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# HINCHLEY WOOD LEARNING PARTNERSHIP



## Application Pack Teacher of Physics



Hinchley Wood Learning Partnership  
CEO Mr Ben Bartlett

Hinchley Wood School – co-educational comprehensive secondary, Years 7 - 13  
Headteachers – Ms Maria Cachia and Ms Lucy Macdonald

Hinchley Wood Primary School – 3 form entry, Reception to Year 6  
Headteacher – Mrs Aisling Hogan

Thames Ditton Junior School – 3 form entry, Year 3 to Year 6  
Headteacher – Mrs Fionna Starritt

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March 2023

Dear Applicant

**Re: Teacher of Physics**  
**To commence September 2023**  
**Part time or full-time applications considered**

Thank you for your interest in joining Hinchley Wood School, within this pack you will find information about the school, subject department and the application process.

We are seeking a Teacher of Physics to join our experienced and highly committed Science department of thirteen teaching staff and six technicians. Part time or full time applications are welcome.

Hinchley Wood is an inclusive, high achieving and highly sought after school with 1,400 students on roll including 275 in our Sixth form. Located on the borders of SW London, we pride ourselves on celebrating student progress and development as well as academic achievement.

We are one of the top 150 performing schools in England and Wales in terms of the progress our students make between the end of Key Stage 2 and their GCSEs. Our Progress 8 figure has been significantly positive: +0.87 (2018); +0.74 (2019); and +1.0 in 2020 and in 2021. You can see the 2022 examination results for science within the department information on page 7.

You will teach across the age and ability range in this oversubscribed co-educational academy supporting students from 11-18 years. In return for your hard work, we offer exceptional support and training and the rewards that come with teaching science to students who really want to learn.

We take staff and student well-being seriously and have invested time and money in ensuring that all members of our school feel supported and happy.

We offer:

- a competitive salary (London Fringe Pay Scale/dependent upon experience),
- professional development support and an extensive CPD programme.
- two week autumn half term and non-contact time on Friday afternoons (timetable ends at 1.30pm).
- This role meets the school's priority admissions criteria, enabling any children of the postholder to be considered for priority admission to the school upon commencement of role.
- generous employer pension contributions
- cycle to work scheme and on site gym

We welcome applications from Early Careers Teachers.

In addition to the above, we offer:

- a paid induction in July.
- a 'golden hello' in the form of two payments of £1,000 each, following the successful completion of Years 1 and 2 of the ECT induction (paid in September 2024 and 2025)
- a dedicated mentor with regular mentor meetings and coaching;
- a comprehensive induction programme and a wide range of CPD opportunities;

Please contact us if you have any questions prior to applying or would like us to arrange a visit or call. Contact details can be found on the last page of this application pack. If you are interested in the role on a part time basis, please make this very clear on your application.



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**Deadline for applications is Monday 20<sup>th</sup> March (9am)**

Early enquiries and applications are encouraged and we reserve the right to shortlist, appoint and interview prior to the closing date.

Yours faithfully

A handwritten signature in grey ink, appearing to read 'Lucy'.

Lucy Macdonald  
Headteacher

A handwritten signature in grey ink, appearing to read 'Maria Cachia'.

Maria Cachia  
Headteacher



## Background Information

Hinchley Wood School has a well-established reputation within the area for providing high quality education and excellent public examination results. This success is based on an approach which combines high expectations with sensitivity to students' individual needs.

In September 2011 Ofsted judged the school to be outstanding, highlighting the excellent progress all groups of students make as a key strength:

***“Hinchley Wood is an outstanding school – the students work exceptionally well together in this harmonious and cohesive community, and achieve outstanding outcomes.”  
(Ofsted, September 2011)***

In Summer 2022, 90% of pupils achieved 5 or more GCSE level grade 4 or above, 87% achieved this benchmark including English & Maths. 47.7% of all GCSE grades achieved were grades 7 to 9. The number of students achieving the highest grades is particularly impressive; 213 grade 9s were awarded which is 12% of all grades achieved.

