



[www.wallingtongirls.org.uk](http://www.wallingtongirls.org.uk)

Recruitment Pack

# Science Technician

(A Level Physics Specialism)

September 2025



**Wallington**  
**High School For Girls**  
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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# WELCOME FROM THE HEADTEACHER

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Dear Colleague,

Thank you for your interest in the position of Science Technician (Physics) at Wallington High School for Girls. We are a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support, as well as superb extra-curricular provision.

WHSG is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

The school is part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. A feature of our trust is that schools have a tangible sense of their own special identity and staff are shapers of their school's character and ethos.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Wallington High School for Girls.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

If you want to join our team and want to learn more about the school and the GLT by visiting our websites at [www.wallingtongirls.org.uk](http://www.wallingtongirls.org.uk) and [www.girlslearningtrust.org](http://www.girlslearningtrust.org)

Yours sincerely

**Ms T O'Brien**  
Headteacher



# OUR SCHOOL

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Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our Sixth Form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our Sixth Form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2024, 81% of our GCSE entries were awarded 9/7 grades. At A level, 56% of our entries were awarded A\*/A grades. The vast majority of our students move from WHSG into higher education. Thirteen students gained places at Oxford or Cambridge in 2024, with over 65% gaining places at Russell Group universities or medical schools and 85% achieving their first or second choice university. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of our strong pastoral system and girls enjoy a comprehensive programme of PSHCE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. Form tutors remain with their group from Year 7-11 or in 12 and 13 and this further fosters this relationship. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. We have an extensive student mentoring and tutor programmes and many of our KS5 students help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school production and gym and dance showcase. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School, involving over 50 of our students and an equally successful Duke of Edinburgh scheme, involving 250 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

## **The Sixth Form**

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. 78% of our students chose to stay with us for Sixth Form in 2024 and we also warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The Prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities. In addition, Our Sports Leaders run clubs and undertake outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including those that build upon our inclusive commitment to school life. All lower sixth students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

### **Curriculum**

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do three separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study ten GCSEs, including a Language and a Humanities subject, plus two wider choices. In the Sixth Form most students study three A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.

### **More information**

In our most recent Ofsted inspection in March 2025, the school was graded as Outstanding in all areas. To find out more about our school and the Girls' Learning Trust, please see our videos at:

[Welcome to Wallington](#)

[GLT - This is Who We Are](#)





## OUR LEADERSHIP TEAM

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The Senior Leadership Team consists of one Deputy Head, four Assistant Heads and seven Directors of Faculty/Inclusion, who work closely & supportively to plan for the future development of our highly successful school. Collaborative & open working practices ensure coherence and clarity in the leadership & management of WHSG. The LGB is a strong & supportive team with considerable professional expertise.

### **Tracey O'Brien (Headteacher)**

Tracey started as the Headteacher of WHSG in Sept 2023. Since reading Geography at The London School of Economics, Tracey has always worked in schools. She has been a school leader for 15 years and through this time, in various roles, has been responsible for the full range of leadership activities including improving teaching & learning, delivering high-quality CPD, planning school self-review and evaluation and leading on behaviour and inclusion at different times. She has worked for London Challenge supporting other schools and has set up and become the Director of one of the early National Teaching Schools. Tracey has written leadership courses for middle and senior leaders, delivered teaching programmes as an AST and was awarded one of the few London Commissioner Teacher roles. Tracey has published two school leadership books and is passionate about teacher and staff development.

### **Catherine Godyn (Deputy Headteacher)**

Catherine joined WHSG in 2010 as a Mathematics NQT, having graduated from Southampton University with a degree in Mathematics. Over the years she has taken on a number of roles, including Head of Year, Enrichment & Visits Coordinator, Director of Sixth Form and now Deputy Headteacher. Her background in both pastoral and strategic leadership has given her an insight into many different aspects of school life. With a young daughter, Catherine is a supporter of girls' & women's rights, especially in education and the workplace. Coming from a performing arts background, Catherine is particularly passionate about the important role a broad and balanced curriculum plays in the development of well-rounded students.

### **Jon Donnelly (Assistant Headteacher - Curriculum and Standards)**

Jon joined as an NQT in 2010 as a member of our Department of Theology and Philosophy. After his first year he became Head of Dept, then Director of Humanities, and eventually in 2019 Assistant Headteacher responsible for teaching & learning. A common theme throughout Jon's career is his passion for all things teaching & learning and CPD. He is constantly reading books about education and has used his knowledge

to promote evidence-informed practice throughout the school. Jon is a firm believer that more is not necessarily better, and a healthy work life balance is an essential feature of any outstanding education.

