



DR CHALLONER'S GRAMMAR SCHOOL

Teacher of
Physics

Information Pack

Challenge with reward



DR CHALLONER'S GRAMMAR SCHOOL

TEACHER OF PHYSICS (Full time or part time) TPS + FRINGE

Thank you for your interest in DCGS. For September 2025 we are seeking a highly qualified teacher of Physics at this 11-18 grammar school for boys with a co-educational Sixth Form. This post offers an exciting opportunity for a recently qualified teacher or for someone looking to broaden their experience in an innovative and high achieving school. The post is offered as either full or part time (minimum 0.8 fte); applicants are invited to express their preference on application.

Dr Challoner's has 1368 students, of which 452 are in the Sixth Form. We are regarded as one of the leading grammar schools in the country, and in 2024 Ofsted confirmed their 2019 judgement of Outstanding. As lead school for the Astra Teaching School Hub (Buckinghamshire), we provide an exciting range of professional development opportunities.

We also offer:

- engaging, able and well-motivated students
- an innovative approach to learning
- a strong focus on character education
- outstanding facilities in every subject
- a friendly working environment

Closing date: Monday 2 June 2025 12 noon*.

To apply for the post, please email a completed application form to the HR department. Email:
employment@challoners.org

***We are interested to hear from candidates as soon as possible; suitable earlier applicants may be invited for interview before half term.**

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding, and successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headteacher, Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspections, in 2019 and 2024, graded the school as outstanding in every respect. We believe this is an accurate reflection of the school as a genuinely special place. The reports echo what many visitors tell me - that we have a distinctive ethos of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its impressive academic record, Challoner's is not an examination hothouse - it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our staff are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important - ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable skills. You will find a lot more information about the school on our website www.challoners.com which we hope encapsulates that intangible 'feel' of the school, and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement. I do hope that you will decide to make an application to join us and that we will have the chance to welcome you to our school.

With best wishes

Mr D Atkinson,
Headteacher

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Now leading the delivery of the ECF and NPQ programmes across the county, colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



- Outstanding modern facilities, including recently modernised sports, music, arts and science facilities.
- High staff retention
- A friendly working environment with supportive and caring colleagues.
- Culture of teamwork, loyalty and aspiration



- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Access to Blue Light card benefits
- Generous pay based on the London Fringe Allowance



- Staff Buddies - all new staff are allocated a staff buddy
- Hero of the Week! - recognition for staff who go above and beyond
- Free onsite parking

- Access to join the Teachers' Pension Scheme ("TPS"). The TPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme.



- A successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- Support for National Professional Qualifications (NPQs)
- Teaching staff are issued with a Chromebook computer for use during their employment at Challoner's
- An extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.



Our commitment to Character Education

Character Education



As well as our enviable track record of academic performance, we are equally proud of our focus on character, and our development of young people who will go on and improve their lives and our society with their education. Our core vision, to deliver education of excellence with integrity, is underpinned by values of Aspiration, Kindness and Resilience. We want to support students so that they develop their own well informed aspirations for their futures. We help our students understand how to flourish as young adults, with the resilience to adapt and be flexible while also helping others. We emphasise the need to be kind by looking after yourself, and through positive and productive personal relationships with others.

We encourage our staff, whatever their job, to play a part in this. This may be through classroom teaching, but role modelling good habits in these areas is something we expect of all our colleagues. As a result we have a cohesive staff body with a shared belief in the school's purpose, to develop thoughtful young people who can make a noticeably positive impact on society as a result of their education at Challoner's.





Our commitment to Diversity, Equity and Inclusion (DEI)



Diversity, Equity and Inclusion (DEI)

At Challoner's, we strive to create a safe environment where everyone feels they belong, and kindness, respect and equity inform everything we do. Our school is a rich and diverse community, so we must develop thinking and attitudes appropriate for the global society in which we live.

Our DEI charter is for current and prospective students and staff, as well as the wider community, to understand the commitments of our school in this vital area, and to outline the expectations of all members of the school community:

Our key commitments:

Maintain a positive ethos: We stand for an atmosphere of empathy, inclusion and respect that empowers all members of the community.

Commitment to curiosity: We will retain a curiosity about others in our diverse community; whilst also remaining tolerant of others who might make genuine mistakes along the way.

Accountability: We will accept responsibility for our actions and any negative impacts our comments and actions have upon those close to us and the wider community.

Stand strongly against discrimination: We will actively oppose any form of discrimination including the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This will be treated with the same protocols and rigour as other harmful acts.

Our DEI pledge:

Educate: Address problematic stereotypes and prevalent prejudices by showing each other how such intolerance directly affects individuals and society as a whole.

