



Kings Langley Secondary School

# Application Pack: Head of Physics

[www.kls.herts.sch.uk](http://www.kls.herts.sch.uk)

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of Head of Physics at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. Following the expansion of our science curriculum, we are seeking to appoint a highly motivated, enthusiastic and innovative Head of Physics to join a successful, determined and supportive learning area within the school. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

***“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”***

–Dr Tom Harrison (June 2018)

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

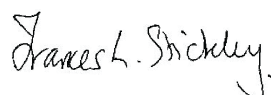
You are welcome to make an informal visit to the school before making an application and we would ask that you contact Mrs Shurle Woodhouse at the school ([woodhouses@kls.herts.sch.uk](mailto:woodhouses@kls.herts.sch.uk)) to arrange a suitable time.

We look forward to hearing from you.

Kind regards



David Fisher  
Headteacher



Frances Stickley  
Chair of Governors



## The Kings Langley School: Job Description (Teaching Staff : Head of Physics)

<b>Title of Post</b>	Head of Physics
<b>Grade (including allowances)</b>	TLR2B or TLR2C (dependent upon experience)
<b>Reporting to</b>	Learning Area Leader of Science
<b>Date</b>	October 2019

*Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.*

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document, which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes, which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Appraisal Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflect on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on UPS3 (upper pay spine 3) compared with a newly qualified entrant on MPS1 (main pay spine 1).

### Generic Responsibilities

#### Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels (using prior data provided).
- To undertake the role of a Form Tutor as outlined in the School's tutoring programme (see handbook)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Within the PAM framework, work towards or maintain the teaching standards applicable (see documentation in PAM material).
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## Assessment and Recording

- Maintain a “teacher planner” as prescribed in the school’s policy, including the recording of attainment and effort marks, homework set, student attendance and lesson plans
- Mark and return work (using the school’s marking and assessment policy) to ensure students make excellent progress and improve their skills and knowledge. Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school’s assessment cycle and additional “round robin” reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students’ progress as outlined in the school’s Communication Policy and Procedures.
- Work within the code of practice relating to special educational needs.

## Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and in particular, model and lead the school’s defined character programme. Understand that individual performance and behaviour can have a positive or negative effect on the well-being or professional impact of all colleagues
- Set a good example in terms of professional dress and appearance, punctuality and attendance as defined by the appropriate school policy statements.
- Uphold the school’s behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school’s prescribed sanctions and rewards procedures
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school’s professional development opportunities and training.
- Ensure consistent application of all school policies and in particular, those relating to teaching and learning (for example, “meet and greet” at the beginning of each lesson and “quick start” activities – refer to the separate Teaching Repertoire Documentation for further detail and examples)
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- To attend all supervision duties punctually and to ensure that such duties are carried out in an active manner but also remaining personable and positive
- Ensure an environment of open-mindedness, fairness and harmony and to visibly acknowledge and recognise the contributions of others.
- Although the school does not “direct teachers up to 1265 hours”, it is expected that each teacher will contribute reasonably to a range of additional tasks outside of the classroom. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, the school council or activities associated with sports programmes or the school’s extra curricula activities.

- To carry out such other duties as required, and as are commensurate with the appropriate pay scale.
- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- Science teachers would be expected to set up and carry out duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable supervision for students completing extended practical projects in their subjects.
- Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations, arrange for, or directly provide suitable musical accompaniment.
- Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.

### **Duties Specific to the Post holder**

#### **Strategic Leadership (please refer to the relevant section in the PAM documentation covering expected standards in school leadership)**

- To work with the Learning Area (LA) leader in formulating the subject area's action plan based on sound evaluation of output data.
- Make secure judgements about the standards of students' attainment, rate of progress and personal development in their subject area based on secure evidence measured against prior attainment targets or benchmarks.
- Review with teachers their assessments of progress for classes, identified groups and individuals.
- To remain abreast of all relevant subject development and innovations and to lead regular and relevant reviews of the subject's programmes of study, examination courses/specifications and extracurricular learning opportunities.
- To liaise with relevant Pastoral Leaders to ensure the well-being and sound progress of students working in subject area.
- Through excellent practice, well-developed teaching skills and curriculum knowledge provide coaching and mentoring support for colleagues working within the subject.
- To act as role model for "good learning" by taking responsibility for personal and professional development.
- In conjunction with the LAL, remain abreast of and lead on all aspects of current health and safety practice, standards and national policy ensuring that the area is compliant to all relevant codes and that student safety and protection remains paramount at all times. As a consequence, carry out any required risk assessments ensuring that all reasonable precautions and actions are taken (as appropriate).