**Jamie Parkinson (Assistant Headteacher - Co-Curricular and Academic Support)**

Jamie joined in 2013 from Wilson's School, having been a Head of Year. He joined as Head of Biology before becoming Director of Science and later an Assistant Headteacher, in 2020. Jamie is the Careers Leader at WHSG and has leads on Pupil Premium, PSHCE & Primary Outreach. He is a Senior Examiner for Pearson & the Vice Chair of Governors at a Primary School. Outside of school, Jamie is President of Old Wilsonians Football Club & as well as sports, he enjoys reading & spending time with his young family.

**Melissa Sundborg (Assistant Headteacher - Pastoral Care and Student Support)**

Melissa joined WHSG in 2022 as Assistant Headteacher, prior to this she worked for a large Multi-Academy Trust in North London as an Assistant Principal. Melissa has worked in education for over a decade, across all Key Stages, as well as in Higher Education as a lecturer at the Royal Academy of Dance. Melissa believes it is important to develop an inclusive, happy and caring learning environment where all students are challenged to achieve their best.

**Samantha Collins (Assistant Headteacher - Sixth Form)**

Sam joined the school as an NQT in 2010 with a passion for developing sport in girls' education. An experienced Netball player and performing arts background has seen Sam involved in an array of extracurricular both in the PE department and whole school, supporting with school productions and dance shows. Sam has been fortunate enough to run a whole host of inspiring enrichment opportunities as both Director of Sport and within her role as EVC. Netball tours to Barbados, skiing in Europe & America are highlights so far. Sam is a passionate leader and balances her current role with being a mum to 2 very sporty and busy children

# OUR TRUST

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## What is the Girls' Learning Trust?

The Girls' Learning Trust is the UK's largest all-girls, all-state-funded multi-academy trust, currently comprising three high-performing schools:

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls

Together, these schools educate more than 4,500 students and employ nearly 500 staff. The Trust has a combined annual income of over £30 million and a strong reputation for academic achievement, leadership development, and inclusive practice.

## What is our purpose and education mission?

Our purpose is transforming lives through girls' education.

For **students**, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.

For **staff**, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

For **society**, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

Our Education Mission is to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional, and personal growth.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:

1. The transformative power of girls-only education
2. The holistic measurement of success based on the whole student
3. The prioritisation of student wellbeing and character development
4. The promotion of girls' leadership rooted in strong values
5. The value of equity, diversity and inclusion

## How is a MAT different from a local authority school?

Academies within a Multi-Academy Trust (MAT) operate independently of local authorities. Unlike maintained schools, which are overseen by a local council and receive funding through the local authority, MATs receive their funding directly from the Department for Education (DfE). This gives MATs more freedom and flexibility in areas such as curriculum design, staff pay and conditions, and resource management - but it also comes with increased responsibility and accountability to central government.

In a MAT, the Trust Board and CEO are legally responsible for every aspect of the organisation's performance, including finance, compliance, governance, safeguarding, and school improvement. Local authorities no longer have any role in school oversight or intervention.

At the Girls' Learning Trust, this autonomy enables the Trust to implement its own Strategy and Operating Model, which aligns leadership, curriculum priorities, and educational assurance across all three schools. For example, the Trust sets its own policies for staffing, admissions coordination, educational development, and financial planning—while still complying with national statutory requirements. This enables the Trust to act more decisively and innovatively than would be possible under a local authority model, while remaining firmly committed to its mission of transforming lives through girls' education.

### **What is the history of the Girls' Learning Trust?**

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company became the Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

### **What makes the Girls' Learning Trust special?**

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared commitments and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

### **What is it like working at the Girls' Learning Trust?**

Being part of the Trust means that no school works in isolation. We are stronger together—not by erasing difference, but by celebrating it in a community where excellence, equity, and empowerment are shared aims.

Staff are supported to thrive through high-quality development, cross-Trust networks, and streamlined operations that reduce workload and stress.

