

Teacher of Physics (0.8 FTE)

Harris Westminster Sixth Form

MPS (Inner London) + £2000 Harris Bonus (pro rata)+ Performance and Loyalty Bonus + Harris Wellbeing Cash Plan + Pension Scheme (TPS) + Additional Health Benefits

How To Apply

Please visit www.harriscareers.org.uk to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [**Policy Statement on the Recruitment of Ex-Offenders.**](#)

March 2026

Dear Applicant,

Thank you for your interest in the post of Teacher of Physics at Harris Westminster Sixth Form. Our school is one of the top sixth forms in the country, with the aim to deliver high quality education and outstanding outcomes to students who come from disadvantaged backgrounds. We expect applications for this job to be competitive so recommend getting an application in early, as we will interview as and when suitable applications are received.

HWSF is selective on both ability and disadvantage and places first go to academically able students from disadvantaged backgrounds. It is a wonderful school with an ethos of “learning is amazing”, where staff truly care about the progress their students make over their two years with us.

We are based in the heart of Westminster, and work in collaboration with the Harris Federation and Westminster School. Our location gives us many benefits; we hold our assemblies in St Margaret’s Church and Westminster Abbey, and we offer students weekly lectures from visiting speakers.

Our [examination results](#) and student destinations (2025 leavers: 14% of students attended Oxbridge or an international equivalent, 70% Russell Group) are outstanding and are testament to the hard work and commitment of our staff and students. I encourage you to explore our [website](#) to learn more about the unique aspects of our curriculum and student offerings which make HWSF so special. Our [newsletters](#) give a great insight into day-to-day life at HWSF.

This post is an excellent opportunity for those early on or just starting their career as a teacher and wish to develop their teaching and learning skills, teach beyond the curriculum, make a difference to the lives of young people across London, and to embrace CPD that will help them prepare for their next steps.

We want the best people to join our community and we are committed to a diverse and inclusive student and staff body. If you are passionate about making a difference and feel you have the right experience and expertise, I encourage you to apply to join us. We look forward to receiving an application from you. We hope that you find the enclosed information helpful and are excited by the opportunities that HWSF would provide.

Yours faithfully,

Claire Scott
Principal

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as ‘outstanding’, and all of us are committed to growing our expertise and sharing it with each other.

*Sir Dan Moynihan
Chief Executive*

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. [Visit our website](#) to discover more.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

You will implement and deliver an appropriately broad, balanced, relevant, differentiated and inspiring curriculum for students and support the subject area as appropriate. You will monitor and support the overall progress and development of students and provide a motivating and structured learning experience, which will provide students with the opportunity to achieve their individual potential.

As a teacher and Form Tutor you will contribute significantly to raising standards of student attainment and support the process of application to university. You will contribute significantly to the Cultural Perspectives programme and to the wider life of the school, including extra-curricular and enrichment activities.

You will report to the Head of Maths and Physics and liaise with other teachers within the Faculty, Tutors, the Head of House, relevant teaching and non-teaching staff, including those with particular curriculum and pastoral responsibilities, parents and Governors and other stakeholders.

Main Areas of Responsibility

Operational/Strategic Planning

- To participate in the formulation of subject area and faculty aims, objectives and strategic plans and the Subject and Sixth Form improvement plan.
- To contribute to the whole Sixth Form's planning activities.

Curriculum Provision

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To assist in the process of curriculum development and implementation of change, to ensure the continued relevance to the needs of students. This includes the development of resources, schemes of work, policies and strategies for raising achievement

Staff Development: Recruitment/Deployment of Staff

- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To work as a member of a designated team and to contribute positively to effective working relations within the Sixth Form.
- To take part in the Sixth Form's staff development programme by participating in arrangements for further training and professional development.

Quality Assurance

- To help to implement Sixth Form self-evaluation and review procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area/ tutor programmes in line with agreed Sixth Form procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students as both teacher and tutor using the information to inform teaching and learning and academic monitoring.

Communications

- To communicate effectively with the families of students as appropriate, following agreed policies for communications in the Sixth Form.
- To attend all appropriate meetings.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Sixth Form.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective links with external agencies.

Management of Resources

- To contribute to the process of the ordering/booking and allocation of equipment and materials.
- To assist line managers to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the Sixth Form, subject area and the students.

