



King's Academy  
**Prospect**



# Head of Physics

Science Department

ASPIRE • BELIEVE • ACHIEVE



King's Group  
*Academies*



King's Academy  
**Prospect**

Cockney Hill, Tilehurst, Reading

Berkshire RG30 4EX

Tel: 0118 959 0466

[enquiries@prospect.reading.sch.uk](mailto:enquiries@prospect.reading.sch.uk)

<http://www.kgaprospect.uk>

Headteacher: Mr D Littlemore

Dear Candidate,

Thank you for your interest in joining us at King's Academy Prospect.

I am extremely proud to be Headteacher of this school. Our ethos is 'Aspire, Believe, Achieve', and you will see that this is very much more than a simple tag line. I expect every member of staff here to demonstrate these values in everything that we do with our students. It is my aim that every student will leave King's Academy Prospect fully equipped to make a positive contribution as young citizens in the twenty-first century.

We have high expectations for all; we are clear that our students need well-planned, challenging and exciting lessons that stretch and develop their skills, knowledge and understanding. In return for being an outstanding teacher, we will offer you the opportunity to develop your career beyond your own expectations, through a supportive working environment, excellent CPD opportunities, and collaboration with a range of partner schools and colleagues.

We are fortunate to have a truly inspiring site – our facilities are expansive and among the best in the region. We offer specialist classrooms that are well equipped, a balance of planning, preparation, teaching and development time, and a genuine commitment to staff well-being and work-life balance.

I do hope that our accompanying literature will help you to make the decision to apply to King's Academy Prospect. If you would like to visit the school in advance of this, we would be delighted to show you round. Please contact Headteacher's PA, Abi Davis, to make an appointment.

With very best wishes,

David Littlemore  
**Headteacher**





About our school





Every student is treated as an individual  
and is encouraged to develop as a  
confident independent learner







King's Academy  
**Prospect**

From the Sixth Form to the lower  
school King's Academy Prospect  
encourages respect, resilience and







Our curriculum is broad and balanced,  
so students can keep their options for  
future study as open as possible







Our facilities provide students with a high-quality learning environment in which to develop their skills



## Our School

Welcome to King's Academy Prospect. We are a large, diverse and inclusive school, rightly proud of our students, whom we welcome from a wide range of backgrounds. We enable all our students, whatever their ability, background or heritage, to make excellent progress and achieve more than they believe to be possible. Our core values of 'Aspire, Believe, Achieve' are at the heart of everything we do, preparing our young people to be successful, fulfilled and great assets to their community in whatever they choose to do in the future.

We value educational excellence very highly and strive to ensure that we recruit the very best teachers to enable our students to progress onto the next stage of their educational journeys. We want our students to become young adults who understand the importance of respect and responsibility and who want to make a positive contribution to their school and the wider community. Equally important is our students' social and emotional wellbeing. We provide a supportive and nurturing environment, with a wide range of extracurricular activities, school trips and experiences to broaden their horizons. We work closely with our local community and enjoy mutually supportive relationships with students and their parents, as well as with our neighbours and wider networks.

We are extremely proud of our fantastic site - one of the largest sites in Berkshire - with its excellent facilities and well resourced, specialist classrooms. We offer a broad and balanced curriculum, allowing students to follow individual pathways that best meet their needs, whether academic, vocational or a mix of both.

However, don't just take our word for it! We're on a really exciting journey at the moment and we want you to be a part of it. Come and meet us, our students and our teachers to see the great opportunities that await you, we are always happy to offer tours in advance of applications.

### Curriculum

*"Leaders are determined to ensure that all pupils receive a challenging and aspirational diet of learning throughout the school" – Ofsted 2021*

We offer a broad and balanced curriculum that really meets the needs of our students. We believe that a 3-year Key Stage Three is right for our students, allowing them the opportunity to study a broad range of subjects in Years 7, 8 and 9 before making a guided choice about the right pathway to follow in Key Stage Four.

We offer a wide range of subjects at all key stages. At Key Stage Four, students are able to make the choice from an offer of both academic and vocational qualifications, preparing them for further study or training post-16. Our curriculum has been carefully designed to ensure that they have a rich experience throughout their time at King's Academy Prospect.

We are well resourced and have excellent facilities. All subjects teach in dedicated and specialist accommodation, with the vast majority of teachers teaching in their own rooms. A strong foundation in literacy and numeracy underpins the curriculum, with dedicated support



available for students with additional needs. More Able students are provided with stretch and challenge through a range of initiatives enabling them to make excellent progress.