48% of all A-level grades achieved are at A/A\*, a school record. 75% of all grades achieved are at A\*-B and 88% of all grades achieved are at A\*-C. Overall, an incredible 94 A\* grades were achieved, another school record. 88 students achieved 3 or more A\*-B grades. The majority of our leavers have gone onto higher education.

Well qualified and experienced staff work together to make this school a successful and happy community. We offer a rich, varied and stimulating curriculum as well as high-class purpose built accommodation.

Particular importance is placed on recognising and rewarding individual achievement. Students are actively encouraged to participate in a wide range of artistic and sporting activities; many gain recognition at local and national level for their achievements. We have an enthusiastic and effective school council, a very active school sustainability group and a long-standing and popular tradition of student involvement in charity and community work.

We were one of the first schools in the country to be designated a Music College and to set up an education trust for the benefit of students. Trustees include representatives from local and international businesses, a university, a national charity and a local arts charity to help develop the creative potential of all students. In February 2012 the school acquired academy status. All of these initiatives have enabled us to offer a much wider range of learning opportunities to students.



Our effectiveness is dependent on developing good relationships with students and parents; the respect shown between staff and students is regarded as a particular strength of the school.

***“There is a highly positive ethos of behaviour for learning and achievement”  
(Ofsted, September 2011)***

In July 2019 our status changed to become a multi academy trust and the Hinchley Wood Learning Partnership was formed. We welcomed Hinchley Wood Primary School into the Partnership in October 2019 and more recently Thames Ditton Junior School on 1<sup>st</sup> November 2022.



## Location



**Hinchley Wood** is located on the borders of south-west London with good road and public transport links. The M25 and A3 provide convenient road links to other areas.

Hinchley Wood railway station offers a regular service to London Waterloo Monday to Saturday at 06 and 36 minutes past the hour and to Guildford via Cobham at 01 and 31 minutes past. The K3 bus service links the school to the nearby towns of Surbiton, Kingston and Esher.

Hinchley Wood is approximately 4 miles south from Kingston upon Thames, a buzzing market town, with extensive venues such as multiplex cinema, leisure centre, an excellent regional shopping centre and a large selection of bars restaurants and night clubs. Surbiton, with regular fast rail links to London is 2 miles away and further south are the towns of Esher, Cobham and Walton upon Thames which offer a further selection of recreational facilities.

For more information regarding Hinchley Wood click on this link: <http://hinchleywood.org.uk/>





HINCHLEY WOOD SCHOOL  
INSPIRING LEARNERS

## Mission Statement:

Our mission is to continually improve the educational outcomes and life chances of our learners – our moral purpose for all pupils in the HWLP community.

*...in order to take on the challenges of an ever competitive and changing world. All students will develop creative and entrepreneurial skills, be financially aware and able to use technology in all aspects of their lives. They will take an interest in and contribute to a wide range of creative, artistic and sporting activities.*



## Vision and Values

To inspire all HWLP learners to understand, appreciate, learn and embrace the five Hinchley Wood Secondary School Values becoming confident, considerate, determined, enthusiastic and independent learners in order to take on the challenges of an ever competitive and changing world.

### **Confident**

Have self belief, communicate clearly in any situation

### **Considerate**

Respect others' views and values

### **Determined**

Work hard to achieve the highest possible standards in all aspects of life

### **Enthusiastic**

Willing to learn from mistakes and maintain a positive outlook

### **Independent**

Take responsibility for themselves and their learning



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## Extract from the Staff Code of Conduct

Our Code of Conduct sets clear guidance on the standards of conduct and behaviour expected from all staff at Hinchley Wood Learning Partnership (HWLP). The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of behaviour and minimise the risk of inappropriate conduct occurring and to safeguard staff and pupils.

School staff are in a unique position of trust and influence as role models for pupils and other staff. Therefore, all staff must adhere to behaviour that sets a good example to all members of the school community. Staff have an individual responsibility to maintain their reputation and the reputation of the school, both inside and outside working hours and the work setting.

### CORE PRINCIPLES

The welfare of pupils is paramount and all staff should always act, and be seen to act, in each child's best interests.