Pastoral System

- To apply the Behaviour Management systems consistently so that effective learning can take place.
- To promote the general progress and well-being of students.
- To liaise with the Subject Leaders and Assistant Principals to ensure the implementation of the Sixth Form's Pastoral System.
- To participate in assemblies.
- To undertake duty at times specified in the duty rota
- To participate in after-hours activities with students.
- To register students, accompany them on the way back from assemblies, encourage their full attendance at all lessons and their participation in other aspects of Sixth Form life.
- To contribute to the preparation of Student Action Plans and progress files and other reports.
- To be responsible for students' personal learning plans, this to include setting up and reviewing regularly during academic monitoring time.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Sixth Form concerned with the welfare of individual students, after consultation with the appropriate staff

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To teach students according to their educational needs.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, Business and Enterprise are reflected in the teaching/learning experience of students.
- To ensure a high-quality learning experience for students, which meets internal and external quality standards.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus, in line with Sixth Form teaching and learning policy.
- To maintain discipline in accordance with the Sixth Form's procedures and to encourage good practice regarding punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Sixth Form procedures.
- To mark, grade and give written/verbal and diagnostic feedback in line with Sixth Form assessment for learning policy.
- To contribute to cross curricular programmes according to Sixth Form policy

Other Duties including School Ethos

- Undertake whole Sixth Form duties as outlined in responsibilities agreed each year.
- Monitor and support the overall progress and development of students as a teacher.
- To engage actively in the performance review process, addressing appraisal targets set by the line manager each Autumn term.
- To promote equal opportunities and celebrate diversity in all aspects of the Sixth Form.
- To play a full part in the life of the Sixth Form community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Remembrance Service, Open Evenings and Celebration Evening.
- To participate in training and other professional development learning activities as required.
- To support the Sixth Form in meeting its legal requirements for worship.
- To promote actively the Sixth Form's corporate policies.
- To show a record of excellent attendance and punctuality.
- To adhere to the Sixth Form's Dress Code.
- Unless on a part-time contract, to be available for work throughout the timetabled school year (Monday to Saturday during term time).
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.

- To be aware of and comply with all academy and Federation policies and procedures, in particular, those relating to conduct, child protection (as above), security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To comply with the academy's Health and Safety policy and procedures and undertake risk assessments as appropriate.
- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

The jobholder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) Data Protection Act (2018)
- 4) Safeguarding children

Person Specification

| Area | Essential | Desirable |
|-------------------------------------|---|---|
| Qualifications | <ul style="list-style-type: none"> • Good degree or equivalent in a relevant Physics and/or related science subject. • QTS (or equivalent relevant experience) or planning to join the Initial Teachers Education programme | <ul style="list-style-type: none"> • Evidence of ongoing professional development |
| Experience | <ul style="list-style-type: none"> • Understanding of theory and practice of effective teaching and learning. • Understanding of how the most-able students learn. • Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. • Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs and English as an additional language. • Knowledge and experience of writing lesson plans, developing resources and assessing students' work. • Understanding the importance of being a Tutor. | <ul style="list-style-type: none"> • Experience teaching A Level Physics at Sixth Form level (can be teaching practice). • Experience supporting applications to top universities • Experience in multi-ethnic urban school. |
| Knowledge, Skills, Abilities | <ul style="list-style-type: none"> • The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. • Good level of ICT skills • Understand how to conduct practical lessons in line with health and safety requirements • The ability to create a motivating and safe learning environment for all students. • Understanding of how to plan lessons with challenging learning objectives and outcomes • Strategies to maintain excellent behaviour and pace • Good communication skills both writing and speaking. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Ability to carry out the job description. • Excellent time management skills and the ability to prioritise and meet deadlines under pressure. • Ability to inspire students, raise their aspirations and to support high level learning. • Ability to learn and develop both academically and pedagogically. | <ul style="list-style-type: none"> • Ability to use resources (inc. ICT and AI) innovatively. |
| Personal Qualities | <ul style="list-style-type: none"> • Passion for teaching own subject specialism. • Passion for learning, particularly in own subject. • Enthusiasm for and commitment to the achievement of the Sixth Form's overall vision for success at all levels. • Desire to make a difference to the outcomes of disadvantaged students • Commitment to contributing to Sixth Form life as a whole and willingness to be involved with clubs and community projects. • Ambitious and a positive approach to hard work. • Approachability and presence • Sense of humour and resilience • A positive role model for students. • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. | |

- Awareness of and commitment to equal opportunities and valuing diversity.
- Awareness of and commitment to safeguarding and child protection.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children



HARRIS WESTMINSTER
SIXTH FORM

Recruitment process and additional recruitment information

Closing date: Monday 16th March
2026

Interview date: Friday 20th March
2026. We reserve the right to conduct
interviews as applications come in,
which might lead to closing the advert
early.

Start date: September 2026

Recruitment process:

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include at least:

- A lesson observation
- A panel interview

Special Requirements: If you require reasonable adjustments prior to your interview, please include this on your application form.

References: We will obtain references from your referees prior to interview. To prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK: If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions: All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform us about any spent and unspent convictions and will be asked to complete a criminal convictions disclosure form at interview.

Applying for the Position

For a confidential discussion about this post with the Principal, Claire Scott, or for more information, please contact Zarmeen Mirza (PA to Principal) on 020 3772 4555 or z.mirza@harriswestminstersixthform.org.uk.

Please also have a look at our website www.harriswestminstersixthform.org.uk.

Thank you for your interest in Harris Westminster Sixth Form. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [**Policy Statement on the Recruitment of Ex-Offenders**](#).