Langley Grammar School

Teacher of Science (Physics)
Full time

Required for September 2020

Application information

Langley Grammar School
Reddington Drive
Langley
Berkshire
SL3 7QS

01753 598300
school@lgs.slough.sch.uk

www.lgs.slough.sch.uk

National Teaching School

Slough Teaching School Alliance

LEADING EDGE PARTNERSHIP PROGRAMME

Distinguished School

From the Headteacher



January 2020

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Teacher of Science (Physics).

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is a very successful school. Our academic results demonstrate the commitment and ability of our students, and we believe that we provide a supportive and secure environment that allows them to flourish. We have a very committed and well-qualified body of staff who are innovative, enthusiastic and loyal to the school and its ethos; it is a special place in which to work.

Over the last few years we have combined our selective status with an increasing involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and designation as a National Teaching School and National Support School have given us the opportunity to develop these relationships further and to have a significant impact on the educational provision in the area.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

J D Constable

John Constable
Headteacher



The School

Langley Grammar School is a co-educational state selective school with academy status. There are approximately 1180 students on roll, of whom around 320 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves and achieve high standards within an academic and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

Historically we have admitted around 150 students into 5 forms in Year 7, with typically another 20 or so entering Year 12 from other schools. Slough Local Authority has supported the expansion of the school to 6 forms of entry (180 students) from September 2017 as part of the strategy to deal with rising pupil numbers in the local area.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 200-seat lecture theatre and specialist classrooms. We are part of the Government's Priority Schools Building Programme which sees our main '1956' building being rebuilt over the next two years to provide state of the art accommodation, particularly for Science and Technology.

We are a National Teaching School and a lead school in the Slough Teaching School Alliance, with a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. A number of staff are designated as Lead Practitioners or Specialist Leaders of Education. Our innovative work with iPads has been recognised with our designation as an Apple Distinguished School.

The school was last inspected in March 2007, when it was judged to be outstanding in all categories, and as such is currently exempt from routine inspection. You can find further information about the school on our website at www.lgs.slough.sch.uk.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process.

Currently some 40% of our students come from the borough of Slough, and reflect the diverse local community. The remainder of the students come from a wider geographical area including a number of West London boroughs. We are refocusing our admissions criteria to give greater priority to local children and this ratio will change over the next few years.

Over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to university degree courses at highly reputable universities.

Examination results are consistently excellent. In 2019, 67% of A-level entries were awarded A*, A or B and over 65% of GCSE entries were awarded Grades 9-7.

Our staff

We have 115 staff with 80 teachers and 35 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors, with tutor teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form tutor team is overseen by the Head of Sixth Form and her two deputies. Our staff are professional, innovative and committed to the academic and personal development of the students. The school has a strong community ethos and staff support for students is outstanding.

All staff are entitled to an annual Professional Review as part of a strong and supportive performance management system, and to high quality induction and on-going professional development. There is a comprehensive programme of professional development. Staff frequently contribute to working groups to develop aspects of school policy. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere.



Curriculum and student support

All students entering Year 7 study a wide range of subjects including: English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme of study is broadly the same in Years 8 and 9.

All Year 10 and 11 students follow courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, PSHE and Citizenship, French or German. Students also choose three further optional subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Physical Education and Religious Studies.

The great majority of students stay on into the Sixth Form. Most will choose four subjects from a wide range; most currently take an AS examination in one subject at the end of Year 12, and continue the other three through to the final examinations in Year 13. There is an additional programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography. All Sixth Form students participate in a weekly afternoon of sport or community service.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

We seek to develop young men and women who are...



Confident and well-rounded

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

Details of vacancy – Teacher of Science (Physics)

We are offering an exciting opportunity for an enthusiastic Teacher of Science (Physics) to join a busy and dynamic Science department. This is a permanent appointment. Applications from newly qualified teachers with an appropriate academic background are welcome.

The successful candidate would be expected to teach Physics across a range of classes in Years 9-11 and to contribute to the teaching of the Year 7/8 Science course. Physics is a popular choice for students in the Sixth Form and the opportunity to teach A Level is available for a suitable qualified and/or experienced candidate.

Science department staff often teach more than one science subject and the ability to teach Chemistry to at least GCSE level may therefore be advantageous.