Encourage dialogue: Offer a safe space in which everyone can openly discuss issues they feel are important, share their own experiences and ask questions.

Set clear expectations: Make clear in the school's code of conduct that any form of prejudice and discrimination is unacceptable and detail the consequences. Breaches of these rules will be followed with swift action.

Promote diversity and inclusion: Encourage the celebration of diversity and sharing culture through activities that can be enjoyed by all.

Promote & empower upstanders: Encourage students and our whole school community to challenge intolerance and teach them how to support those affected by intolerance effectively.

Involve parents: Ensure that families are aware of the positive work being undertaken by school. Involve them in what students are learning and encourage them to reinforce the same messages in a more direct and personalised way at home.

Introduction

The Science Team at DCGS is committed to the provision of a stimulating teaching and learning environment for our highly motivated and able students. Science subjects are extremely popular and a forward thinking approach over a number of years has not only provided funding for improved accommodation and resources but has also increased opportunities for staff and curriculum development. For example, we have recently opened four new leading-edge, innovative laboratories. This has extended the provision of science and further inspired the teaching and learning of all. Initiatives involving the network of county secondary schools, partner schools, industrial links and the local community have all been successfully established. In addition, the Science Team is recognised as providing excellent support and training for trainee teachers.

Structure

Science at DCGS is taught by a team of sixteen staff organised within four subject teams: Chemistry, Biology, Physics and Electronics. Each has a Subject Team Leader; one Subject Leader is also the Curriculum Area Team Leader for Science reporting to the Deputy Headteacher. This role is currently filled by the Subject Leader for Physics. The science department is also supported by a dedicated team of six science technicians.

The Curriculum

In Years 7 and 8, the boys are taught Science for three one hour lessons per week. From Year 9 students are taught separate sciences in streamed ability groups as they begin their GCSE courses. At Key Stage 4 all students study the linear GCSE courses offered by AQA in Biology, Chemistry and Physics. Last year the GCSE cohort achieved 83.1% grades 9-7.

The school has a large and heavily oversubscribed sixth form. Science subjects are a popular choice for students at Key Stage 5 so there is the opportunity for all staff to teach their subject specialism at A level. The Physics department currently follows the AQA A level Physics course. This enables us to challenge our most able students and prepare them well for further study and underpin the theory that they learn about with extensive practical work. The course is very popular with students; currently we have 75 students in Year 12 and 70 students in Year 13. The most recent set of A level results were very good (77% grade A*-B), with a number of students progressing on to study Physics or related subjects at universities including Oxbridge.



'I particularly enjoy the projects I am asked to complete. DCGS trusts its staff, which means people are given the confidence and flexibility to complete their role as they see fit. Staff are well supported but also given the freedom to complete tasks, which is a great balance'.

Beyond the Classroom

All staff contribute to a range of extracurricular activities that happen within the Science department. These include a Year 7 Science club, Year 12 Engineering clubs, Year 12 trip to CERN, and various trips to lectures and masterclass events. The science subjects provide a significant number of the school's successful Oxbridge candidates for whom support lessons and interview advice are provided. A large number of students take part in the Physics Olympiad each year, and staff support them in preparation for this. A thriving 'Medics Society' enables potential medical and veterinary students to experience a wide ranging lecture series and provides opportunities to gain work experience outside school. As a science department we are constantly looking for new opportunities that we can offer to students in order to enthuse and extend them.

Resources

Within the science block there are now 15 well-equipped laboratories, including 5 specifically used for Physics teaching, in which the majority of lessons take place. All laboratories have robust wireless networks that both the staff and students make extensive use of through their own devices. All students in years 8 and 9 have their own iPads whilst students are able to bring their own preferred device from Year 10 onward. The Science Team has been committed to the innovative use of mobile devices as highly effective tools for learning. This is something mirrored across the school, and we have recently worked with our IT providers to demonstrate how effective this can be. A short video we made with them can be seen [here](#).

'DCGS is a dynamic environment; I always feel valued and in receipt of support – I am allowed to make mistakes but "never allowed to sink". This approach enables me to progress more rapidly and gain experience and confidence'.





Classroom Teacher Role Profile



Job title

Classroom Teacher/Form/Division Tutor

Job purpose

To promote the academic and personal development of all students.

Objectives

- To encourage and support the learning of all students.
- To ensure the highest possible standards of student behaviour
- To promote positive values and attitudes
- To demonstrate professional values and practice.