Staff should work, and be seen to work, in an open and transparent way. All staff working within HWLP are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

As part of the School's positive safeguarding culture, staff must have a regard for the need to safeguard children's well-being in accordance with statutory provisions. All staff should know the name of the overall Designated Safeguarding Lead (DSL), and must be familiar with child protection arrangements and understand that they have a responsibility to speak up immediately about safeguarding and welfare matters within the school, and to external agencies where necessary, to safeguard and protect pupils.

### PROFESSIONAL BEHAVIOUR AND CONDUCT

- Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Hinchley Wood Learning Partnership expects staff to treat each other, pupils, parents/carers and the members of the wider community with dignity and respect at all times. All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Staff must act in accordance with their duty of care to pupils and ensure that the safety and welfare of pupils are given the highest priority.
- Staff must have regard for the ethos and values of the Hinchley Wood Learning Partnership and must not do or say anything which may bring the School or Trust Board into disrepute.
- Staff should act in accordance with the school's policies and procedures at all times.



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## Department Information

The Science department consists of a highly committed team of thirteen teaching staff and six technicians. All members of the team are dedicated to providing the best science education for students of the school and will do this by regularly sharing good practice, writing supportive schemes of work, participating in joint observations and mentoring of new staff.

The department is accommodated in the main school building on two floors: there are eleven laboratories, two large preparatory rooms and a newly refurbished science office. All laboratories have interactive technology.

The upper and lower preparation rooms are staffed by experienced and helpful technicians. All laboratories are networked to both the school curriculum network and the internet.

The results for Key Stage 3 are impressive and have shown a steady progression over the last five years. Students follow a combined course at KS3, the objective of which is to allow students to become independent thinkers.

At Key Stage 4 we offer Combined (Trilogy) and Separate Award Sciences following the AQA specifications. The sciences are taught separately with both combined and separate students having Biology, Chemistry and Physics teachers. The results in 2022 placed us in the top 10% of science results nationally, and were as follows:

- Combined Science: 87% 4+ / 70% 5+
- Biology: 100% 5+ 78% 7+
- Chemistry: 100% 5+ 80% 7+
- Physics: 100% 5+ 80% 7+

The Sciences are a popular choice at AS and A Level with students studying the three subjects following the AQA specifications. The department achieves high academic success with many of our A-level students going on to higher education courses, often at Russell Group universities, in Science, Technology and Medicine.

Results at A-level are consistently strong with a 100% pass rate for Biology, Chemistry and Physics.

- Biology: 69% A\* - C
- Chemistry: 81% A\* - C
- Physics: 86% A\* - C

The Science department runs a range of extra-curricular initiatives, including a KS3 Science Club and a Sustainability Team which has achieved the Green Flag Award. We also organise whole school year enrichment days on sustainability in year 7 and 'The Science Behind Design' in year 9.

There is also a strong representation from the school in competitions, which has included the SATRO Problem Solving Challenge and the NPL Water Rocket Challenge. There is also a visit to CERN for sixth formers and students have participated in a UK - Japan Young Scientists programme which has involved trips to Japan and Cambridge to take part in a range of workshops. Sixth formers also attend a residential biology field trip





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## JOB DESCRIPTION - TEACHER

**Line of Responsibility:** The teacher is directly responsible to the head of department on curriculum matters and the head of learning for pastoral issues.

**Salary:** The post holder will be paid on the appropriate point of the Teacher's Pay Scale.

At the heart of a successful school is the provision of high quality teaching and tutoring, the effective use of resources, improving standards of achievement for all students and the promotion of students' personal development and well-being. A teacher/tutor plays a key part in this provision by a commitment to the school's ethos, by working effectively in subject and tutor teams and by delivering high standards of teaching and learning and personal care.

### Job Purpose

To teach and tutor students across the full age and ability range in order to ensure the highest possible standards of achievement, personal development and well-being. The post holder will continue to meet, maintain, and build upon, as appropriate:

- Teacher Standards
- Induction Standards
- Threshold Standards

### All teachers are expected to:

#### Teaching

- Consistently plan and deliver good lessons taking account of students' prior learning and needs.
- Provide a stimulating classroom/learning environment.
- Work closely with Learning Support Assistants, the Learning Support Department and the Achievement Co-ordinator to meet the needs of different groups of learners in particular SEN students and those who have been identified as potential high attainers (PHA).
- Use a wide range of resources, including ICT, to good effect.
- Provide intervention for under-performing students.