- Access to professional development pathways, from early career to senior leadership, aligned with a Trust-wide framework that supports progression.
- Collaboration with expert colleagues in girls' education, through forums, networks, and school-to-school support that promote both excellence and innovation.
- Staff voice embedded in strategy, with regular consultation and survey data used to inform Trust planning and improvement.
- Workload reduction and greater wellbeing, through high-quality shared services in HR, IT, finance, governance, and estates.
- Job security and career mobility within a growing, values-led Trust, enabling staff to thrive professionally without losing connection to their school's identity.

## Our commitments to you

To support the achievement of our education mission, we recognise that our strength lies in the talent and dedication of our staff and we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing are central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

## Our commitments to each other

We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of integrity, collaboration and reflection are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.

We will act with **integrity**. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Do the right thing even when it might be difficult.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.

We will be **collaborative** in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.

We will take time to be **reflective**, understanding that better-decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.
- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

Additionally, we require all leaders working across the Trust to demonstrate and role model **positivity** in attitudes to day-to-day challenges and support others to do the same. As leaders in our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a 'can do' attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

## Our commitment to Equity, Diversity and Inclusion

At the Girls' Learning Trust (GLT), Equity, Diversity and Inclusion (EDI) is not an optional add-on or a standalone policy area—it is a fundamental thread running through the Trust's purpose, education mission, and all five strategic priorities. Our commitment is clear: we will transform lives through girls' education by ensuring that every student and member of staff can thrive, regardless of background or identity.

The strategy embeds EDI in the following ways:

- **Strategic Integration:** EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.
- **Data-Driven Accountability:** The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school's development plan and the Trust's annual KPI framework, which explicitly references equity-related metrics.
- **Statutory Compliance and Beyond:** All schools are required to publish clear and measurable Equality Objectives under the Trust's Public Sector Equality Duty, but the Trust's ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.
- **Training and Capacity Building:** The Trust provides training for leaders, teachers, governors, and central staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.
- **Inclusive Practice and Representation:** Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.
- **Local Reflection and Ownership:** While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.

# OUR FACULTY

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## **Welcome to the Science Faculty**

The Science Faculty is the largest at Wallington High School for Girls, encompassing Science, Psychology, and Sociology. Our students are passionate about science, with many choosing to study at least two of Biology, Chemistry, Physics, or Psychology at A Level.

Our core aim is to provide outstanding learning experiences and support our students to excel academically and personally. The Teaching and Learning Responsibilities of the department are broken up into the Director of Faculty Head of Chemistry, Head of Biology, Head of Physics and Head of KS3 Science. The department works extremely well as a team and supports each other. Ideas are shared regularly to ensure consistency across the department.

## **Resources and Facilities**

There are thirteen dedicated Science Laboratories and five preparatory rooms. We are well-resourced with PCs in two laboratories and whiteboards with projectors in each laboratory. There are numerous class sets of text books and e-books available to use.

## **Key Stage 3**

In Years 7 and 8 students are taught a combined science curriculum. Students have six hours per fortnight of Science teaching. The Key Stage 3 curriculum is condensed over Years 7 and 8. Students build on their scientific knowledge and understanding from Key Stage 2 and also build on their skills in scientific enquiry and investigations, such as: using scientific models and ideas to explain phenomena; understanding the applications of science; planning, carrying out, analysing and evaluating investigations; communicating what they did and its significance; learning the value of experimental evidence in supporting scientific ideas; developing their ICT skills.

The units covered will be based on Biology, Chemistry and Physics using a whole range of resources and the department has an in-house SoW which is reviewed regularly to keep it relevant and interesting. Students learn to handle laboratory apparatus safely and accurately and learn how to apply their knowledge in unfamiliar situations, using scientific models and ideas to explain phenomena; understanding the applications of science; planning, carrying out, analysing and evaluating investigations; communicating their ideas; learning the value of experimental evidence in supporting scientific ideas; and developing their ICT skills.

## **Key Stage 4**

All students study the three separate sciences at GCSE. Biology and Physics follow the Edexcel specification, whilst Chemistry use AQA. Access to online textbooks and homework activities are provided for all students.

## **Key Stage 5**

As at KS4, Biology and Physics follow the Edexcel specification, whilst Chemistry use AQA. Students receive ten hours of teaching per fortnight for each subject in Year 12 and nine per fortnight in Year 13. All students studying for Science A-levels work towards the Practical Endorsement in their subjects, completing between 12 and 16 core practicals throughout their course. Other practicals to support learning are also regularly completed.

