



# King Edward VI School



**Subject Leader of Physics**

**Full time**

Recruitment Pack

May 2022

**Required for September 2022**

## **Subject Leader of Physics**

**TLR2b**

**(Full time)**

Are you passionate about leading teaching and learning in our Physics department? Do you have the skills and aptitudes necessary to work with a team of teachers who jointly aspire to deepen their passion for our craft and help students fulfil their scientific potential? We are looking for a committed and reflective individual who is able to lead and deliver high quality Science teaching at King Edward VI School and provide a great learning experience for our students.

King Edward VI School is a successful, oversubscribed 11-16 school. 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 a 30 minute drive to Cambridge. We have great links in the local community and an experienced and passionate governing body supporting our unique school.

We are seeking to appoint a person who:

- is passionate about Science 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

**Closing Date**

Monday 23<sup>rd</sup> May 2022 12 noon

**Interviews**

Wednesday 25<sup>th</sup> May 2022



# King Edward VI School

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Headteacher Deri O'Regan

Letter to potential applicants – May 2022

Dear Colleague,

Thank you for your interest in the position in our Science department at King Edward VI School. As Headteacher of King Edward VI School I believe that teachers need the freedom and support to plan innovative and exciting lessons for our students. I am passionate about removing the barriers to great teaching and ensuring every teacher has the resources needed to deliver high quality lessons. I believe in strong team work and can assure you that the Science team here is highly supportive and great at developing both new and experienced teachers.

King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. We have an exceptionally supportive body of students, staff, parents and governors, and a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the lives of all in our school community.

You will have excellent support from our experienced Head of Science and there is also access to a full range of materials to help your teaching across the age and ability ranges.

We enjoy extremely fruitful relationships with our partner primary and secondary schools in Bury St Edmunds. Transition into Year 7 is significantly enhanced by our membership of the Bury Schools Partnership, a flourishing network of schools committed to sharing resources and best practice. We also have a close relationship with Abbeygate Sixth Form College, built on our site, and there may be opportunities for teachers teaching A level over the next few years.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance and we are a hub school for teacher training in Bury St Edmunds, linked with the Cambridge Teaching School Network. We also have strong links to the University of Cambridge PGCE.

Our core values are respect, aspiration and creativity. They are the fundamental principles which govern our life and work here, and you can read more about them in the following pages. Our students are wonderful ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future.

In short, we are looking for someone who is not afraid to innovate; to lead and contribute to the team and help us shape the agenda for learning in Science. We will provide excellent opportunities for professional development, a caring school ethos, children who have a genuine desire to excel and parents who are fully supportive of our work. If you still feel that this post is for you, then we look forward to receiving your completed application form. If you have any questions about the post, do not hesitate to get in touch with our Head of Science, David Thompson ([TH@king-ed.suffolk.sch.uk](mailto:TH@king-ed.suffolk.sch.uk)) or myself at [Head@king-ed.suffolk.sch.uk](mailto:Head@king-ed.suffolk.sch.uk)

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

Thank you for your interest in King Edward VI School

A handwritten signature in black ink, reading 'D. O'Regan' followed by a horizontal line.

Deri O'Regan  
Headteacher

## The Science department at King Edward VI School

The Science Team aim to help students:

- Have safe and enjoyable lessons using a broad curriculum to offer a suitable challenge
- Ask and answer questions about the world around them
- Understand the processes behind good science

The Science team has twelve teaching staff, each of whom specialise in a particular area.

### *Year 7 and 8:*

Students are taught as mixed ability groups and follow the AQA Key stage 3 specification. All Year 7 and 8 students receive 6 x 75 minute lessons per fortnight. This is made up from 2 x Biology, 2 x Chemistry and 2 x Physics lessons.

### *Year 9:*

Students study the AQA Separate Science course. This will be assessed regularly throughout the year to ensure students are coping with the demand of the GCSE syllabus. All Year 9 students receive 6 x 75 minute lessons per fortnight. This is made up from 2 x Biology, 2 x Chemistry and 2 x Physics lessons.

### *Years 10 and 11:*

Students in Year 10 are streamed into either the AQA Combined Trilogy or AQA Separate Science GCSE. Details about each of the courses can be found on the school website: <http://www.king-ed.suffolk.sch.uk/school/curriculum/ks4/index.php>. All Year 10 and 11 students receive 9 x 75 minute lessons per fortnight. This is made up from 3 x Biology, 3 x Chemistry and 3 x Physics lessons.