## **Professional Development**

*"Newly qualified teachers are supported effectively"*

*"Leaders at all levels identify the school's strengths accurately. They know which aspects of the school need to improve most urgently and are taking useful steps to tackle them. This has led to helpful bespoke training and support" – Ofsted 2019*

We offer a wide-ranging and highly regarded programme of professional development for all our teachers and support staff. For those joining us as NQT's, we offer a comprehensive programme of support and development, including professional studies sessions and a dedicated in-school mentor. Time for training is found using INSET days and Monday meeting times. Through our performance management and appraisal system, we identify and match individual needs and requests to the many training and development opportunities that we offer. These include both internal and external CPD programmes, which run continuously throughout the year. Our in-house sessions and workshops take place during dedicated training time and are planned and delivered by a highly effective teaching and learning team in the school. We encourage teachers at all stages of their careers to participate in external programmes, and many of our teachers have completed the NPQM/SL qualifications. We are proud of the number of our support staff who have also completed further training to develop their roles, including teacher training and other professional qualifications.

## **Facilities**

We are fortunate to have a wonderful school site – extensive school fields and well-maintained purpose-built accommodation. All our subjects are taught in specialist classrooms, including recently refurbished science labs, a sports hall and gym, and a fantastic space for vocational courses including a construction yard, a hair and beauty salon and an engineering workshop.

## **Sixth Form**

*"Teaching in the Sixth Form shows many strengths" – Ofsted 2019*

Our vibrant and successful sixth form is an excellent place for students to continue their learning with us. We offer a broad range of qualifications at Level 2 and 3, allowing students to follow both academic and vocational pathways. We are rightly proud of our successes in getting our students into the best universities and apprenticeships. Our Sixth formers are also leaders in the school, leading a broad range of enrichment activities across the school and providing leadership and role models to younger students.

## **Support for Students**

*"Pastoral care is a strength of the school. Pupils feel well supported and cared for. Strong relationships with staff help pupils feel safe and secure" – Ofsted 2019*



We want our students to be resilient and independent young people, able to take responsibility for their own learning and well-being. We recognise that all students need a supportive and caring environment in order to fully succeed and rise to the academic challenges we set them. Students are led by their Head of Progress, and supported by a team of people in our dedicated Student Services area who are accountable for the academic and personal growth of all their students. The school works with a wide range of additional and external providers, employing a full-time counselling team as well as working with alternative provision and specialist services. The vast majority of teachers are also form tutors, which is a key role in our school, providing a link between home and school.

### **Behaviour and Attitudes**

*"Pupils genuinely care about each other and are respectful of the diversity within their school community" – Ofsted 2019*

We have a distinctive school culture which all staff and students understand and buy in to. We have committed and highly visible school leaders who are ambitious for the future success of the school. All stakeholders share a clear understanding of the school culture – 'this is how we do things here and these are the values we hold'. This ambitious and supportive school culture expects attention to detail and thoroughness in all that we do – from students, staff and all stakeholders, and a core belief that all students matter equally.

### **Staff Well-being**

*"Leaders place a commendable emphasis on support for mental health and emotional well-being" – Ofsted 2019*

We take the well-being of our staff very seriously. We recognise the importance of all staff having a sound work-life balance, and we aim to achieve this through the removal of unnecessary meetings, data collection and other tasks that do not contribute to the effective teaching and learning of our students. In addition, we have a vibrant staffroom culture with free tea and coffee daily, free gym membership, and a range of staff led clubs and activities.

### **King's Group Academies**

King's Academy Prospect is part of the King's Group Academies MAT led by a team of former and current Ofsted 'outstanding' head teachers and Her Majesty's Inspectors (HMI). Please note link to King's Group Academies Vision and Mission - <https://kingsacademies.uk/aboutus/vision-and-mission/>

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The Science Department



## The Science Department

We believe that through a varied programme of activities that are enjoyable, fulfilling, demanding and challenging, students can see the benefit studying Science. The curriculum will engage all learners so that they have a desire to succeed and achieve their potential whilst inspiring them to take their Science studies further.

<b>Staffing</b>	Head of Department: Alison Stent Second in Department: Lauren Welch Head of Physics: A. Russell Head of Chemistry: N. Bennett Head of Biology: C. Humphreys Science teachers: L. Demiri, N. Dabire, I. Lyddon Technicians: S. Etridge, D. Bhatt
<b>Curriculum Hours</b>	At Key Stage 3, all students receive 7 hours per fortnight of combined science. At Key Stage 4, the sciences are split into separate disciplines with Biology receiving 4 hours per fortnight and Chemistry and Physics each receiving 3 hours per fortnight. At Key Stage 5, each discipline receives 9 hours per fortnight, subject to the number of students recruited.
<b>Examination Qualifications</b>	At Key Stage 4 we deliver the AQA qualification for Biology, Chemistry and Physics and the majority of student's study these as separate sciences. Where this approach is not deemed suitable, students will follow the AQA Combined science qualification. At Key Stage 5, we deliver the AQA qualifications for Biology, Chemistry and Physics.
<b>Resources &amp; Facilities</b>	11 specialist classrooms 3 prep rooms Science staff workroom/breakroom
<b>Enrichment Program</b>	STEM Club Science club A-level field trips and year group/class educational visits.



