DUCHESS'S
COMMUNITY HIGH SCHOOL

Recruitment Pack

HEAD OF PHYSICS

Closing date: 12th April @ 1pm

WELCOME FROM THE CO-HEADS



We are thrilled that you are interested in joining the team here at DCHS. We took over as Co-Heads in January 2021 with an aim of DCHS being an educational centre of excellence based on the principle that effective relationships are the key to positive outcomes. We believe that first and foremost we as teachers are here to provide high quality teaching and support to students within our care, and in doing so we will create a place where students want to be.

We are looking for a team player who has a student centred approach as well as a desire to be part of a robust teacher education programme. We have a considerate approach to staff workload and are committed to investing in staff to help them progress through their own career, and in doing so create a place where staff want to work.

We are passionate that the term 'community' within our title is significant and cannot be undersold or underplayed. We believe that every member of staff at DCHS should leave the community in a better position than the point they arrived here and ask that, if you are to join us, you share this belief. We believe that at DCHS, community works.

We have included everything we feel is important to share in this pack and we welcome requests from anyone interested in this position to contact us to visit in person, meet over a video call or chat on the phone about this opportunity.

Alan Rogers & **James Wilson**

HEAD OF PHYSICS (MPS/UPS + TLR 2.2)

A rare opportunity has arisen for a committed and skilled curriculum leader to join our successful Science team. This post provides excellent opportunities for either ambitious Physics teachers who is looking to make a wider impact, or for experienced heads of department who want to be supported through to the next stage in their career.

This post sits beneath a Head of Science and is responsible for the planning and delivery of Physics, through AQA GCSE Physics as well as the Physics component of the AQA Combined Science: Trilogy at KS4. The successful candidate will teach Physics across all key stages, as well as GCSE Combined Science and all Science subjects in KS3 years.

The department consists of a supportive team who continue to improve year on year. Resources are shared between all staff in the department and are regularly reviewed. The Physics schemes of learning have developed over the past five years with a revamped KS3, KS4 and KS5 ready for delivery. We are keen to continue to develop this further to meet the needs of all students. We engage with subject specific continued professional development in school and through external providers. We believe in evidence informed teaching and links to research informed practice.

As a member of the department you would benefit from your own lab with minimal movement around the building (post COVID), a supportive teacher and technician team, access to a good supply of practical equipment, good quality CPD and a history of strong uptake in KS5 Physics.

Post Title	Head of Physics
Purpose	• to offer strategic direction to staff within the Physics department • to create an experience that enthuses the next generation of Physicists • to implement and deliver an appropriate, effective, relevant and differentiated curriculum for students and support the Physics curriculum area as appropriate • to monitor, evaluate and support the overall progress and development of students as a teacher/form tutor • to facilitate and encourage learning experiences which provide students with the opportunity to achieve their individual potential • to contribute to raising standards of student attainment • to share and support the school's responsibility to provide and monitor opportunities for students in relation to their personal, social and moral development • to support the Head of Science where required
Reporting to:	Head of Science
Responsible for:	The leadership of the Physics department within school

JOB DESCRIPTION

Learning and Teaching	• plan and teach structured lessons or sequences of work which interest and motivate students and which, motivate, stretch, challenge and are in line with high quality classroom experience and learning and teaching policy. • employ interactive teaching methods and collaborative group work • promote good progress and outcomes, encouraging active and independent learning that enables students to think for themselves, and plan and manage their own learning • differentiate teaching to meet the needs of students, asking for guidance where appropriate • organise and manage teaching and learning time effectively • demonstrate excellent subject and curriculum knowledge • organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate • set high expectations for students behaviour and establish a clear framework for classroom discipline; to anticipate and manage students behaviour positively and constructively, and promote self-control, independence and reflection • provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently • work collaboratively with specialist teachers and other colleagues and, manage the work of learning support assistants or other adults to enhance students learning • apply appropriate whole school policies • recognise and respond effectively to equal opportunities issues as they arise in the classroom, by challenging stereotyped views, by challenging bullying or harassment and by following relevant policies and procedures • can take responsibility for teaching a class or classes over a sustained and substantial period of time, and teach across the age and ability range • enhance the learning environment : establish attractive, relevant and meaningful learning displays, create ambiance and a climate for learning

JOB DESCRIPTION

Assessment and Evaluation	• make accurate and productive use of assessment • provide or contribute to, oral and written assessments, reports and references relating to individual students and groups of students • mark and monitor student class and homework providing oral and written feedback and targets for improvement, in line with school policies • recognise the level, and assess against assessment criteria where applicable • use formative and summative assessments to inform teaching and learning
Quality Assurance	• help implement school quality procedures and maintain consistency in approach. • contribute to the process of review, monitoring and evaluation of the department in line with school procedures • review teaching methods and programmes of work • take part where necessary in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school • make good use of resources • assist the Head of Science to identify resource needs • play a full part in the life of the school community, to support the school priorities and values.