# OUR COMMITMENT TO YOU

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Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. A recent staff survey stated that staff do not feel pressured to work long hours and staff are consulted about changes at work. As part of our commitment to staff wellbeing and development, we offer the following to teaching staff:

## Professional Development

- Access to high-quality CPD opportunities, delivered both in school and across the wider Trust.
- A full induction programme for all new staff, including role-specific training and mentoring.
- Opportunities to take on additional responsibilities or lead on operational and whole-school projects.
- The chance to undertake accredited qualifications, including apprenticeships for support roles.
- Annual development conversations to help staff identify training needs, career goals and areas for progression.
- Cross-Trust conferences and network meetings, offering the opportunity to collaborate with colleagues in similar roles across schools.

## Staff Welfare

- Systems and processes are regularly reviewed with staff workload and wellbeing in mind.
- Streamlined data and administrative tasks for efficiency, with support staff involved in designing and improving systems.
- No expectation for out-of-hours emails or extended working beyond contracted hours.
- Clear line management structures and access to regular one-to-one check-ins and support.
- Strong pastoral and wellbeing culture, with leaders who recognise the importance of family and personal commitments. Requests for additional leave are managed supportively through our Additional Leave policy.
- A commitment to work-life balance and recognition of the vital contribution made by support staff to the smooth running of the school.
- Regular staff voice opportunities and working groups to influence decision-making and school development.
- Access to staff wellbeing initiatives including social events, wellbeing sessions, and resources.
- A positive and respectful working environment with a strong sense of team and shared purpose.

## Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- An Events, Communication and Visits team that are responsible for organising key school events and trips.

## Benefits

- School budgets are set with the assumption that everybody will get their incremental pay rise.
- A two-week Autumn half-term with no reduction in summer holiday.
- Free tea and coffee provided in the staff room.
- Free access to our fitness suite.
- Newly refurbished staff room.
- A Staff Association that responds to the welfare of the staff and organises social events.
- Use of onsite canteen offering hot meals and salad bar.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Assisted cycle purchase scheme and designated cycle parking bay.
- Opportunities for flexible working.
- Access to Workplace Options scheme, for confidential independent employment advice.
- Outer-London salary scales with easy access to central London.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

## Environment

- Pleasant working environment with very well-behaved students.
- Spacious school grounds are located in a lovely leafy suburb.





## THE OPPORTUNITY

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We are seeking an enthusiastic and dedicated Science Technician with a specialism in Physics to join our outstanding Science Faculty. This is a fantastic opportunity to support high-quality teaching and learning in a school renowned for academic excellence, exemplary student behaviour and a strong ethos of collaboration and support.

Working closely with a team of experienced technicians and teachers, you will play a key role in preparing and maintaining equipment and resources for practical lessons, with a focus on A Level and GCSE Physics. You will help ensure our students benefit from engaging and safe hands-on scientific experiences, supporting both staff and students in achieving the very highest standards.

This role would suit someone with a strong background in Physics or a related discipline, excellent organisational skills, and a proactive approach to supporting science education. Whether you are an experienced technician or a science graduate seeking your first role in education, we will offer you a welcoming environment, comprehensive training, and the opportunity to make a real difference in the lives of our students.

If you are passionate about science, enjoy working as part of a team, and are excited by the prospect of supporting students in a vibrant and inclusive school community, we would love to hear from you.

# JOB DESCRIPTION

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Job Title	<b>Science Technician (Physics Specialism)</b>
Reporting To	Head Technician
Salary Scale	GLT Range 3, point 7 – 10. 36 hours per week, 41 weeks per year FTE salary £29,145 - £30,429. (Actual salary £26,353 - £27,514 per annum)

## Main Purpose:

1. To help support a team comprising of five other technicians in preparing, supplying and maintaining equipment and other resources for use in practical science lessons, with a focus on the Physics department at Key Stage 4 and 5.
2. To contribute fully as a Science technician in the support of students and their learning which may include assisting teachers with demonstrations or students who need extra provision with practical work.
3. To perform any other tasks which ensures the smooth running of the Science Faculty.

## Main Duties:

- To prepare, supply and maintain the equipment and other resources used for lessons in the Department, paying attention to all the relevant safety guidelines.
- To assist the Senior Technician in securing an environment in which students can safely pursue all aspects of their learning.
- To perform any other tasks which ensures the smooth running of the Science Faculty.
- To take a pro-active role in the support of the students: to support the curriculum and the school through the provision of assistance to the teacher in the practical organisation of class activities and small group work to help meet the needs of all students.