**Strategic Management** (please refer to the relevant section in the PAM documentation)

- To meet at least once every 2 weeks with the LA leader in order to discuss all pertinent matters and developments in the subject.
- To work closely with the LA leader to ensure adequate support is provided for all colleagues in the subject area (e.g. to carry out suitable monitoring and evaluation activities of the performance of NQT's and trainee teachers within the subject, including lesson observation, planner checks and student work scrutiny).
- To carry out suitable monitoring and evaluation activities of the performance of colleagues within the subject, including lesson observation, planner checks and student work scrutiny. Records kept should reflect on the levels of attainment and achievement of students working in the subject.
- To ensure that proper records are kept (and submitted) which monitor student attainment against targets set from prior attainment (for example, test results, internal examination results and data for academic review).
- To lead on the analysis of student data, highlighting areas of strength and weakness and then establishing appropriate responses to all findings.
- To analyse data for any internal exams and provide feedback to staff in subject area meetings.
- To ensure that adequate systems and mechanisms are in place to ensure the good behaviour of students working in the subject area. This might include organising subject area detentions; homework and coursework catch up sessions.
- To ensure that all examination entries are made in good time, with students being entered at the correct level for their potential and ability, applying the school's policy on all occasions (some of this work may be delegated to other colleagues).
- To be responsible for the effective management of subject area resources.
- Ensure the prudent management of resources, to enable academic and other activities to run smoothly and effectively.
- To advise and support the LA leader in managing and deploying teaching and support staff within the subject area.

## Person Specification

	Experience	Essential	Desirable	Evidence	Weighting High=2
1	At least 3 years experience as a classroom teacher in a mainstream secondary school.	✓		AF/I	2
2	Evidence of effective teaching of Physics and across key stages 3,4 and 5.	✓		AF/I	2
3	Previous track record of excellence in the classroom.	✓		AF/I	2
4	Prior experience of monitoring and evaluating teacher effectiveness with regard to standards and outcomes		✓	AF/I	1
<b>Education and Training</b>					
5	Appropriate degree or equivalent.	✓		AF/I	2
6	Qualified Teacher Status.	✓		AF/I	2
7	Evidence of recent personal and professional development	✓		AF/I	2
<b>Knowledge</b>					
8	Excellent subject knowledge and understanding of the science curriculum particularly physics.	✓		AF/I	2
9	A thorough understanding of the nature of learning and its implications for the development of effective teaching and behaviour strategies.	✓		AF/I	2
10	A sound understanding of the strategies which help to raise students' attainment	✓		AF/I	2

Skills and Aptitudes		Essential	Desirable	Evidence	Weighting High=2 Low=1
11	Excellent classroom skills.	✓		AF/I	2
12	Able to use ICT effectively both through teaching the curriculum and to support their professional role.	✓		AF/I	2
13	Display creative skills to engage, enthuse and challenge groups of students and to use questioning, explanation and feedback effectively to secure maximum progress.	✓		AF/I	2
14	The ability to understand others and create trust.	✓		AF/I	2
15	The ability to form good working relationships	✓		AF/I	2
16	Clear and effective communication skills for a range of purposes.	✓		AF/I	2
17	The ability to work under pressure	✓		AF/I	2
18	The ability to meet setbacks and opposition with resilience, humour and calmness	✓		AF/I	2
Additional Requirements					
19	Demonstrate a positive team approach to work.	✓		AF/I	2
20	Committed to continuous self-improvement.	✓		AF/I	2
21	A keen sense of professionalism.	✓		AF/I	2
22	Flexible approach to work to meet the requirements of the post.	✓		AF/I	2
23	A commitment to equal opportunities and inclusion.	✓		AF/I	2
24	A commitment to high expectations for staff and students.	✓		AF/I	2
25	Excellent attendance and punctuality record	✓		AF/R	2
Suitability to Work With Children					
26	Valid DBS clearance.	✓		I	2
27	Valid local authority medical clearance.	✓		I	2

AF = Application Form    R = Reference    I = Interview and related assessment documentation



## The Science Learning Area

The Science Learning Area consists of 10 full time members of staff (including two lead practitioners), and 2 full time laboratory technicians.

The Learning Area is situated on the west side of the top floor. It consists of two specialist laboratories, 5 regular laboratories, 2 studios, and one large preparation room.

Students are taught in form groups in Year 7, then mixed ability from years 8 to 11. Members of the Learning Support Area provide vital assistance to enable all children to achieve their potential.

The Key Stage 3 Scheme of Learning takes place from Years 7 to 9 with Exploring Science.

The majority of students at KS4 follow the AQA Trilogy specification for Science. We also offer Triple Science to high ability students. All class are taught in specialisms.



Science is proving to be increasingly popular in the Sixth Form. The specifications followed are those for AQA Biology, OCR Physics and OCR Chemistry. Many students aspire to science based courses at University. There is a continuing trend of improving grades through Key Stage 3 to A Level.

Short term targets which the Science Learning Area are presently aiming towards include:

- The continued improvement of Key Stage 3, with a focus on How Science works and the application of Science.
- To continue the trend of increasing the number of students choosing to study Triple Science at KS4.
- To continue the trend of increasing the number of students choosing to study A-Level Science at KLS.

## Working at Kings Langley School

### Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.

### Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

