



# DR CHALLONER'S GRAMMAR SCHOOL

## TEACHER OF SCIENCE (PHYSICS)

Salary	TPS + Fringe
Contract	Permanent
Hours	Full-time
Start date	September 2019
Closing Date:	Monday 20 May 2019, noon.

For September 2019, we are seeking a highly qualified teacher of Teacher of Science (Physics) at this 11-18 grammar school for boys with a co-educational Sixth Form. Dr Challoner's has 1300 students and was graded as 'outstanding' in every category by OFSTED. It is regarded as one of the leading grammar schools in the country. As a National Teaching School, we provide an exciting range of professional development opportunities.

We also offer:

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

This post offers an exciting opportunity for a newly qualified teacher or for someone looking to broaden their experience in an innovative and high achieving school.

**Please note that earlier applications would be welcomed and shortlisted candidates will be interviewed before the closing date, therefore early applications are encouraged.**

To apply for the post, please email a completed application form to Alison McAloon (Head's PA & HR Officer).  
Email: [employment@challoners.org](mailto:employment@challoners.org)

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

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



# SCIENCE AT CHALLONER'S

## 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. 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 science technicians. The school's structure of curriculum teams has all subject areas in a team: English, Maths, Science, Modern Foreign Languages, Humanities, Arts & Design and Sport & PE. The leaders of these teams form an important part of the school's decision making and communication structure, and the post holder will be responsible for ensuring that the Science team is both represented and consulted over whole school issues.

## 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 mixed 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 74% 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 course. This course enables us to challenge our most able students and prepare them well for further study of physics and underpins the theory that they learn about with extensive practical work. The course is very popular with students; currently we have 77 students in Year 12 and 86 students in Year 13. We encourage students to extend beyond the curriculum for example by inviting visiting speakers, attending lectures, running clubs and trips such as CERN. A level results were very good (average 75% A\* B) with a number of students progressing onto study physics or related subjects at universities including Oxford and Cambridge.



## 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 8 Robotics and Engineering clubs 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 Chemistry 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 12 well equipped laboratories, including 3 specifically used for chemistry 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 have 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](#).





## ROLE PROFILE

### Job title

Subject Teacher/Form 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 seek advice from SEN Coordinator when appropriate.
- 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 homework diaries, 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 Leaders/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.



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## PERSON SPECIFICATION

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Qualifications	<p>Qualified Teacher Status <b>or</b> Post Graduate Certificate in Education</p> <p>Degree level qualification in Physics or a related subject</p>	Further professional qualifications
Previous Work Experience	Experience of teaching the subject up to at least GCSE level (either in a substantive post or as a student teacher)	Experience of teaching A Level in subject
Professional Skills & Experience	<p>Thorough knowledge of the requirements of the National Curriculum in the subject</p> <p>An understanding of the ways children learn and how individual needs may be assessed and met</p> <p>Continued professional development with recent relevant in-service training (if applicable)</p>	<p>A skilled IT user, comfortable with a variety of technology platforms.</p> <p>Particular knowledge and experience of Able and Gifted pupils</p> <p>Knowledge &amp; experience of Safeguarding &amp; Child Protection issues</p>
People Management Skills	<p>Effective communicator with children, staff and parents</p> <p>An effective team player, working collaboratively with colleagues</p>	Experience in fostering good relationships between all members of the school community
Other Personal Qualities	<p>Appropriate motivation for working with children (one which values each child &amp; shows concern for their personal safety &amp; wellbeing)</p> <p>Well developed planning &amp; organising skills including time management, delegation and administration</p> <p>Emotional resilience &amp; maturity</p> <p>Personal stamina &amp; energy including a good record of attendance and health</p>	<p>Sense of humour</p> <p>Willingness to contribute to the wider life of the school.</p>

**Closing Date for Applications: Monday 20 May 2019, noon.**