Dear Applicant,

Thank you for your interest in the post at Brighton and Hove High School GDST. I hope that the information below and research of our website ([www.bhhs.gdst.net](http://www.bhhs.gdst.net)) will inspire you to want to work with us. As an all-through girls’ school we are proud of our history as one of the revolutionary founding schools of the Girls’ Day School Trust and our radical roots are part of the school’s DNA. We understand really well what makes girls tick and we support every girl to do the best she can.

We are a day school located in the heart of Brighton and we thrive on its dynamic community life and its cultural, creative vibe. Our girls are strong, confident and passionate: they are ambitious and aspirational for themselves and their futures, and yet deeply conscious of their role in creating a caring and just society.

There are also many excellent benefits to working within the Girls’ Day School Trust, the UK's leading network of independent girls' schools, such as:

\*Competitive salaries and pay progression

\*Access to extensive professional development opportunities  
\*Training grants for qualifications  
\*Generous pension schemes  
\*Free lunches

\*Laptop or i-pad  
\*Discount of up to 50% on fees for children at GDST schools  
\*Interest free loans for training, computer purchase and travel season ticket   
**\*** Cycle to Work scheme\*Free membership of our gym

I hope that this pack gives you a flavour of our school. If you do have any remaining questions, please call Trish Cantrell on 01273 280 172. In the meantime, I wish you the very best of luck with your application and with your future.

Jennifer Smith MA MEd

Head

**Head of Physics**

Brighton and Hove High School seeks to appoint a Head of Physics with the vision, energy and drive to lead the department forward and consolidate the School as a centre of excellence in STEM.

The successful applicant will have a track record of motivating students, successfully directing performances and guiding learners to outstanding exam results.

This is a new post and an exciting opportunity for a talented and ambitious individual.

**The Science Department**

The Science department is situated in a purpose built block comprising six modern fully equipped laboratories. Two of them, dedicated to Biology and Physics, have recently been fully refurbished. A seventh laboratory was completely redeveloped into a teaching room with an interactive wall and is mainly used for A Level classes and tutorial sessions.

The department is fully supported by three laboratory technicians who bring a wealth of experience and knowledge to their roles. Each technician is a subject specialist but can also cover the other sciences.

Teaching in the department has been rated as outstanding in many cases by external inspectors and internally by members of the SLT. We expect our girls to be inspired and challenged by excellent, passionate teaching. Each teacher is a subject specialist but is expected to be able to teach all three subjects to Year 8 and their second subject to GCSE, if required.

Year 7 study Science with one teacher in mixed ability form groups.

Year 8 study the separate sciences in mixed ability form groups.

Year 9 study the AQA GCSE course and classes are set into four groups: a top set, two middle sets of equal ability and a lower set.

In Years 10-11, the girls study Core and Additional Science (Double Science), which is organised into a top and lower set, or the individual sciences (Triple Science) which are not. Only those with proven scientific ability select the latter option.

In Years 12-13, we offer four subjects: OCR Biology, OCR Chemistry, OCR Physics and AQA Psychology. A significant proportion of our Sixth Form study A level sciences. Many girls go on to University to study Engineering, Medicine, Veterinary Science, pure sciences and other related subjects.

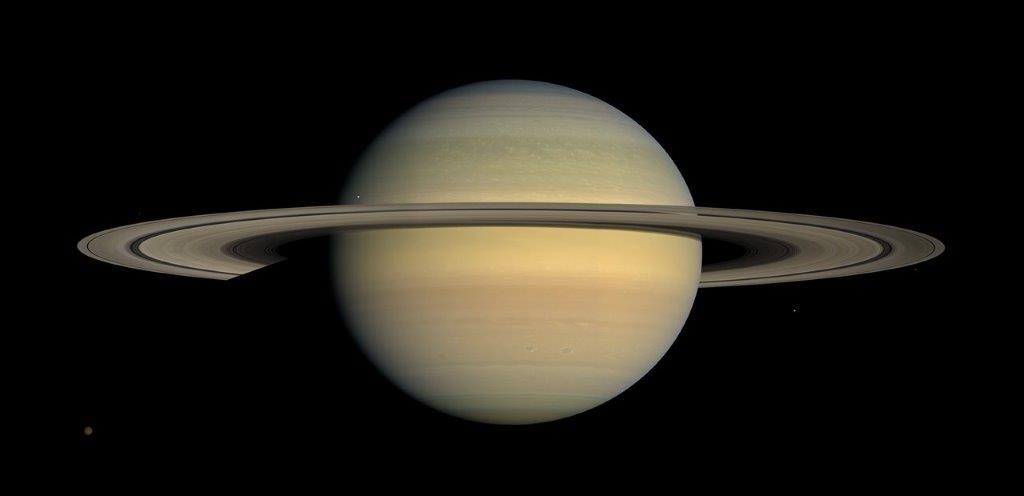
The school has a Gifted and Talented programme and the Science department offers Olympiads and the Challenge programme associated with it. We run Science week as part of the Brighton Science Festival for outreach activities and there is also the opportunity to attain bronze, silver and gold CREST awards. All Science teachers are expected to promote STEM activities and career models for girls. The department runs a number of extra-curricular activities at lunchtimes and after school.

