

Candidate Information Pack

Curriculum Leader

Physics

April 2025

Appointment for September 2025

Permanent, Full time, TLR 2b + £3000 (Outer London Pay Scale)

Closing date: Wednesday 30th April 2025

For further details and an application form, [click here](#).

An early application is advised as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite to contact us to book a time to visit.

Thank you for your interest in working at Park High School.

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

Introduction

We are looking for an enthusiastic teacher who wants to join an excellent department. This post is suitable either for a teacher who is currently in training (ECT) or someone who would like to widen their experience. This post offers real opportunities for professional and career development. **We can offer:**

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



Physics TLR Job Description

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: Head of Department

Job Purpose

Actively supporting the vision and values of Park High School, the post holder will work to provide professional leadership and management for Physics, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.

Support the strategic direction and development of the subject:

- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- Implement policies and practices for the subject which reflect the school's commitment to high achievement through effective teaching and learning.
- Ensure that staff are clear about the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students.
- Monitor the progress made in achieving the department's targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- To regularly review the progress towards the targets set in the Departmental Development Plan and provide regular progress updates to the Head of Department, to ensure that they are fully aware of all successes, issues and concerns.
- To take on the role of Radiation Officer (training to be provided, where necessary).



In all elements of Teaching and Learning, support the Head of Department:

- To monitor and evaluate the department's schemes of learning.
- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of learning.
- Ensure curriculum coverage, continuity and progression in Physics for all students, including those of high ability and those with special educational or linguistic needs.
- To ensure that internal examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group.
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject.
- Ensure effective development of students' literacy, numeracy and information technology skills through the subject.

- To support the Head of Department in implementing clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Evaluate the teaching of the subject and to use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all subject staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the Head of Department to help the school evaluate its practice.
- To assist the Head of Department in the regular review of the standards of leadership, teaching and learning in the subject area.
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

Leading and managing staff:

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- To assist with inducting ECTs and new staff.
- To participate in Performance Development as required by the school policy and use the process to develop the personal and professional effectiveness of the staff.
- To act as a Performance Development mentor for identified teachers.

Efficient and effective deployment of staff and resources:

- Establish resource needs for the subject and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
- Ensure the effective and efficient management and organisation of learning resources, in conjunction with ICT Manager, foster and oversee the application of ICT in Physics, including development of materials for the VLE.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective, well ordered, attractive and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).

Safeguarding:

- To be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices Policy within the school.
- To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young people.



Communications, Marketing and Liaison:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools.

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- 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.
- It will be reviewed at least once a year and it 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.

Curriculum, Staffing and Resources

The Science Department consists of 15 teachers and 5 technicians in 10 well equipped laboratories. Our department vision is for our young people to think and behave like scientists, and we foster these traits through a well-planned curriculum based on the Activate course (OUP) at KS3 and AQA Combined Science (Trilogy)/Separate Sciences Course (OUP) at KS4, both of which follow the National Curriculum. We have a good uptake in A-level in Biology, Chemistry and Physics in KS5 and the plan to start delivering one of the new level 3 alternative Academic Qualifications (AAQ) from September 2025.

Our friendly department prioritises CPD for all our staff which includes the mentoring of student teachers and ECTs each year. Staff with more experience regularly progress to take on leadership responsibilities within the department or in pastoral roles across the school.



History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters were built which now resides under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

Chandos Girls School and Chandos Boys School continued to coincide and provide education until 1974 when they were amalgamated and became Park High School.

In 2007 we welcomed our first sixth formers in a Harrow school's response to the movement of post 16 young people out of Harrow.

In 2010 Harrow our first cohort of year 7 students arrived as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.

Values and Ethos

Our Vision

To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.

Quality of Education

Exceptional teaching and learning, where each teacher and learner bring the best version of themselves to the learning journey.

Behaviour and Attitudes

Exceptional behaviour as a member of our community and as learners in our classrooms, our School Code and Character Virtues are the lived experience in classrooms and corridors.

Our Ethos

Investing in each other to be the very best we can be.

Our Character Virtues

Resilience: *“The ability to recover quickly from struggles and setbacks.”*

Integrity: *“The ability of having and following strong moral principles.”*

Curiosity: *“The ability to be eager to know or to learn something new.”*

Teamwork: *“The ability to work with others effectively and efficiently.”*

Compassion: *“The ability to show care and concern for others.”*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

“Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school’s ‘character virtues’ of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do.”

Ofsted 2024

Investing in each other to be the very best we can be.

The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching.

A key part of The Park Way are The 5 Cs:

Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through **creative** teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to **check** for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

Communication

- Ensure that students' literacy is addressed, whether in written **communication** or developing their oracy.

Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

Character

- Promote the Park High **Character** virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



"The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful."

Challenge Partners 2024



Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work.

We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme
- Staff wellbeing and counselling service
- Annual Staff Voice
- Staff social committee

Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our inhouse offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."

Challenge Partners 2024

Staff development is highly regarded and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualiTeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.



Safeguarding

*"Pupils are kept safe. They can identify trusted adults and know who to go to for help if they need it."
Ofsted 2024*

The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

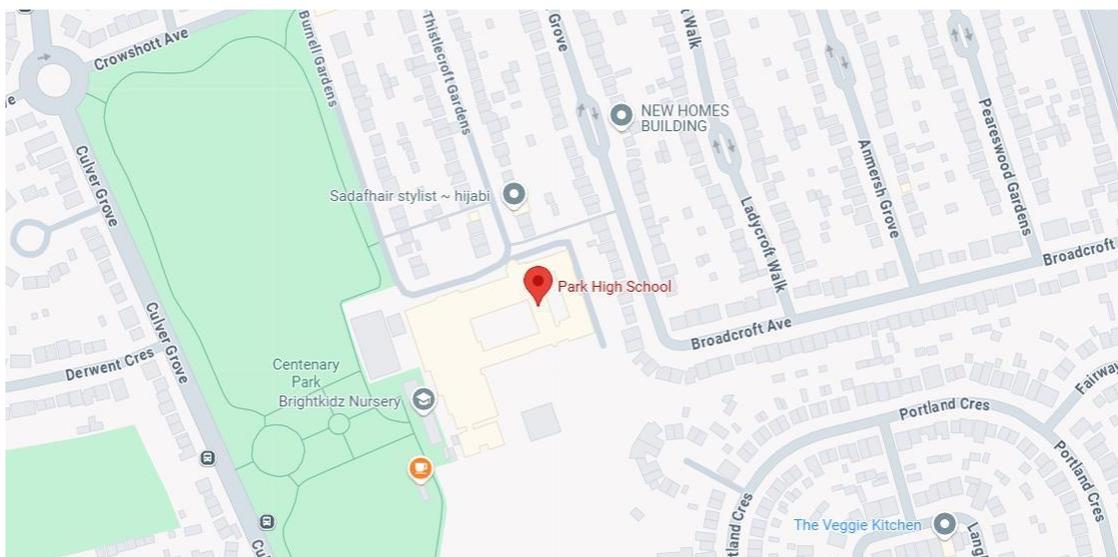
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.



Investing in each other to be the very best we can be.

Getting Here



By Car

There is no visitor parking on site. You can park on the surrounding roads but please be mindful of our neighbours. We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from 8.15am to 9.15am and 2.30pm to 3.30pm.

By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20-minute walk to the school (or take the No. 79 bus towards Alperton).

By Bus

79 bus to Honey Pot Lane (Wigton Gardens)

324 bus (Hail & Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

All followed by a 5-minute walk.

Headteacher: Mrs Colette O'Dwyer

Park High School

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