Rosebery School

Excellence. Endeavour. Opportunity.

Teacher of Physics Application Pack

Closing date: 27 January 2021

To start: September 2021

Suitable for NQTs

Full time and part time applications will be considered

Dear colleague

Thank you for your interest in working at Rosebery School, a highly successful, oversubscribed and vibrant girls' 11-18 school with 1460 students, including 250 in the Sixth Form. We are seeking to recruit an outstanding and motivated Teacher of Physics, with the ability to contribute elsewhere to the Science curriculum, who is able to inspire our youngsters and engender a love of learning and of Science in particular.

In 2019 89% of our students achieved a Grade 4 or above and 76% achieved a Grade 5 or above in English and Mathematics. We were also delighted that 48% of our grades were at grade 7-9 (formally A/A*). At A Level nearly a third of our entries were graded at A* or A. In addition to securing exceptional levels of attainment, all our students, whatever their starting point make outstanding progress and in 2019 our Progress 8 score of 0.89 placed us in the top 100 schools in the country. We are confident that this upward trajectory would have continued in 2020 and were delighted with the individual successes of our students who despite not taking exams were able to secure outstanding grades which secured their destination of choice. **In May 2017, Ofsted graded the school as 'Outstanding' in all areas.**

We are fortunate that our girls want to learn and we enjoy the support of our parents, who rightly have high expectations of our work with their daughters. At Rosebery, students choose their options in Year 8 and take a bridging year in the options they have selected to help them more readily manage the rigour of the new GCSE courses. Over half of our students choose to stay with us into the Sixth Form. We achieve outstanding outcomes for our students as a result of our clarity of purpose, our commitment to individual support and the hard work undertaken by all members of our community, including our students who are a delight to work with.

At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.

New members of our team have an opportunity to make a considerable impact on the future direction of this school, and the GLF Schools Trust, the Multi-Academy Trust that we joined in September 2017. Rosebery School enjoys a very positive working environment and many staff remain with us for lengthy and progressive careers. We pride ourselves on developing individuals through a comprehensive Continuing Professional Development programme and we aim to create opportunities for all colleagues to follow a pathway into leadership, if they wish. In a recent staff survey 100% of respondents said that Rosebery School is a good place to work and that the school is well led. As with all educational organisations, we have high expectations of those who are employed here and in return we provide a supportive and interesting atmosphere within which to work and a full range of staff benefits.

The responsibilities of our positions are significant, but our staff are well-supported. Our Leadership Team maintains an open-door policy and as a staff we seek to work collaboratively to share good practice and to offer mutual support.

Our coaching programme, for which we have been awarded the Gold Coachmark, exemplifies our approach to personal and professional development. All staff follow a personalised professional learning programme which, as well as coaching, includes the opportunity to co-plan lessons with students, to select from an extensive menu of twilight workshops, founded on research and enquiry and which ensure they have a significant impact on our daily classroom practice. As well as our in-house leadership programme, colleagues have access to the full suite of NPQ qualifications for middle and senior leadership.

Working at Rosebery is challenging and stimulating and you will be joining us at a very exciting stage of our development where you will be able to **make a real difference** to the way we deliver education for our students.

You will find more information about us on our website www.roseberyschool.co.uk. I very much hope that you will decide to apply and I look forward to meeting you. If you have any questions please contact Lesley Broome, HR Officer at lbroome@rosebery.surrey.sch.uk.

Ms Ros Allen
Executive Headteacher

Ten very good reasons to join the staff at Rosebery School

1. **Our students are a joy to work with and achieve outstanding results at every key stage**. The school's Progress 8 score for 2019 is 0.89 and Ofsted concluded in their last visit that '*pupils achieve exceptionally strong outcomes in all year groups and in all subjects as a result of* ***consistently inspirational teaching.'*** Please do take a look at our latest school performance figures on our website.

2. **We are a diverse and inclusive community** whose members treat each other with respect and kindness. Ofsted in May 2017 highlighted that ***'pupils' behaviour and attitudes to learning are exemplary'*** and that ***'the warm and nurturing climate enables all pupils to feel safe and to flourish'.***

3. **A personalised professional learning programme** is in place for every member of staff including coaching, mentoring, a research and development 'book club', Teachmeets, and leadership development projects. The award of the Gold Coachmark highlights the quality of the coaching programmes on offer to staff led by our coaching team, which over half the staff have opted to join. All NQTs join us at the end of June prior to their first term in teaching and we carefully plan induction for all staff.

4. **Many staff members have been internally promoted.** As a large school we are able to offer additional responsibilities to colleagues every year, some with incentive allowances attached and some with time. As a result many staff have been internally promoted, including onto the Leadership Team. Every term a number of Middle Leaders are invited to join the Extended Leadership Team on a rotational basis to extend their experience. Our membership of the GLF Schools Trust has also served to provide significant opportunities for colleagues who support work in the other seven secondary schools as MAT subject leaders**.**

5. **Close collaboration** with our feeder primaries, neighbouring secondaries and MAT partners ensures that there are many opportunities to work with colleagues in other schools, and to become involved in our school to school support programme.