**The Post**

**This is a new, full-time, permanent post, reporting to the Head of Science. Salary on GDST scale, according to experience.**

Main responsibilities

* Lead the teaching of Physics throughout the school to A-level (including Oxbridge preparation), delivering an outstanding quality of learning and teaching.
* Teach Science in Years 7 and 8
* Lead a dynamic and compelling programme of STEM activities throughout the school, to include:
* STEM club
* Arkwright Scholarship programme
* CREST Awards
* Physics Olympiad
* Lego League
* STEM Careers event
* Big Bang Fair
* Be fully committed to the vibrant extra-curricular life of the school.
* Be a Form Tutor



Girls’ Day School Trust: Job Description

BRIGHTON AND HOVE HIGH SCHOOL

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| --- | --- |
| Role | Head of Physics |
| Job Purpose | Overall responsibility for the professional leadership and management of the department in order to ensure high standards of teaching and learning are delivered, resources are used efficiently and effectively and the curriculum is managed and developed in accordance with school policy. |
| Accountable to: | Head of Science |
| Responsible for: | Physics teachers |
| Accountabilities  (in addition to those required of a qualified teacher) | 1. Policy/Strategic direction and development     1. Contribute to whole school policy-making and strategic planning as required by the Head.    2. Prepare, monitor and update annual departmental plans in consultation with colleagues.    3. Take the lead in ensuring that school policies and strategies are embedded in schemes of work and departmental plans. 2. Leadership & management of others     1. Lead and manage the department, recruiting, inducting, developing, deploying, motivating and appraising members of the department to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.    2. Empower members of the department to develop their leadership potential to ensure continuous improvement within the department.    3. Manage day to day requirements such as examination entry and departmental timetables, delegating as appropriate, to ensure the efficiency of the department.    4. Chair departmental meetings to ensure that they are used effectively to review performance and that actions are recorded and implemented. 3. Teaching and learning     1. Promote excellence in teaching and learning to ensure all pupils develop their potential and are equipped for life beyond school.    2. Exemplify in own practice the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the department.    3. Ensure that schemes of work are used, reviewed and modified to enable the maintenance and development of high standards of teaching and learning.    4. Monitor pupils’ work and the classroom practice of those in the department to ensure high standards are maintained.    5. Keep up to date with developments in subject area and education in general to ensure that best practice is adopted within the department.    6. Ensure the department’s delivery and development of the curriculum is effective in meeting the needs of all pupils.    7. Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events such as school productions and activity days. 4. Extra-curricular activities     1. Actively promote interest in the subject outside the immediate physical and timetabled confines of the department. 5. Marketing and external links, including public occasions     1. Actively promote the department within the school community to encourage pupils’ interest in the subject area.    2. Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community.    3. Lead the department’s contribution to marketing events and external links. 6. Management of resources     1. Monitor and control the department’s allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources.    2. Identify future resourcing needs and aspirations for the department for consideration in the school budget planning process.    3. Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines in ORACLE. 7. Monitoring, evaluation & assessment     1. Ensure that within the department individual pupil progress is regularly assessed, recorded and reported and used to inform future teaching.    2. Monitor pupil progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained. 8. Training & development of self and others     1. As a lead professional set personal targets and take responsibility for own continuous professional development.    2. Be proactive in identifying training needs within the department, ensuring that they are appropriately met, and that all members of the department are active in their own personal and continuous professional development. |
| General requirements | All school staff are expected to:   1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan. 2. Contribute to the school’s programme of extra-curricular activities. 3. Support and contribute to the school’s responsibility for safeguarding students. 4. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors 5. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. 6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. 7. Engage actively in the performance review process. 8. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars. 9. Undertake other reasonable duties related to the job purpose required from time to time. |
| Review and Amendment | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

Person Specification

Skills Required

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| --- | --- |
| Leadership skills: the ability to lead and manage people to work towards a common goal | Essential |
| Decision making skills: the ability to solve problems and make decisions | Essential |
| Teamwork: the ability to work collaboratively with others | Essential |
| Communication skills: the ability to make points clearly and understand the views of others | Essential |
| Self-management skills: the ability to plan time effectively and organise oneself well. | Essential |

Knowledge Base

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| --- | --- |
| Excellent professional knowledge and understanding | Essential |
| Excellent subject knowledge | Essential |
| Understanding of national and examination curricular requirements of the subject. | Essential |
| Up to date with professional developments in the subject and other aspects of education | Essential |

Qualification/Attainment

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| --- | --- | --- |
| Qualified teacher status |  | Essential |
| Good honours degree | First or upper second | Essential |
| Post graduate qualifications | Masters degree/ post graduate diplomas | Desirable |

Experience

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| --- | --- |
| Experience as a subject teacher covering KS3-5 | Essential |
| Experience of teaching A level and GCSE in the subject for at least 2 cycles. | Essential |
| Experience of organising or participating in extra-curricular activities. | Desirable |
| Experience of participating in or leading a whole school initiative | Desirable |
| Experience of a management role e.g. as deputy Head of Department | Essential |

Attitude/approach

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| --- | --- |
| Ability to enthuse children and adults | Essential |
| Possess a positive attitude and approach to change and development | Essential |
| Flexible and firm with the ability to know when to be either | Desirable |
| Enjoy rising to the challenges inherent in a school environment | Essential |
| Lifelong learner | Essential |

