A Level Teacher of Physics

*Job Description and Person Specification*

**JOB DESCRIPTION**

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| Post Title: | A Level Teacher of Physics  *The post of Lead Teacher of Physics is available to appropriately experienced applicants.* |
| Accountable To: | Principal |
| Location: | Leeds Mathematics School |
| Scale: | MPR / UPR  *TLR2 for Lead Teacher* |

**PURPOSE OF THE POST**

* Teach consistently excellent lessons in A-level Physics.
* Be a pastoral tutor with responsibility for a group of students’ progress, well-being and personal development.
* Be a reflective practitioner who engages wholeheartedly with CPD.
* Contribute actively and meaningfully to the successful delivery of the whole vision for Leeds Mathematics School, including the School’s commitment to providing coherent and impactful
  + co-curricular, sporting and cultural programmes alongside the academic timetable

and

* + outreach enrichment programmes for high-attaining KS2, 3 and 4 students
  + Physics CPD programmes for primary and secondary teachers

in schools across Leeds and the surrounding area.

* Promote the School at all times, including at admissions events.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document. The total directed time of a Leeds Mathematics School teacher will be consistent with the STPCD, but some directed time will be specified in evenings and at weekends (e.g. for outreach and admissions).

Teachers paid on the Upper Pay Range (UPR) have been assessed as ‘highly competent’ in all elements of the Teachers’ Standards and their achievements and contribution to the School are expected to be substantial and sustained.

Members of staff should at all times work within the framework provided by the School’s policy statements to fulfil the general aims and objectives of the School’s Leading Learning Plan.

All teachers at Leeds Mathematics School are expected to be committed to excellence in:

**DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS**

You will

* Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
* Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
* Have a commitment to collaboration and co-operative working.
* Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

**WORKING WITHIN THE LAW AND FRAMEWORKS**

You will

* Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
* Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the school’s key safeguarding materials which include:
  + The Child Protection Policy,
  + The Behaviour policy
* Familiarise yourself with the content within Appendix A of: *‘Keeping Children Safe in Education’*
* Have responsibility for registering students and reporting any students missing following the School protocol
* Know how to identify potential child abuse and follow safeguarding procedures.
* Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
* Always work within the framework provided by the School’s policy statements to fulfil the general aims and objectives of the School.

**DEVELOPING PRACTICE**

You will

* Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.)
* Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
* Review the effectiveness of your teaching and its impact on learners’ progress, attainment and well-being refining approaches where necessary.
* Recognise the importance on self-evaluation in raising standards.

All teachers at Leeds Mathematics School are expected to be committed to excellence in their:

**PROFESSIONAL SKILLS**

You will

* Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Adhere to departmental and/or Trust-wide, curriculum and examination rubric mapping and iterative assessment schedules
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
* Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion.
* Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress
* Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
* Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
* Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment.
* Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas of development.
* Provide learners with regular, sharp, diagnostic marking and feedback in line with the School’s marking and feedback policy. Create opportunities for learners to respond to the feedback, which is then checked, acknowledging progress or addressing further misconceptions.
* Use the marking and feedback process to develop well informed strategic seating interaction plans which adhere to the Trust’s strands of consistency
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Use assessment as part of your teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching.
* Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the School.
* Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the School’s behaviour policy.
* Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

You will

* Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
* Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.
* Know a range of approaches to assessment, including the importance of formative assessment.
* Know how to use local data to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.
* Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
* Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range you teach.
* Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
* Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
* Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching.
* Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

**PERSONAL RESPONSIBILITIES**

You will

* Hold positive values and attitudes adopt high standards of behaviour in your professional role.
* Carry out the duties and responsibilities of the post, in accordance with the School’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* Take responsibility for safeguarding and promoting the welfare of children.
* Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
* Undertake training and professional development as appropriate.
* Undertake other duties appropriate to the post that may reasonably be required from time to time.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds. 

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

**Person Specification**

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| **Attribute** | **Essential** | **Desirable** | **How identified** |
| Qualifications | * Strong honours degree in relevant subject * Qualified Teacher Status (or currently an ITT / GTP trainee) | * Masters degree in education or relevant subject | * Application * References |
| Knowledge and skills | * Excellent classroom practitioner * Ability to demonstrate high quality teaching * Detailed knowledge of current developments in education including the use of the Pupil Premium * Knowledge and experience of intervention strategies * Ability to put vision into practice * Ability to devise new resources for learning * Knowledge of Post 16 curriculum and assessment * Knowledge and understanding of the ethos of Leeds Mathematics School and a commitment to our core values | * Able to use interactive ICT systems for teaching and learning * Evidence of leading high quality extra-curricular activities * An ability to teach another subject | * Application * References * Teaching exercise * Interview and practical activities |
| Experience | Either:   * Successful placement(s), teaching Physics at KS5 *(applicants currently in training)*   or:   * Successful record of teaching Physics including very good exam results at one or more of KS4 & KS5 *(applicants who already have gained QTS)* | * Significant contribution to the development of Physics curriculums * Experience of teaching at Post 16 Level | * Application * References * Interview and practical activities |
| Continuous Professional Development | * Evidence of commitment to continuing professional development |  | * Application |
| Personal Qualities | * A passion for education and for changing the deal for disadvantaged students * Excellent communicator * Pleasant and friendly manner * Polite and punctual * Reliable * Energetic, enthusiastic and hard-working * Highly motivated, ambitious, and upbeat * Calm under pressure * Collaborative, open and honest * A sense of humour, including about oneself. * Self-aware, self-sufficient and self-confident, but not self-important * A commitment to working as part of the whole school team and supporting the vision and aims of Leeds Mathematics School * Excited by the opportunity to be part of a ‘start up’ school, but also accepting that working on a ‘blank slate’ demands flexibility, resilience and creativity above and beyond 'the day to day’ in an established school. | * Enthusiasm for subject | * Application * References * Interview and practical activities |

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