Principal areas of responsibility

- A Planning and providing challenging learning activities
- B Assessment and support of student progress
- C Managing the students for whom you have responsibility as their tutor.
- D Working professionally as a member of subject teaching and tutorial teams

Key Tasks

- A1 To plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A2 To teach lessons with clear objectives and well pitched tasks which provide pace and challenge using a variety of learning strategies including ICT.
- A3 To understand the responsibility required under the SEN Code of Practice and to adjust teaching and learning strategies for individual students accordingly.

- B1 To employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress.
- B2 To provide constructive feedback to help students reflect upon and improve their work.
- B3 To make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- C1 To keep the form register (a legal requirement) and monitor patterns of student attendance/ absence.
- C2 To make appropriate use of the school's rewards and sanctions procedures in line with the school's behaviour policy.
- C3 To monitor the progress of students in your tutor group by target setting and through regular inspection of planners and/or other appropriate methods (e.g. students on report).
- C4 To report concerns about individual student progress and behaviour to relevant senior staff (Subject/Team Leaders)
- D1 To demonstrate consistently high expectations of all students and a commitment to raising their achievement.
- D2 To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
- D3 To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- D4 To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare.
- D5 To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection and safeguarding, health, safety, welfare, confidentiality and data protection.

Person Specification



TEACHER OF PHYSICSS

At DCGS we want to employ people who share our desire to deliver the best experience and outcomes for our students. This person specification is designed to show the personal and professional characteristics that we would like to see in a successful applicant for this post.

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications and work experience			
Degree in Physics or a related subject	Y		Application, Certificate
Qualified teacher status or PGCE	Y		Application, Certificate
Further professional qualifications		Y	Application, Certificates
Previous work experience			
Experience of teaching the subject to at least GCSE level (either in a substantive post or as a student teacher)	Y		Application, Interview, Reference
Experience of teaching the other Science subjects		Y	Application, Interview
Experience of teaching A level Physics		Y	Application, Interview
Professional skills, knowledge and experience			
Thorough knowledge of the requirements of the National Curriculum and examination requirements in this subject	Y		Application, Interview, Observed lesson
A competent IT user	Y		Interview
An understanding of the ways children learn and how individual needs may be assessed and met	Y		Application, Observed lesson
Knowledge and experience of able and gifted students		Y	Application, Interview
Knowledge and experience of safeguarding and child protection issues	Y		Interview

People management skills and experience			
An effective communicator with students, staff and parents	Y		Interview, Observed lesson
An effective team player, able to work collaboratively with colleagues	Y		Application, Reference
Other Personal qualities			
Appropriate motivation for working with children (one which values each child and shows concern for their personal safety and wellbeing)	Y		Interview
Well developed planning and organising skills, including time management, delegation and administration	Y		Interview, Reference
Emotional resilience and maturity	Y		Interview
Commitment to equity, diversity and inclusion	Y		Application, interview
Sense of humour		Y	Observed lesson, interview
Evidence of continued professional development	Y		Application, Interview
Willingness to contribute to the wider life of the school		Y	Application, Reference

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. As this post holder will be working in regulated activity and will have contact with children, the interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to employment@challoners.org

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview

Short-listed candidates will be interviewed initially informally by a member of the senior team.

Candidates will also be given a tour of the School, and there will be a chance to meet members of the department informally over lunch or coffee.

The interview will also include a lesson sample for teachers or administration task for support staff.

Selected candidates will then be formally interviewed by the Head and other members of the School management team.

(Teachers) Sample Lesson

Teaching candidates invited to interview in person will be expected to prepare and deliver a sample lesson of one hour, which will be observed by the Head of Department or Subject Leader. Details of the material to be covered will be sent in advance.

Candidates are advised to avoid trying to cover too much in the lesson, but to have enough material to fill the time available: pupils at the school are of differing degrees of high ability and will expect to be involved in lessons that challenges them.

As part of our safer recruitment process please find here links to our Child Protection Policy, Safeguarding Statement and Recruitment of Ex-offenders Policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected', are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe In Education (KCSIE) guidance, we will conduct online searches to research information on shortlisted candidates, to determine suitability to work with children and keep them safe. This is not part of the shortlisting process; if there are any findings of concern, you will be given the opportunity to address them at interview.

Excellence with integrity

At DCGS...

We work hard to help everyone feel safe and valued as part of our school
We are determined to give our best to everything we do
We are prepared for the opportunities and challenges of today and the future
We serve the wider community

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality
Developing leadership at all levels
Maintaining a culture of high expectations
Showing a concern for everyone's wellbeing
Providing a first class learning environment
Ensuring a breadth of opportunities for all
Promoting an open and outward facing attitude
Engaging with the global potential of technology
Exploring innovative and sustainable approaches