



The Tiffin Girls' School

Teacher of Physics

Information Pack for candidates
February 2019



The Tiffin Girls' School

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Headteacher: Ian Keary

Dear Applicant

Physics post at The Tiffin Girls' School – February 2019

Thank you for your interest in the post of teacher of Physics at The Tiffin Girls' School. We are an aspirational school, looking for someone who is knowledgeable and passionate about their subject, and enthusiastic about teaching students who love learning. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2018 achieved some wonderful results:

- GCSE: 79.9% level 9-8 and 94% 9-7, Progress 8 of 1.19
- A Level: 37% A* and 92% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Whilst academic excellence is highly valued, so is the all-round development of the student. I believe that, the performing and creative arts, sport, student leadership, debating, Young Enterprise, Duke of Edinburgh and other extra and co-curricular opportunities all play a significant role in supporting our students to hone different skills, experience new challenges and develop social and cultural capital.

The recently launched vision statement and values will be at the heart of all that we will focus on, providing a clear strategic direction for the school and its community. Our vision statement:

***'An intellectually stimulating and outward-facing school,
enabling students to flourish and contribute to society'***

Our motto, ***sapere aude - dare to be wise***, is a legacy linking the old with the new, and is the key tenet for what we are looking to deliver through our ongoing education provision. To better understand how we deliver against our vision statement and motto, we have identified three core values and their key attributes which are outlined below:

- **Community:** *Collaboration, Active citizens, Celebrate diversity*
The Tiffin Girls' School is a unique and very special school to work in because of its students, the staff, its culture and ethos, and how it operates as a community. We do, however, need to be more than just a standalone school; we have a responsibility to help raise standards more broadly in education and increase social mobility. We will also work hard to encourage the girls to be active citizens and to give back to society, instilling in them a moral compass.
- **Love of Learning:** *Inspiration, Embrace knowledge, Creative & Critical thinking*
High quality teaching and learning is a key part of the school's culture and due to the hard work of the staff, the students attain highly and also make exceptional progress. We must ensure that we continue to provide all students, especially those from a disadvantaged background, with the opportunities to be inspired, challenged, successful in their studies and supported in their learning.

- **Character:** *Integrity & Respect, Courage & Resilience, Independence & Initiative*
We focus on developing desirable character traits that will assist our students in becoming well-rounded individuals capable of reaching their potential both personally and academically. Therefore, our education provision needs to support the students in developing the skills required to function effectively and contribute to society such as resilience, self-regulation, and emotional and social skills. By doing this we can ensure they achieve positive health, education, employment and other outcomes.

These three areas should all be considered when planning for learning, delivering our lessons, in the opportunities we provide, the standards we set, and our daily interactions with the students. These three combined will promote the all-round development of our students, enabling them to flourish.

The school has a strong culture of mutual respect and integrity, which is essential in all our dealings – especially with each other and with students, and through all communication methods. It is through our actions and our behaviours, modelling what we expect of the students, that we set the tone of the school and the high expectations we require to be successful. Together we have the opportunity to have a life-changing positive effect on the students in our care.

Every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of ‘it could happen here’;
- when concerned about the welfare of a child, always acting in the interests of the child;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school’s website, and that the opportunity to teach in such successful departments is an appealing one. I look forward to receiving your application.



Ian Keary
Headteacher



Science Departments

Science at Tiffin Girls' School is run through the separate Physics, Chemistry, and Biology departments. In total there are 15 full and part-time teaching staff and four technicians.

Courses

- In Years 7 and 8, students follow separate Biology, Chemistry and Physics courses. They have 1 one hour lesson per week in each and are taught in Form groups.
- At GCSE, which starts in Year 9, the AQA specifications for separate sciences are followed. Each class has 2 one hour lessons for each science per week.
- At A Level, the sciences are very popular. This year in Year 12 there are 45 studying Physics, 96 students studying Chemistry and 87 studying AS Biology. In Year 13 there are 27 students doing Physics, 81 students doing Chemistry and 77 Biology. Sixth Form physics students follow the AQA specification.