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# Job Description



## Job Description - Head of Department

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

**Responsible to:** Designated member of Senior Leadership Team

**Purpose of Role:** To lead and manage the implementation of a challenging, coherent and cumulative curriculum.

**Scale:** TLR2A

### Key responsibilities and outcomes

- Leadership and management of all aspects of the Faculty / Department
- Implementation of the curriculum and related projects
- Achievement of consistently outstanding teaching, learning and assessment across the Faculty / Department
- Achievement of outstanding student progress and attainment across the Faculty / Department

### Whole Academy Activities

- Lead and support all core school related activities
- Ensure employer engagement extends learning appropriately
- Promote the public image and engagement of the school

### Leadership and management

- Performance Management - write a subject development plan, set teaching and academic targets and embed a meaningful monitoring and review process
- Participate in recruitment and selection activities
- Assist in the professional development of teachers
- Supervise and support beginner teachers and NQTs
- Develop strong employer partnerships
- Manage the faculty / department budget to ensure value for money and impact on teaching, learning and attainment
- Maintain regular and productive communication with students, parents, colleagues and partners
- Create an environment in which morale is high

### Teaching & Learning, Curriculum and Assessment

- Develop all Faculty / Department teachers to ensure teaching is consistently outstanding
- Monitor and assess teaching, learning and assessment

- Develop and implement syllabi and schemes of work for all Key Stages that inspire, challenge and enable students to achieve high end grades
- Set regular, meaningful and measurable assessments for students and recognise success
- Maintain accurate student data that can be used to make teaching more effective
- Produce and contribute to oral and written assessments, reports and references relating to individuals and groups of students.

### **Duties and Expectations of all teachers**

- Teach, to an outstanding level, all years, abilities and qualifications
- Play an active role in ensuring a consistently orderly, calm and stimulating environment, both in and out of the classroom based on best workplace practices
- Play a central role in the Faculty / Department, including contributing to projects, tutoring and trips
- Make a vital contribution to the efficient running of the Faculty / Department, including setting and marking examinations, assisting in moderation of work and undertaking administrative and other tasks
- Enhance the quality of teaching, learning and assessment in the Faculty / Department and wider School through sharing resources and good practice, lesson observation, collaborative teaching, instructional coaching and active participation in CPD

### **Other**

- Undertake, and when required, deliver or be part of the performance management system and relevant training and professional development
- Undertake other various responsibilities as directed by the line manager
- Implement consistent Health & Safety procedures in line with current regulations and write/review risk assessments for the department

### **Notes:**

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.





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# Person Specification

## Person specification –Head of Department

The successful candidate will be an excellent teacher and leader, a good team player, and a career teacher who can communicate a love of the subject and contribute strongly to a committed team.

Essential	Desirable
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified teaching status (QTS)</li> <li>• Evidence of continuous professional development</li> <li>• A degree qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Degree</li> <li>• NPQML</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Proven record of outstanding practice as a classroom teacher</li> <li>• Successful record of having a significant impact on outcomes for all students</li> <li>• Developing and leading implementation of strategies to improve teaching and learning within a faculty / department</li> <li>• Successful record of implementing strategies that have had a positive impact on the quality of provision within a faculty / department</li> <li>• Leadership of strategic actions as identified in a faculty / department improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of three years' current continuous experience in a secondary setting</li> <li>• Middle Leadership in a secondary setting</li> <li>• Experience of learning in challenging settings</li> <li>• Strategically led a team of teachers and support staff</li> <li>• Experience of leading whole school strategic improvements</li> </ul>
<b>Education &amp; Organisational Leadership</b> <ul style="list-style-type: none"> <li>• Current involvement in implementing School Improvement Planning</li> <li>• Ability to use ICT as a management tool</li> <li>• Excellent interpersonal and communication skills</li> <li>• Ability to communicate a clear vision for improving standards</li> <li>• Tangible evidence of driving performance upwards: staff and students</li> <li>• Able to demonstrate a pragmatic approach that is focused on delivering objectives, managing diverse priorities and workload</li> <li>• Able to demonstrate a commitment to the principles of diversity</li> </ul>	
<b>Abilities, Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Ability to teach across Key Stages 3 to 5.</li> <li>• Understanding both of national performance measures for schools and the OfSTED framework for inspections</li> <li>• Ability to analyse and report on key data documents</li> </ul>	



