaviour, dress code and visibility
- To use data and targets to set high expectations for students and staff
- To ensure and monitor the quality of cover work set in the absence of staff, overseeing the quality of work set and the lesson being covered

9. MANAGEMENT OF INFORMATION:

- To follow the school's information systems to keep staff, students and parents informed
- To maintain appropriate records for monitoring student progress and logging any issues/incidents, using the agreed school system
- To use data and targets for monitoring the quality of your team's work

10. COMMUNICATION & LIAISON:

- To communicate effectively with the parents of students, staff and other agencies as appropriate
- To hold regular formal and informal meetings/training sessions with members of your teaching team
- To follow agreed policies for communications in the school

11. RESOURCES:

- To co-operate with other staff to ensure a shared and effective usage of resources to the benefit of the School, the department and the students
- To ensure that appropriate risk assessments have been completed for lessons taught and equipment used in your teaching team's area
- To ensure that staff in your teaching team are fully conversant with relevant health and safety implications
- To ensure the good upkeep and secure storage of resources

12. SCHOOL ETHOS:

- To play a full part in the life of the school community, to support its Core Values and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies, including the dress code for staff and students, our house style on behaviour management, and taking a high-profile, visible lead around the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES:

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

14. SAFEGUARDING:

- To maintain the highest standards of safeguarding following all current school systems for keeping children safe
- To show leadership within the team and ensure all team members are following safeguarding procedures including the passing on of low level concerns

Signed _____
(Subject/Course Leader)

Signed _____
(Headteacher)

Dated _____

Dated _____

King Edward VI School – Subject Leader Physics

Person Specification

Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good degree in Physics or a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
Experience and Attributes		
Evidence of highly successful teaching in the 11-16 age range	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment in Physics	✓	
A proven track record in improving results and ensuring students make excellent progress	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to lead, motivate and inspire students and staff and to forge positive relationships with parents	✓	
The ability to coordinate and support the work of others	✓	
An excellent understanding of student assessment and target setting for individual student improvement and how that analysis contributes to high standards	✓	
Personal Qualities		
Ability to help develop and support a vision of high-quality education based on the moral integrity of the school's core values	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to lead and motivate others	✓	

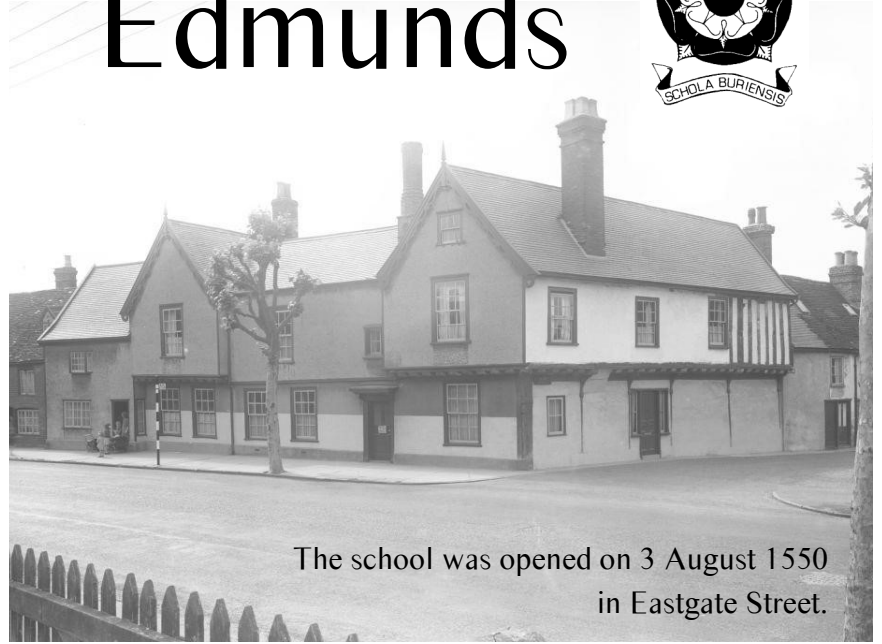
Ability to analyse information and use sound judgement in complex situations	✓	
Ability to lead and support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to “go the extra mile”	✓	
The desire to progress to a Senior Leadership post in due course		✓

The School of Bury St Edmunds



It is believed there was a school in Bury St Edmunds from the 10th century. In 903 the body of King Edmund was laid in the priests' college, of which the school was a part. King Canute established a Benedictine Monastery in Bury, and paid from the royal purse for boys of promise, even freed sons of slaves, to attend school. In 1550 lands were given to provide funds for a "scole ther to be founded by the kinges Maiestie in the like manner as the school at Sherbourne"

King Edward VI School is, therefore, the second King Edward VI School in the country, and in 2000 it had been founded for 450 years.



The school was opened on 3 August 1550 in Eastgate Street.

The second home of the King Edward VI Grammar School (from 1665 to 1883) was in Northgate Street (now known as St Michael's Court). The niche above the front door once housed a bust of the Founder King with a Latin inscription beneath.



The third home of the King Edward VI Grammar School (from 1883 to 1972) was a new building at the Vinefields site which later became St James's Middle School and St James Court.

The School's home since 1973 has been on the Grove Road site formerly occupied by the two Silver Jubilee Secondary Schools. The amalgamation of the three schools took place in 1972. The bust of King Edward VI (a new one made for Queen Victoria's Diamond Jubilee in 1897) is now over the inner door to the Lower Hall.



Bury St Edmunds Jewel In The Crown Of Suffolk



Bury St Edmunds is a market and floral town with 1,000 years of history to explore, a ‘jewel in the crown of Suffolk’. It is a cultural, retail and entertainment centre offering independent and unique shops, award-winning restaurants, and outdoor arc shopping centre. The home of Saint Edmund, the original patron Saint of England, visit St Edmundsbury Cathedral and stand among the ruins of the Abbey of St Edmund in the stunning Abbey Gardens.

Other highlights include Theatre Royal (The 200 year old Regency playhouse), the world famous Greene King Brewery, Angel hotel, The Apex (live music venue) and the ancient market.

Suffolk is a magnificent county packed to the brim with stunning countryside, 45 miles of glorious coastline, plus a perfect blend of both quaint and contemporary Villages & Towns, as well as a fantastic range of boutique shops, restaurants, cafes, pubs, inns, hotels, B&Bs, culture, attractions and much, much more.



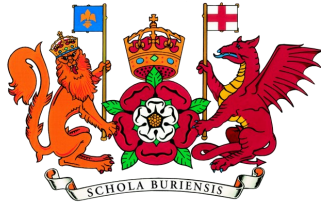
The weather here is generally better than the rest of the UK, with sunny Suffolk being one of the driest counties in the UK.

Being in the centre of East Anglia, Bury St Edmunds has good transport links. Cambridge to the west and Ipswich to the east both 30 minutes via the A14. London/Stanstead via the M11. Bury St Edmunds train station is served by frequent trains to and from London Kings Cross and London Liverpool Street.



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How to apply:

Completed applications to be sent to
vacancies@king-ed.suffolk.sch.uk

Closing Date - 9 am Tuesday 6 May 2025

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