

Harrow High School

Apprentice Teachers of Science (Physics or Chemistry Specialism)

Job Description & Personal Specification

Salary Range:	Unqualified Teachers' Pay Scale, during 12 month qualification
Responsible to:	Curriculum Team Leader (Science)
Application Deadline:	Friday 19th June, 12 pm
Interviews :	Week beginning Monday 22nd June
Duration of role:	Fixed Term, 12 months from September 2026

Purpose of Role

To ensure high quality teaching and learning in lessons, which leads to excellent outcomes for all learners, in line with our school beliefs. To work towards successful qualification as a Teacher with dedicated training and mentoring including a dedicated in school mentor and university tutor.

Accountabilities

Excellent Learning and Progress

Intent - *To support the planning of the curriculum by :*

- having a clear understanding of the rationale for the sequencing of the curriculum
- giving feedback on the curriculum to the HoF/HoD or KS Coordinator through curriculum team meetings or line management
- understanding that a high level of stretch and challenge for all learners is at the heart of the curriculum
- having effective strategies for scaffolding the work to ensure all learners are supported to meet this challenge and can achieve
- understanding that the development of specific knowledge, the use of knowledge organisers and accompanying review activities
- ensuring it is inclusive and representative of our school community
- supporting learners to be fully equipped to continue their studies at the next key stage/university

Implementation - *To be committed to:*

- securing excellent teaching and learning for all learners in lessons
- developing pedagogy in line with Rosenshines's principles and to ensure this is reflected in classroom practice
- developing subject specific teaching strategies through excellent curriculum team meetings or other professional development resources
- planning excellent lessons to ensure a consistently high standard of learning in every classroom
- developing excellent AfL strategies to inform future planning

- setting regular and effective homework focusing on securing knowledge and building skills
- marking books/folders and giving feedback in line with the school's policy

Impact - *To ensure:*

- excellent outcomes for all learners in all key stages, specifically including disadvantaged learners and learners with SEN
- an excellent standard of work in learners' books and folders
- feedback to learners on how to progress is of high quality and in line with school policy
- learners enjoy learning in the subject and understand its relevance in the wider world and to other learning
- learners read well in the subject
- timely and effective in-class intervention to support learners at risk of underachievement with particular regard to disadvantaged learners and learners with SEN

Excellent Aspirations - *To develop learner self confidence and aspiration through:*

- the use of rewards so that learners are regularly, and fairly rewarded for their effort and progress
- teaching a curriculum which allows the spiritual, moral, social, and cultural development of learners, including the promotion of British Values
- implementing equality, diversity, and inclusion throughout the curriculum, and challenging any stereotypes or discrimination
- promoting careers education, and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- supporting learners at key transition points such as with their options
- championing subject specific super-curricular and co-curricular clubs, events, trips, and visits
- being a member of a pastoral year team as a form tutor, or a support tutor

Excellent Behaviour Safety and Care - *To be responsible for:*

- having a child-centred approach and taking the safety of learners seriously
- always passing on any safeguarding concerns, either direct disclosures or their own concerns about learners, to the safeguarding team on the same day as the concern arises.
- managing learner behaviour in lessons and corridors consistently and in line with behaviour processes in place for all staff to adhere to
- treating learners with respect and kindness in line with 'calm consistent adult behaviour' principles and those contained in the school's vision for behaviour
- encouraging full attendance for all all learners so that they have the most opportunities for success within the school and faculty

Excellent Communication - *To ensure:*

- parents are kept fully apprised of their child's progress in line with school policies and protocols (e.g reports/parents' evenings)

- learners have clear guidance on how to improve their work and engage in a dialogue with staff about this in line with our marking policy
- learners are rewarded for through the use of school rewards systems

Person specification

CRITERIA	QUALITIES
Qualifications and experience	• Experience of working in a secondary school setting • Degree • Willingness to commit to study and on-the-job training • Meeting requirements of the Graduate Teacher Programme before and during qualification period • Requirement to meet external requirements as set by partnering university
Skills and knowledge	• Excellent understanding of the importance of safeguarding and a clear commitment to keeping learners safe by adhering to statutory and school safeguarding policies • Excellent subject knowledge, including but not limited to, that required under the National curriculum or relevant GCSE and A Level Syllabus • Excellent pedagogical skills and a strong commitment to continued development of these skills • An excellent understanding of how children learn • Clear commitment to the progress of all learners and the ability to adapt teaching to support this • Excellent working relationships with staff, learners and parents • Excellent understanding of behaviour management strategies and a commitment to implementing school behaviour, safety and care policies • Confident at using technology and digital platforms to enhance teaching, learning, and communication.
Personal qualities	• An unwavering commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Excellent expectations for all learner's attainment and progress • Excellent commitment to professional development of self and others • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Dedication to safeguarding and equality

Other Specific Duties

- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description
- To attend training including remote lectures, portfolio compilation and submission, researching and observing teaching, and attending university tutor meetings alongside teaching a 70% timetable.
- To fulfill requirements of the Graduate Teacher Programme (see here: <https://www.thegtp.org.uk>) who partner with us to train you.

The job description is current at the date shown, but, in consultation with you may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

How to Apply:

Please submit a written application of no more than two pages, outlining your reasons for interest in this role, with clear reference to the job description provided. Kindly send your application to Jon Talton, jtalton.310@harrowhigh.com by Friday 19th June, 12pm