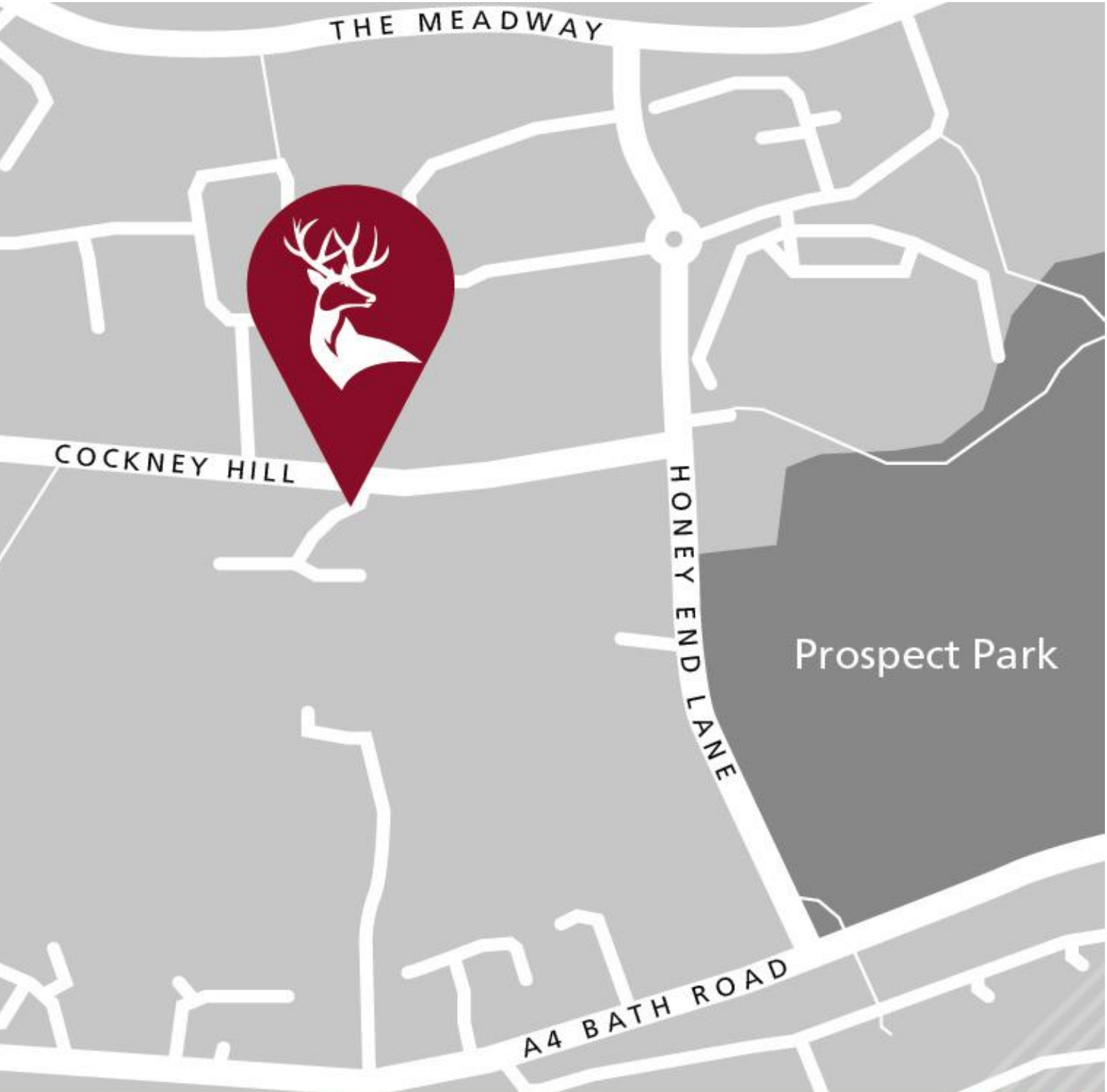
<ul style="list-style-type: none"> <li>• Ability to coach and motivate</li> </ul>	
<b>Philosophy &amp; Ethos</b> <ul style="list-style-type: none"> <li>• An understanding of how students learn and an indication of how to meet their needs</li> <li>• Commitment to high standards and continuing improvement</li> <li>• An understanding and commitment to equality and inclusion principles and practice</li> <li>• High expectations of student progress, personal development and conduct</li> <li>• Relentless personal drive and ambition anchored in success</li> </ul>	
<b>Community</b> <ul style="list-style-type: none"> <li>• Ability to work and gain the support of external agencies</li> <li>• Commitment to working closely with governors to action the vision</li> <li>• Ability to promote the school within a diverse community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in building wider relationships in a diverse community</li> </ul>

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.

We are not looking for the impossible! If you think you have at least some of these attributes, we would very much like to hear from you.

Applications should be made directly via the School website or through TES; we are unable to consider applications without the correct form.

Visits to the school ahead of application are warmly welcomed, please the Headteacher's PA Abi Davis ([adavis@prospect.reading.sch.uk](mailto:adavis@prospect.reading.sch.uk)) to make an appointment.



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