6. We are a member of the GLF Surrey SCITT, as well as being a partner in the GLF School and Coombe Girls' Schools Teaching Alliances and have been identified as a Beacon School for training by Roehampton University. Colleagues, therefore, have the **opportunity to lead training for trainees across the local area, or to benefit from the vast experience of our mentoring team** who support the large number of SCITT and PGCE trainees who come to Rosebery each term.

7. **Children of staff are given priority in our admissions policy.** Children of staff who have been employed by our very over-subscribed school for two years or more are given priority in our Admissions Policy over those applications from 'nearest school'.

8. **Our Leadership Team has an open door policy** and believes in the importance of getting into classrooms to support teaching and learning. Members of the leadership team are accessible to all staff and students. There are many opportunities for staff to influence the strategic direction of the school through the Staff Consultation Group and numerous working parties which address specific issues, including staff well-being and work-life balance.

9. **We employ cover supervisors and dedicated administrative support staff** to ensure that teachers at Rosebery are able to use their non-contact time for planning, marking and feedback.

10. **There are many extra-curricular opportunities** for colleagues and students. Our staff sports club on a Friday afternoon is very well attended in our Sports Hall, our well-equipped fitness suite and sometimes on our local golf course! Places are always offered to colleagues to join trips to Japan, the Alps, Spain, America, CERN and Germany and our staff inspire our youngsters to participate in a huge number of activities including clubs and fixtures in all sports, the Duke of Edinburgh Award, the National Citizen Service, the annual school production, Amnesty International, Maths Challenges, Rotary Young Chef of the Year, our space balloon project, Rag Week, our Summer School, House Challenges, International Day of Languages, Young Enterprise and many more.

An Introduction to the Science Department

The Science Department has a strong team of 14 teachers who are supported by four experienced technicians. The Department works well together, teaching across the key stages, sharing ideas and enthusing students. Personal and professional development are encouraged and supported; several members of the team hold other responsibilities within the school. In addition, there is a long association with Roehampton, University of Surrey and Kings College, London from where we take a number of trainees each year, some of whom have subsequently taken up posts within the Department.

Expectations of students are high and examination results are strong. Our students work hard and so we are looking for a teacher who will sustain the high standards of teaching and learning that pervades a progressive classroom. The candidate must display a tenacious approach to challenging and supporting students academically, working together in partnership with students, colleagues and parents to enable the students to achieve their potential.

Students study a two-year KS3 which is delivered in three one hour lessons a week. Teachers follow common schemes of work which are regularly revised in line with current pedagogical theory and NC developments. Teaching is in mixed ability groups in Year 7 and Year 8. Students at KS3 are encouraged to complete their CREST Award, delivered in Science Club and through enrichment activities.

From GCSE we teach in our specialist subjects where all students have the opportunity to take separate GCSEs or Combined Science (set at the start of year 9).

In Years 12 and 13, 'A' levels in Biology, Chemistry, Physics and Applied Science are offered (administered by AQA, OCR, OCR and AQA respectively). The uptake of Science is very high and many of our students go on to STEM related courses at university.

A clear curriculum structure has been established over the last two years, allowing a closer focus on planning, progress and assessment. Key Stage 3, for example, is organised into discrete modules units which have been reviewed to incorporate the rigour and challenge of the new KS3 curriculum. A clear system of quality assurance underpins all that we develop. This may include regular sampling of students' work, departmental moderation or both informal and formal lesson observations in line with PM frameworks.

Teacher of Physics: Job Description

Responsible to: **Head of Subject**

Hours: **Full Time or Part Time**

Salary: **GLF Main Range/UPR London Fringe**

Location	Rosebery School, Epsom, Surrey	**Travel Required**	No

Core purpose

- The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards, not only their personal education, but the school as a whole.

Key accountabilities

Main duties

- Teach Physics and other science subjects as required to students in Years 7 to 13.
- Deliver lessons which enrich and engage all students taught.
- Plan lessons carefully, having regard to the schemes of work and faculty practice.
- Teach other subjects as required.
- Cover for absent colleagues within the 'rarely cover' parameters within which we work.
- Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches.
- Assess student work to monitor and evaluate progress, set targets and advise lesson preparation.
- Drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate.

Planning and classroom management

- Teach allocated students by planning your teaching to achieve progression of learning.
- Identify clear teaching objectives and specify how students will be taught and assessed.
- Set tasks which challenge students and ensure high levels of interest.
- Set appropriate and demanding expectations.
- Set clear targets, building on prior attainment.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Monitor and intervene to ensure sound learning and behaviour management.
- Use effective questioning, listen carefully to students and give attention to errors and misconceptions.
- Select appropriate learning resources and develop study skills through library, ICT and other sources.
- Ensure students acquire and consolidate knowledge, skills and understanding appropriately.
- Evaluate own teaching critically to improve effectiveness.
- Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.

Monitoring, assessment, reporting and recording

- Meet and discuss as required, students' performance progress and attainment with parents and or carers.
- Mark and monitor students' work and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving.

Other professional requirements
• Have a working knowledge of teachers' professional duties and legal liabilities. • Be aware of national developments in education and curriculum area. • Abide by the teacher professional standards and carry out duties as required by STPCD. • Operate at all times within the stated policies and practices of Rosebery and GLF Schools. • Establish effective working relationships and act as an exemplary role model. • Endeavour to give every child the opportunity to reach their potential and meet high expectations. • Contribute to the 'corporate life' of Rosebery through effective participation in meetings and management systems necessary to coordinate the management of the school. • Take responsibility for professional development and duties in relation to school policies and practices. • Liaise effectively with parents and external professionals. • Take on any additional responsibilities which might from time to time be determined. • Participate in professional learning in order to keep abreast of pedagogical development. • Promote the development of self-discipline, confidence and self-worth in students.
Main responsibilities as a Form Tutor
• Being aware of the strengths and needs of each student. • Undertake regular tutor reviews to monitor and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance. • Promote high standards of student behaviour, uniform and attitudes to work. • Communicate effectively with staff and parents. • Complete administrative tasks as required. • Attend tutor meetings.
Accountable to
• Head of Faculty with direction from the Deputy Head of Department; Head of Year for tutor duties. • GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
Safeguarding
• GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Teacher of Physics/Form Tutor: Person Specification

Qualifications	Essential	Desirable
A graduate or equivalent in a related subject	✓	
A DFE recognised teaching qualification	✓	
Knowledge, Skills and Abilities		
A thorough knowledge of the National Curriculum in the subject	✓	
An understanding of the needs of pupils across the ability range	✓	
A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery	✓	
An understanding of the criteria employed in determining pupil progress in the subject	✓	
An awareness of ways to raise pupil attainment in the subject	✓	
The ability to use ICT to enhance learning and aid teaching	✓	
Excellent communication skills, written and oral	✓	
Experience		
Ability to successfully teach the subject up to KS4	✓	
Successful teaching of the subject up to KS5		✓
Proven experience of establishing and leading extra-curricular opportunities	✓	
Experience of assessment of pupil progress	✓	
Experience of target setting to bring about improvement in attainment	✓	
Experience of working collaboratively with other school staff to enhance learning		✓
Other		
A passion for the subject and the ability to inspire others to share it	✓	
A genuine desire to provide the best education for pupils	✓	
A commitment to the aims and ethos of the school	✓	
A good manager of time who is well organised	✓	
A willingness to keep up-to-date with developments in the subject area.	✓	
Potential to develop further within the subject and the school		✓

Making an application

Please apply by the closing date which is 27 January 2021. You can apply either through the vacancies page on our website, https://roseberyschool.schoolrecruiter.com/or via the recruitment website where you saw this post advertised. In the event of difficulty, please email Lesley Broome, HR Officer, lbroome@rosebery.surrey.sch.uk.

It is important that you explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications. If you have been shortlisted for interview we will contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements. If you do not hear from us, then you may assume that your application has been unsuccessful on this occasion, but we should like to thank you for your interest in working at Rosebery School.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a high level of response. Therefore, we would recommend that you submit your application as early as possible.

References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form.

Interviews

If we are able to, we will continue with our usual approach of inviting candidates to come into school, however it is more likely given the current circumstances that the interview will need to be carried out remotely. There will be a combination of activities to allow candidates to demonstrate their approach to medium and short term, planning as well as a discursive interview to explore pedagogy and practice. Preparatory tasks will be sent out in in plenty of time before the interview. Please note due to high numbers of interested candidates, applications will not be acknowledged and we will only contact candidates whose applications are shortlisted to attend interview.

Safeguarding

Rosebery is fully committed to safeguarding. If you are invited for interview you will be required to provide original documentation to prove your identify (eg passport, driving licence, P60/45) and original exam qualification certificates. Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration.

Data Protection

Should you be unsuccessful with your application the School will confidentially destroy your Application Form after six months of its submission. If you are successful in your application this information will be kept securely as part of your personal employment record.

Equality and Diversity

Applications are welcome from all sectors of the community. No job applicant will be treated less favourably because of his or her sex, race, colour, ethnic origin, age, marital status, disability, religion or belief, sexual orientation, or by any other condition or requirement that cannot be shown to be justified.