JOB DESCRIPTION

Staffing	• to take part in school's staff development Teacher Education programme • engage actively in the Personal Development process • ensure the effective /efficient deployment of classroom support • work as a member of a designated team and to contribute positively to effective working relations in the school • understand the need to liaise/discuss/report with all the stakeholders involved in school life • establish effective working relationships with professional colleagues • take responsibility for your own CPD, keep up to date with evidence informed practice • fulfil wider professional responsibilities and provide good example/role model to students • evaluate own teaching critically • accept that teaching skills should be reviewed and developed • coach others in the department • take a lead on staff within the Physics department
Pastoral	• to be a form tutor for an assigned group of students • establish high priorities for attendance, behaviour and self belief • contribute to action planning/target setting • have high expectations of students • contribute to the Guidance programme • apply the behaviour management policy consistency • use appropriate communication systems in school • take part in marketing/liaison activities/open evenings/parents evenings as per school policies • contribute to the development of effective subject links with external agencies • Support other colleagues in the department to create engaging and safe environments for all students to thrive in

JOB DESCRIPTION

Personal and professional conduct	• demonstrate consistently high standards of personal and professional conduct, building relationships on mutual respect.
Safeguarding	• all staff have a responsibility to work within the Safeguarding Policies & Procedures of this school so that all students remain safe. It is the member of staff's responsibility to keep up-to-date with all developments that link to Safeguarding.
Upper pay range	• All those wishing to become Upper Pay Range teachers will need to meet the Upper Pay Range Criteria an application to be paid on the upper pay range will be successful where the governing body is satisfied that: • the teacher is highly competent in all elements of the relevant standards • the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. o the teacher is highly competent in all elements of the relevant standards; and o The teachers achievements and contribution to an educational setting or settings are substantial and sustained (STPCD 2014 para 15.2)
This job description is current at the date shown, but, in consultation may be changed by the Co-Headteachers to reflect or anticipate changes in the job commensurate with the grade and job title. There will be an annual, negotiated plan indicating the priorities and outcomes developed as a result of the school developmental planning process.	

JOB DESCRIPTION

PERSON SPECIFICATION

All staff have a responsibility to work within the Safeguarding Policies & Procedures of this school so that all students remain safe. It is the member of staff's responsibility to keep up-to-date with all developments that link to Safeguarding.

Category	Essential	*Desirable*
Qualifications	• Qualified Teacher Status. • Degree/Equivalent in related relevant subject.	• *Further professional qualification, evidence of further study.*
Experience	• Experience of Teaching KS4, and KS5 Physics • Knowledge of the curriculum in Physics • Knowledge of effective classroom practice • Experience of creating positive learning environments • Evidence of delivering excellent outcomes for students of all backgrounds • Experience of wider CPD and practice back up by research evidence	• *Evidence of raising standards* • *Knowledge of promoting curriculum development* • *Experience of being a form tutor and delivering Guidance* • *Experience of organising/participating in extracurricular activities.* • *Experience of teaching additional subjects*
Skills	• Good time management • Ability to communicate effectively orally and in writing • Excellent digital literacy • Interpersonal skills • Ability to work collaboratively within a team • The ability to interpret and use data to inform practice • Ability to make learning accessible for all	• *The ability to coach other staff members to improve* • *The ability to create a culture of excellence* • *The ability to inspire the next generation of physicists*
Personal Qualities	• Enthusiastic and inspires others • The ability to be a positive and resilient team member • Personal resilience • Sense of humour • Hunger to 'serve' the community	• *A thirst to keep up to date with current educational initiatives* • *An ability to speak to wider audiences* • *An ability to step in for Head of Science if needed*

DCHS - UNIQUE SINCE 1808



Founded in 1808 by the Duchess of Northumberland, DCHS was established on the principle of providing quality education for the children of Alnwick. Whereas the original school provided for around 20 students, the current school has a capacity of 1500. However the principle remains the same: providing quality education for the surrounding area.



The catchment of the school has also changed somewhat from the original school with a catchment larger than Greater London, we serve students from the hills of the Cheviots to the shores of the North Sea. We are proud to serve a diverse and unique catchment.

It is not just the catchment that has changed; in 2017 we moved into a new building just off the A1, which provides our community with outstanding facilities as well as access to the city centre of Newcastle in 30 minutes. It really is closer than you think! We have staff that travel from as far north as Berwick, as far south as Durham, and as far west as Hexham.