Results

In 2018, 54% of Physics students achieved an A*/A at A level, and 84% achieved an 8-9 at GCSE

Resources

- There are eleven well equipped laboratories, five of which have been built or refurbished since 2013.
- Each lab has ICT provision including interactive whiteboards, a wide range of data logging equipment, and the ability to pre book laptops for lessons.
- We believe in the importance of practical work and so make a deliberate effort to include as much of it as possible within our lessons.

Enrichment activities

- Each year we celebrate Science week by organising a variety of activities such as a Year 7 Science Fair, a Wildlife Photography competition and a supersized Science club for all year groups.
- Sixth formers run a variety of weekly Science Clubs such as Engineering Club and Experiment club for KS3 students.
- A variety of STEM activities are offered, including the Engineering Education Scheme (EES) project for Year 12 and the Go4Set project and Engineering masterclasses organised by the Royal Institute for Year 9.
- The three separate departments within the science faculty aim to offer each year group in KS3, KS4 and KS5 one trip/activity each year and there are a variety of lectures organised for KS4 and 5. For example, Year 12 physics students benefitted from a trip to Airbus Defence and Space to speak to working Engineers and witness the innovative aerospace project they have been developing there.
- We take advantage of being close to London by offering girls the opportunity to attend lectures, exhibitions and museums. For example, sixth formers attend lectures at the Royal Institution and the various colleges of London University, many of them attend the Summer Science Exhibition at The Royal Society and last year we were invited to an informal lunch debate about the future of cars at the House of Lords.
- All three of the sciences run clinics for AS and A2 girls as well as talks/seminars for those interested in taking the subject further
- Science teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.
- Regular mentoring sessions are arranged on a one-to-one basis for any younger girl who needs extra help in science. These sessions are run by our sixth form science students.



Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,160 girls, aged between 11 and 18, and for 138 years has been providing an education where girls can live up to the school's motto *sapere aude - dare to be wise*. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2018, we have 180 students in Years 7, 8 and 9, and 150 in Years 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we also secured funding for a new teaching block and a science laboratory refurbishment.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2019-20 are available to read on the website. For admission in 2019-20 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. Our determined admissions arrangements are available on our website.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing four further options. All students receive PE as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Students are also given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (22 in 2018) and other Russell Group universities, a small number are choosing to study abroad.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety and Health and Safety Policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.



Job Description: Classroom Teacher

MPS / UPR

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

- **Teaching:**
 - Plan work in accordance with departmental schemes of work and national curriculum programmes of study
 - Take account of students' prior levels of attainment and use them to set future targets and inform planning
 - Set appropriate and challenging work for all students
 - Maintain good discipline by following the Behaviour for Learning policies and procedures
 - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
 - Ensure effective setting of homework and provide comprehensive feedback to students
 - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
 - Set work when required for absent students
- **Assessment, recording and reporting:**
 - Keep accurate records of students' work in line with school's Assessment and Feedback policy
 - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Assessment and Feedback policy
 - Use the school's marking scheme at all times; including guidance on literacy
 - Complete records of achievement in line with school policy
 - Complete student reports in line with school policy
 - Attend parents' evenings as required and keep parents informed about their child's performance and future targets
- **Pastoral work (Form Tutor):**
 - Follow schemes of work provided by Heads of Year or Senior Leadership Team
 - Being aware of the strengths and needs of each student
 - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
 - Monitoring 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
 - Promoting high standards of behaviour and attitudes to work within the group
 - Promptly completing administrative tasks relating to the group
 - Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This 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 and may be subject to modification.



Person Specification:

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Evidence of raising student achievement	✓	
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at all Key Stages	✓	
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards to A level in Physics	✓	
Ability to demonstrate excellent teaching practice against the current Teaching Standards up to and including KS4 in Maths		✓
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques	✓	
Demonstrate an ability to work as part of a team in a successful department	✓	
Ability to devise strategies to ensure aspirational student achievement	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to be an energetic and supportive form tutor	✓	
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues	✓	
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback	✓	
The ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Commitment to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Be able to work in a way that promotes the safety and wellbeing of students	✓	
Commitment to the school's safeguarding policies and procedures	✓	
Demonstrate an understanding of safeguarding responsibilities	✓	



Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare vouchers (salary sacrifice scheme)
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Two week October half term
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events and the purchasing of small gifts for colleagues at times of celebration and loss.

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs