

**JOB SPECIFICATION**

**FACULTY: SCIENCE**

**JOB TITLE: TEACHER OF PHYSICS – MPR**

The Science Faculty is large and forward-looking; staff are supportive of each other and work well as a team.

**STAFFING**

There are currently twelve teaching staff in science. Faculty meetings are held regularly and the views of all staff are valued.

 Post holders are as follows:

* Head Of Faculty.
* Subject Leader Physics.
* Subject Leader Chemistry.
* Subject Leader Biology.
* Raising Achievement And Progress Co-ordinator: Years 7-9.

The work of the faculty is supported by a team of seven technicians, which includes a Senior Technician and a specialist for each of Biology, Chemistry and Physics, plus 3 additional support technicians.

**FACILITIES AND RESOURCES**

The school provides good facilities for teaching Science. There are seven laboratories in the main school building and at Easter 2019 a new purpose built science block will be opened, containing four laboratories and a general classroom.

Members of the science faculty have wireless-linked laptops that can connect to the school Intranet and the Internet from any of the Science rooms. These also have multimedia projectors and electronic whiteboards. The department has comprehensive schemes of learning in place that are available to all staff electronically, with the equipment and books appropriate to lessons readily available.

**AIMS**

The work students do should:

* stimulate interest in, encourage curiosity about and provide enjoyment from, the study of Science;
* encourage responsibility for their own learning;
* improve the way in which knowledge is organised and data is presented and interpreted;
* meet the requirements of the National Curriculum and other external assessment schemes;
* show the importance and influence of science in everyday life.

**PROVISION**

To meet the stated aims, the faculty is continually revising and improving its courses to ensure they provide tasks that challenge students of different abilities and allow them to achieve their full potential.

**Key Stage 5**

Courses are offered leading to AS and A2 Levels in Biology, Chemistry and Physics. The number of students studying post-16 Science courses has increased substantially over recent years, unlike the national trend.

*A Level Results 2018*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Physics**  | **Chemistry**  | **Biology**  |
| **% A\*-E** |  |  |   |
| **% A\*-B**  |  |  |  |

**Key Stage 4**

Triple Science is offered as an option to all students and currently has a take-up of approximately 80 -90 Most of these students have achieved high KS3 levels and are very well motivated.

*Triple Science Results 2014*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Physics**  | **Chemistry**  | **Biology**  |
| **% A\*-C**  | 93.7 | 93.7 | 96.8 |
| **% A/A\***  | 32 | 35 | 49 |

Core and Additional Science are compulsory for the rest of the cohort.

KS4 Science is taught in a mixture of single-sex and mixed-gender sets.

**Key Stage 3**

In Years 7 and 8 students study the Exploring Science programme in the main with appropriate activities built into the scheme of learning. In Year 9 students follow the GCSE syllabus for each subject. The department has developed a database through SIMS which very accurately tracks student progress throughout the three years. The outcomes of this are fed back to students and parents on a regular basis. End of KS3 teacher assessment is generated automatically from this data. All Science teaching in KS3 is done in single-sex teaching sets.

**THE POST**

This post is suitable either for an NQT or a more experienced candidate. The successful applicant would be expected to teach physics up to and including G.C.S.E. A level teaching would be available for a suitable candidate.

NQTS teach a reduced timetable of 40 out of 50 periods per fortnight. In addition to a having a mentor within the science department, they also participate in an NQT induction programme which is lead by an Assistant Headteacher.

**NOTE:**

All staff at Moulsham High School are expected to:

* participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
* comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
* ensure that all duties and services provided are in accordance with the school’s Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*(April 2015)*



**Person Specification**

**POST: TEACHER OF PHYSICS**

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked ‘Essential’ must be demonstrable at the point of interview.

|  |  |  |
| --- | --- | --- |
| **Qualities and Attributes** | **Essential** | **Desirable** |
| **Qualifications** |
| Good quality Honours degree | ✓ |  |
| PGCE, or equivalent, in Secondary Education or in the process of working for this.  | ✓ |  |
| Qualified Teacher Status (Non- NQTs)  | ✓ |  |
| **Experience** |
| Experience of teaching Science up to KS3 | ✓ |  |
| Experience of teaching physics to GCSE level  | ✓ |  |
| **Knowledge / Skills** |
| Strong subject knowledge | ✓ |  |
| Good and imaginative use of resources including new technologies | ✓ |  |
| Good understanding of Assessment for Learning and the ability to put this into practice | ✓ |  |
| Well-developed behaviour management skills | ✓ |  |
| An ability to forge good working relationships with staff and students | ✓ |  |
| Organisational skills |  | ✓ |
| Knowledge and understanding of current curriculum developments in Science |  | ✓ |
| Ensure that whole school policies are implemented consistently | ✓ |  |
| **Personal** |
| Ability to work hard under pressure  | ✓ |  |
| Ability to prioritise and meet deadlines | ✓ |  |
| Commitment to continued personal development | ✓ |  |
| Commitment to contribute to extra-curricular activities and educational visits |  | ✓ |
| **General** |
| Good attendance and punctuality record | ✓ |  |
| Professional dress | ✓ |  |