



Physics Teacher

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description. The post is subject to enhanced DBS clearance.

Job title	Physics Teacher
Reporting to	Headteacher
Principal responsibilities:	
Set high expectations which inspire, motivate and challenge staff and pupils	• Possess the ability to lead, motivate and inspire confidence • Be able successfully to implement strategies for raising achievement and ensuring effective teaching and learning • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
Promote good progress and outcomes by pupils	• Be accountable for pupils' attainment, progress and outcomes • Plan teaching to build on pupil's capabilities and their prior knowledge • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study
Demonstrate good subject knowledge	• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest and address misunderstandings • Demonstrate a critical understanding of developments in all subjects and curriculum areas and promote the value of scholarship • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • When teaching, demonstrate a clear understanding of appropriate teaching strategies
Plan and teach	



well-structured lessons	• Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject areas
Adapt Teaching to respond to the strengths of all pupils	• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils ability to learn and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
Make accurate and productive use if assessment	• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure pupils progress • Use relevant data to monitor progress, set targets and plan subsequent lessons • Give pupils regular feedback both orally and through accurate marking, and encourage pupils to respond to the feedback
Manage behaviour effectively to ensure a good and safe learning environment	• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively using approaches which are appropriate to pupils needs in order to involve and motivate them • Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary



Fulfil wider professional responsibilities	• Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues • Communicate effectively with parents with regards to pupils achievements and well-being
Personal and professional conduct	• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside the school by: • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers professional position • Having regard for the need to safeguard pupils well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining the fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Person Specification

	ESSENTIAL	DESIRABLE
Education Principles	• Commitment to raising standards of attainment • Commitment to recognising, setting and achieving high standards • Commitment to the distinctive ethos of a Catholic School • Up to date knowledge of current trends in education	
General Experience and Qualifications	• Qualified to Degree level • Qualified Teacher Status • Experience of teaching in primary education • Evidence of CPD and/or school practice	• Experience of working in a secondary school • 2:1 degree or better Further qualification e.g. Masters, PHD • Experience of exam board marking/moderation
Professional Knowledge and Experience	• Knowledge and understanding of the theory and practice of National Curriculum • Understanding of the requirements of pupils with SEN and EAL • High expectations of pupils achievement and behaviour • Evidence of involvement in curriculum development • Secure understanding of safeguarding principles and practice • Experience in the quality improvement cycle of exam results analysis, SEF, SIP, Appraisal • Evidence of being able to effectively judge the quality of teaching and learning using OFSTED criteria	• Specific subject skills and knowledge in Science and principally Physics • Good and outstanding progress and outcomes for students in KS3/4 across own and team's classes • Evidence of the positive impact of these strategies on staff and student performance • Teaching of A Level Physics



Professional Skills / Abilities	• Excellent classroom practitioner • Develop others through sharing of best practice • Commitment to being an excellent team player • Excellent relationships with children, parents, staff and governors • Communicate effectively both orally and in writing to a variety of audiences • Excellent behaviour management skills • Create a happy, challenging and effective learning environment	• A willingness to support the schools extended extra-curricular provision • Evidence of staff having shown consistent improvement as a result of coaching and mentoring • Evidence of the impact of this information on the quality of teaching and learning and student engagement
Personal Characteristics	• Approachable • Committed • Flexible • Resourceful • Effective Team Member • Ability to maintain confidentiality	