SCHOOL PRIORITIES

An educational centre of excellence based on the principle that **effective relationships are the key to positive outcomes**

3 Broad Aims



Where **children** want to be



Where **staff** want to work



Where **community** works

Our 6 Strategic Priorities

Community
We recognise the unique nature of our catchment and surrounding communities and actively seek to forge effective relationships that allow for community growth

Priority students
Priority students are first in all that we do. This ensures that the gap is not widened and that over time it can be diminished completely

Impact
Students are 'better off' for having spent time at DCHS.. We ensure students are prepared holistically for this step as well as academically

Relationships
All stakeholders work to build strong relationships that encourage positive behaviour and attitudes throughout the organisation

Curriculum
We constantly review the curriculum in place to ensure that it is meeting the intent statement aims of creating cultural capital, healthy democracy and allowing students to access all in the world

Teaching
The DCHS teaching principles allow us to ensure quality first teaching. Teacher Education sessions provide opportunities for all staff to enhance their own skill set and lead to effective outcomes

DCHS WORKLOAD CHARTER

TIME MATTERS

Email embargo: No emails are sent from Friday 5 pm until a Monday morning, no emails in school holidays, and not past 6 pm on weekday evenings. The only exceptions are for serious safeguarding matters

Whole School Emails policy: No longer to be used. The staff bulletin should contain all key messages

A rational approach to data: We have three data drops per year. All of the data is analysed for staff, freeing staff time and thinking to consider key actions. No meetings will take place during a data drop window

A rationalised approach to marking: Staff are expected to mark according to dept policy

School Building: Closes at 6pm each night, we encourage staff to find a worklife balance.

Directed time: Directed time is built with staff at the forefront of planning

CPD MATTERS

Department Time: This has been calendered more frequently. Departments are allowed to dictate the agenda for faculty time. It is very much for the middle leader to dictate the agenda, with a view that the meeting should focus on sharing subject expertise and enhancing subject knowledge

Sensible use of Twilighted Time: We operate a training model whereby we work to a set number of twilights and trade this time to gain days off in lieu. During the twilight training, there is normally a short presentation then the remainder of the time is given to training

Continuation of Virtual CPD: During lockdown we found accessing material online easier and often more engaging. We will continue to provide online CPD links

CPD for all: CPD is not just about 'teacher education' we target specific CPD for those that request it during PD conversations. CPD is relevant and never to tick a box

SCHOOL PRIORITIES MATTERS

Clear SLT messages: These seek to prevent ill communication and repetitive emails

Effective use of briefings: Briefings focus on training staff and sharing important key/important messages

Working with unions: SLT meets regularly with Union representatives within the school

Resisting fads: DCHS seeks to keep things simple and focussed. Everything should come back to the School Priorities and the DCHS teaching principles

Being flexible: Where possible we aim to meet the needs of family life, ensuring emotional and well-being are supported

Nothing for Ofsted: We do nothing for Ofsted. Any inspection will catch DCHS in its daily form. We are Ofsted ready, not Ofsted compliant

CULTURE AND ETHOS MATTERS

Lesson Objectives: We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on big questions. The big question is the objective and the focus of the lesson

Pedagogical approach: We emphasise that there is no preferred learning style, but traditional teaching methods; retrieval practice; the use of workbooks; co-planning; magenta principles are to be embraced

Rationalising Revision: We hold a belief that the Autumn term is for teaching not revision sessions after school

Open and Honest approach: We believe that sharing the issues that face the school in an open and honest way is beneficial to the end goal

Staff wellbeing: We offer variety of 'wellbeing' tools including: access to specialist support, staff events, pastry briefings and the workload charter itself

Staff recognition: We seek out opportunities to praise in person and have a process for staff to highlight the contribution of others

SYSTEMS AND PROCESS MATTER

Toolkits: We create 'toolkits' for all procedures in school in order to free staff from the planning of key operational matters.

Cycles: We publish a full terms 'cycle' in advance so staff can plan their time and know when deadlines are approaching.

Centralised detentions: All detentions are centralised

Avoiding roll-over: The school does not roll over its timetable during the Summer term. Instead, this time is used on core priorities and providing staff with extra training time.

Open door approach: All leaders in school have an open door approach whereby anyone can seek support and/or catch-up.

SCHOOL CULTURAL FIT

Working in a school where you are not aligned with the culture is a miserable experience. So…we both need to have alignment if you work here:

- We work in a school where team members feel safe
- We believe in mutual trust and respect
- We believe that risks can be taken
- Team members 'get things done'
- We have clear roles and clear expectations
- We all learn (everywhere, all of the time)
- We actively support staff in using goal setting and coaching in order to surpass expectations
- Team members are aligned with school ethos
- Work has personal meaning, with clear and regular job satisfaction
- Team members feel they make a difference
- We care personally and challenge directly
- We believe that you cannot just wish teachers and students to be better – you have to create the conditions for them to grow
- No role in school is 'beneath' anyone. A mindset of seeking simple ways to serve the team



These are the 14 books that have helped shape our strategy

WHAT NEXT...

Want to know more?

Please get in touch with Karen Gregory (PA to the Co-Heads) to arrange an appointment to speak to Alan or James. We welcome site visits and/or virtual video calls.

Know enough already?

Please complete an application form and email it to Karen Gregory, there is no need for a letter of application as this is included in the application form.

DCHS Vacancies Page

We want to thank you for your interest in this position

Closing date: 12th April @ 1pm