## RESULTS

### GCSE Subject 4+

| %A*-C / 4+ Attainment   | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------|------|------|------|------|------|------|------|
| <b>Biology</b>          | 95%  | 91%  | 84   | 85   | 77   | 93   | 96   |
| <b>Chemistry</b>        | 93%  | 79%  | 79   | 86   | 80   | 85   | 84   |
| <b>Physics</b>          | 94%  | 94%  | 91   | 85   | 84   | 90   | 94   |
| <b>Science Combined</b> | 73%  | 69%  | 49   | 57   | 26   | 54   | 48   |

### GCSE Subject 7+

| %A*-A / 7+ attainment   | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------|------|------|------|------|------|------|------|
| <b>Biology</b>          | 56.6 | 28   | 28   | 29   | 21   | 32   | 31   |
| <b>Chemistry</b>        | 49.6 | 21   | 31   | 29   | 16   | 24   | 26   |
| <b>Physics</b>          | 61.1 | 44   | 33   | 34   | 21   | 33   | 38   |
| <b>Science Combined</b> | 16.7 | 12   | 7    | 8    | 1    | 2    | 1    |



# Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear;

## Respect

*As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.*

## Aspiration

*In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.*

## Creativity

*We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.*



# Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.
- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.
- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

**King Edward VI School  
JOB DESCRIPTION**

**SUBJECT LEADER OF PHYSICS**

**1. INTRODUCTION**

**1.1 NAME OF POST HOLDER:**

**1.2 Post Title: SUBJECT LEADER OF PHYSICS**

**1.3 Key responsibility:** To lead the team and support the planning and teaching of lessons that provide a rich, enjoyable and challenging learning experience for students and to assess their progress

**1.4 Post Purpose:** To provide high-profile leadership in order:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

**1.5 Reporting to:** Head of Science and (as a tutor) to the Head of College

**1.6 Responsible for:** The provision of a full learning experience and support for students.

**1.7 Liaising with:** Headteacher, Leadership Team, teachers and support staff, LA representatives, external agencies and parents.

**1.8 Working Time:** Full time

**1.9 Salary/Grade:** MPR/UPR + TLR2b

**2. TEACHING**

- To undertake a designated programme of teaching designed to challenge and interest students of all abilities
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To ensure that ICT, literacy, numeracy, work-related learning and other whole school themes are reflected in the teaching/learning experience of students
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework



### **3. OPERATIONAL/ STRATEGIC PLANNING:**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To contribute to the teaching team's development plan and its implementation.
- To fully plan and prepare courses and lessons

### **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 Teaching 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 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 follow agreed policies for communications in the school
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools
- To hold regular formal and informal meetings/training sessions with members of your teaching team
- To contribute to the development of effective subject links with external agencies
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work

**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. PASTORAL SYSTEM:**

- To be a Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the tutor group as a whole
- To liaise with Head of College regarding the well-being and progress of students in your care
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To write reports, deal with progress checks and attend target-setting/reviews days as form tutor

**12. SCHOOL ETHOS:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To apply the school's house style on behaviour management so that effective learning can take place
- To undertake a duty around school in which you actively supervise students
- To comply with the school's health and safety policy and undertake risk assessments as appropriate

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.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Teacher) (Headteacher)

Dated \_\_\_\_\_ Dated \_\_\_\_\_

# King Edward VI School Person Specification

## Subject Leader of Physics

| Selection Criteria   | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications</b>  |           |           |
| Qualified Teacher Status   | ✓         |           |
| Good degree  | ✓         |           |
| Evidence of appropriate continued personal and professional development  |           | ✓         |
| <b>Experience and Attributes</b>   |           |           |
| Successful teaching experience (including ITT placement &/or as a fully qualified teacher)   | ✓         |           |
| Teaching experience in a fully comprehensive school  |           | ✓         |
| Secure knowledge of the characteristics of effective learning, teaching and assessment   | ✓         |           |
| A proven track record in 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 | ✓         |           |
| Willingness to be involved in the broader life of the school through extra-curricular activities   |           | ✓         |
| <b>Personal Qualities</b>  |           |           |
| Ability to help develop and to 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 ethos and culture   | ✓         |           |
| Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance                      | ✓         |           |
| A sense of humour, cheerful demeanour and positive, can-do attitude  | ✓         |           |
| A capacity for hard work and willingness to "go the extra mile"  | ✓         |           |