#### Assessment

- Give timely, positive, helpful feedback to students.
- Understand and utilise the principles behind Assessment for Learning.
- Complete reports to a high standard and within the specified deadline.
- Regularly assess and mark students' work in line with the school and departmental guidelines.

#### Tutoring

- Actively monitor student's progress and provide support where needed.
- Encourage students' self-development and personal expression through PSHE and tutor time sessions.
- Complete relevant tasks to a high standard, including taking of the register and completion of absence returns.



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### **Professional development and wider contribution to the school community**

- Proactively engage in continuous professional development to reflect on and improve your teaching repertoire.
- Contribute to working groups, policy development and initiatives where appropriate.
- Participate in arrangements for the appraisal and review of own performance and, where appropriate, that of other teachers and support staff.
- Contribute to the life of the community, particularly by leading and contributing to extra-curricular activities.
- Attend parents' evenings and other meetings/workshops as appropriate.

### **General well being /safeguarding**

- Adhere to the school code of conduct.
- Promote the safety and well-being of students.
- Register, start lessons and tutor periods on time and purposefully engage students for the duration of the period.
- Commit to safeguarding and promoting the welfare of children and young people.

### **General**

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder to meet changing regulations or circumstances.
- All staff members participate in the school's performance management scheme.



## PERSON SPECIFICATION - TEACHER

### Qualifications

Essential	Desirable
<ul style="list-style-type: none"><li>Qualified teacher status</li></ul>	<ul style="list-style-type: none"><li>Commitment to continuing professional development</li></ul>

### Experience

Essential	Desirable
<ul style="list-style-type: none"><li>Have met the Teacher Standards and continue to meet them.</li><li>Have a secure knowledge and understanding of own subject/curriculum area.</li><li>Evidence of taking responsibility for own professional development.</li><li>Evidence of good teaching skills, leading to consistently high standards of achievement.</li><li>Knowledge of current developments in teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>Experience of teaching a second subject.</li><li>Experience of using ICT for subject development.</li><li>Understanding Experience of personal involvement in the wider curriculum.</li><li>Evidence of leading high quality extra-curricular activities.</li><li>Evidence of working with other professionals as part of a team. Experience of teaching across all Key Stages.</li></ul>

### Knowledge/Skills (Ability to)

Essential	Desirable
<ul style="list-style-type: none"><li>Develop a broad and imaginative range of teaching skills.</li><li>High-level communication and presentation skills applicable to a range of audiences.</li><li>Think creatively and imaginatively to solve challenges.</li><li>Make effective use of assessment for learning in the classroom.</li></ul>	<ul style="list-style-type: none"><li>Knowledge of how to use and adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities for all learners to achieve their potential.</li></ul>

### Personal Attributes

Essential	Desirable
<ul style="list-style-type: none"><li>Enthusiasm for the subject and a desire to communicate that to others.</li><li>Commitment to running and leading extra curricular activities, where appropriate.</li><li>Commitment to the highest standards of child protection.</li><li>Enjoy working with young people.</li><li>Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.</li><li>Ability to prioritise, plan and organise own work and that of students.</li><li>Effective interpersonal skills.</li><li>Self-motivated and a desire to achieve the highest possible standards.</li></ul>	<ul style="list-style-type: none"><li>Involvement in creative and innovative teaching developments.</li><li>Willingness to take on delegated responsibility.</li><li>Ability to build on the experience, advice and contribution of others.</li></ul>



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## Why join Hinchley Wood School?