## The core tasks of the technician team are:

- Preparing, setting out and clearing away apparatus, chemicals textbooks, ICT, general and audio-visual resources for classes.
- Assembling, maintaining and repairing equipment within the areas of their expertise.
- Preparing experiments and demonstrations e.g. energy circus, agar plates, distillation, standardised solutions etc.
- Servicing the laboratories and other practical areas in the Department, maintaining class sets of equipment kept in each laboratory and including on-call attention to hazardous spills, broken glassware etc.
- Stock keeping and advising the Senior technician of impending shortfalls.
- Preparing the requirements of individual coursework projects and/or practical examinations.
- Helping and advising staff and students with their apparatus needs.
- Checking inventories and maintaining records
- Liaising with other members of the technician team to keep services running smoothly and helping the other technicians, as appropriate with their workload.
- Preparing for and taking part in as appropriate by advance arrangement fieldwork e.g. trips, Biology A level residential.
- Following safety procedures within the relevant guidance and keeping up to date with COSHH regulations and CLEAPSS advice.
- Take part in the performance management arrangements.

- Other appropriate tasks as requested by the Head of Subject and Senior Technician.
- Maintaining a clean, safe and tidy working environment at all times.
- To undertake and maintain training in First Aid (Emergency At Work), and to act as a First Aider, when called upon, and if necessary supervise students/staff in the Medical Room, in accordance with the Duty Rota.

### **General duties**

- To be aware of and comply with School policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.
- To participate in training, other learning activities and performance development as required.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# PERSON SPECIFICATION

E: essential

D: desirable

	Essential / Desirable
<b>Qualifications and Training</b>	
GCSE grade C or equivalent in a Science subject	E
A Level (or equivalent) in Physics or another science	D
Degree in a science-related subject	D
First Aid Training	D
COSHH and/or CLEAPSS training	D
<b>Experience</b>	
Relevant laboratory experience	D
Experience working in a school science department	D
A good, all round knowledge of a working lab including Health & Safety awareness	D
<b>Knowledge and Understanding</b>	
Knowledge of safe storage, handling, and disposal of laboratory materials and equipment	D
Understanding of the practical requirements of secondary science education, including A Level Physics	D
<b>Skills and Abilities</b>	
Good numeracy and literacy skills	E
Good organisational skills and ability to manage multiple tasks simultaneously	E
Ability to prepare and support Science practical lessons at KS3, KS4 and A Level Physics	D
Good practical skills and understanding of equipment use and maintenance	D
Strong understanding of laboratory safety, particularly in a Physics context	E
Willingness and ability to acquire new skills through training	E
IT skills including Microsoft Office (Outlook, Word, Excel)	E
Attention to detail and ability to work accurately	E
Ability to work within relevant policies/codes of practice.	E
<b>Personal Attributes</b>	
Ability to be resilient and flexible in a fast-paced school environment	E
Ability to work collaboratively & productively with a wide range of colleagues	E
Empathy for young people	E
Calm and confident approach to work	E
Ability to use initiative and work independently	E
Good communication skills	E
Willingness to 'lend a hand' and 'join in' with school activities and play a full and active part in the life of the school	D

# APPLICATION PROCESS

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## **Safeguarding**

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

## **Data Protection**

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies)

## **Application Process**

In line with KCSIE, we operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To support our commitment to reducing unconscious bias during the shortlisting process, blind shortlisting is in operation across the Trust, with all personal information about candidates removed from their application.

All applications should be through our official careers page on MyNewTerm:

[Wallington High School for Girls, Wallington | Teaching Jobs & Education Jobs | MyNewTerm](#)

The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Person Specification.

## **Closing Date**

Applications must be received by no later than **Friday 11th July (12pm)**

## **Interviews**

Interviews will take place on **Thursday 17<sup>th</sup> July**

## **Notification & Feedback**

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

## **Additional Information**

If you would like to arrange an informal discussion about this exciting opportunity please email [lsanderson@wallingtongirls.org.uk](mailto:lsanderson@wallingtongirls.org.uk) to arrange a mutually convenient time.



Girls' Learning Trust  
[www.girlslearningtrust.org](http://www.girlslearningtrust.org)