The Science team
The Science team is the largest teaching team in the school, with 14 teaching staff led by the Subject Leaders for Biology, Chemistry and Physics under the direction and guidance of a member of the Senior Leadership Team. Teaching staff are supported by a team of laboratory technicians.

Accommodation
There are eight science laboratories providing a good standard of specialist accommodation. All laboratories are equipped with interactive whiteboards and are covered by the wireless network; all staff have laptops and iPads. In addition, the faculty has three sets of laptops for student use, and a full set of dataloggers. As a school we have been rolling out a one-to-one tablet device programme which means that students from Year 8 upwards all have individual iPads.

The school is currently in the first phase of a significant building project which will see the Science department moving into to new laboratories in February 2020.

Science Curriculum
Students in Years 7 and 8 study science for 3 hours per week. In Year 9, students are taught Physics, Chemistry and Biology as separate subjects, currently leading to three separate GCSEs in Year 11 for the great majority of students. All three subjects follow the OCR Gateway Science specifications, with a total teaching time allocation of 6 hours per week across the three subjects.

In the Sixth Form there is a very high uptake to all three science subjects. Students follow the the OCR specifications in Chemistry, Biology and Physics. A Level courses are each taught for 9 hours per fortnight.

Examination results
The examination results at GCSE and A-level have been consistently excellent. GCSE results in science for Year 11 students in 2019 were as follows:

GCSE Biology	80% grades 7-9, 24% grade 9
GCSE Chemistry	92% grades 7-9, 38% grade 9
GCSE Physics	91% grades 7-9, 29% grade 9

Of the 34 Year 13 Physics students in 2019, all gained at least an E grade, 88% achieved at least a Grade C, and 68% achieved an A*, A or B grade.

Job description – Teacher of Science (Physics)

Strategic purpose of the role

To contribute as a teacher and a form tutor to the aims and ethos of the school through high standards of teaching, care and support for all students

Line of responsibility

The Teacher is responsible to a Subject Leader, and through her/him, to the Senior Leadership Team and Governors. In the role of a form tutor, the Teacher is responsible to the relevant Phase Leader.

Operational responsibilities

a) Provide students and staff with a role model for standards of interpersonal and professional conduct;

b) Keep up to date with the relevant subject(s), with developments in teaching methodology and with the understanding of how students learn;

c) Ensure that the quality of teaching, learning and behaviour in lessons and tutor time is of the highest possible standard;

d) Assess and report on student progress and give clear, constructive feedback which will assist each student to raise her achievement and reach her goals;

e) Contribute to the raising of achievement in the subject and year teams, to include taking responsibility for specific targets in the team development plan and development of schemes of work;

f) Implement all aspects of the school's policies;

g) Contribute to the school's process of self-evaluation;

h) Take responsibility for her/his own professional development, using the outcomes to improve teaching and learning;

i) Contribute to students' wider development in the school;

j) Carry out any other duties which may reasonably be required by the Headteacher;

For classroom teachers who are paid on the Upper Pay Scale (UPS 1-3) there are additional expectations:

k) Contribute to the induction, training and professional development of other teachers;

l) Contribute to wider school development and improvement.

Person specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Good honours degree in a relevant subject area	✓	
Qualified Teacher Status	✓	
Evidence of good / outstanding classroom practice	✓	
Strong subject knowledge to support teaching to A-level standard	✓	
Familiar with current developments in subject area	✓	
Evidence of recent and relevant professional development		✓
Strong organisation and time management skills	✓	
Commitment to the selective ethos of the school	✓	
Strong ICT skills to enhance your own teaching and students' learning	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people	✓	
Ability to contribute to the wider community life of the school		✓
Good inter-personal skills including the ability to lead and/or to be a member of a team	✓	
Evidence of a team approach to the teaching of your specialist subject including the development of teaching resources	✓	

Application process

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.** Prospective applicants are welcome to visit the school prior to the deadline for applications.

Completed applications should be addressed to:-

Mr J Constable, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Applications by email are encouraged and should be sent to Mrs J Milward, Headteacher's PA, via the e-mail address **janemilward@lgs.slough.sch.uk**

Deadlines for application: 24th February 2020 at 12.00 noon.

Interviews will be held as soon as possible thereafter. If you have not heard from us within three days of the closing date, you should assume that your application has been unsuccessful. *Please note that we may also invite promising applicants in for interview prior to the closing date where early applications are received.*

References

Please note that it is our normal practice to take up references at the point of shortlisting for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependants.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.