Hinchley Wood School offers a positive and innovative learning ethos supported by students, staff, parents and governors. We value our staff and the professionalism and experience they bring to the school, and wherever possible we have tried to anticipate and build in holistic support, we offer:

- Parking on site
- Early finish to the school timetable on Fridays.
- Free lunch and refreshments on INSET days.
- Free lunch for colleagues if they are staying later to attend parents' evenings.
- Free use of our on-site gym before and after the school day.
- Two week Autumn half term
- A minimum two week break over the Christmas period.
- Time off for celebration of close family events eg child's nativity play, graduation etc.
- Every Colleagues Matters – a group to represent and discuss staff matters.
- A supportive Staff Association which covers a range of events including provision of end of term food and drinks and sending small gifts to colleagues at times of celebration or loss.
- Concessionary/franked postage rates at Christmas for staff and the school can be used as a delivery point for online personal purchases.
- Complimentary tea and coffee every day and a fully equipped and pleasant staff room.

### **Job Satisfaction and Progression**

HWS has a very good record of staff retention & job enhancement opportunities, we offer a pleasant and supportive working environment and have established excellent staff:student working relationships. To improve working environments for staff we are committed to an on-going programme of investment. Over the last year this has included a rolling programme of classroom and corridor decoration, Premises, ICT and Science Preparation Room and Curriculum offices.

### **Early Careers Teachers' programme**

We have a programme of support for newly qualified teachers, and those in their second year of teaching. This includes regular support meetings, a dedicated mentor, CPD sessions and NQT support network.

### **CPD**

We have an excellent CPD programme and many opportunities in school for staff to extend their professional knowledge and develop their skills. As a result, we have a very good record of staff gaining internal and external promotions and sharing good practice across departments.

There is a warm convivial atmosphere among the staff and mutual support between teaching and associate staff to ensure effective teaching and learning and the best outcomes for our students.

Staff have opportunities to work on cross curricular projects with students and colleagues, and this is actively encouraged.

### **Wide range of educational visits and extra-curricular activities**

Staff are able to assist on a number of day/residential visits to extend their own experience and support students' personal growth and also encouraged to get involved in extra curricular clubs. These have included:

- Trips as part of curriculum enhancement eg New York
- Skiing



- Duke of Edinburgh – Bronze, Silver, Gold
- World Challenge trips
- Combined Cadet Force
- Various sports clubs including tennis, hockey, football, rugby, netball and athletics.

### **Secure School Finances**

In this time of uncertainty within education, the school is well placed to weather the storm including:

- Robust school finances during a period of much financial uncertainty
- Cost of living pay rise approved each year to date
- Performance Related Pay outcomes funded

### **Part of a growing Multi Academy Trust**

- Opportunity to work across different education phases with the Multi-Academy Trust.

### **Other Benefits include:**

- For staff employed at HWS, priority admission for children of all permanent postholders after 2 years' service, or upon commencement for designated roles, identified at time of recruitment advert.
- Employee Assistance Programme – 24 hour counselling support available to staff and their immediate family.
- Membership of either of the following pensions schemes, including a generous employer contribution;
  - Teachers' Pension Scheme
  - Local Government Pension Scheme
- Cycle to Work salary sacrifice scheme.
- Heavily subsidised flu vaccinations for all staff.
- Finder's fee of £100 gift voucher for staff introductions (awarded following start date of new staff member).
- One day's paid leave per year to attend to personal matters ('Personal Business Day'), available at the discretion of the headteacher (subject to operational needs and attendance record).
- Access to Teacher Perks ([www.teacherperks.co.uk](http://www.teacherperks.co.uk)) offering great perks to staff in schools. The perks range from high street discounts to money off educational products and services from some great UK education suppliers.
- Reduced rates at local service providers.
- Occupational Health support.
- Recognition of previous maintained school or Academy continuous service.



## The Application Process

Please download, complete and return the application form by the closing date specified. This can be emailed to the address below or sent by post to:

HR Department  
Hinchley Wood School  
Claygate Lane  
Esher  
KT10 0AQ

For further information please contact Heather Morey on 020 8398 7161 or via email [hr@hinchleywoodschool.co.uk](mailto:hr@hinchleywoodschool.co.uk)

We are committed to meeting our data protection obligations and for information on how we collect, use, share and store your data within the recruitment process please click [here](#)

Hinchley Wood School is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced check by the Disclosure and Barring Service (DBS).

