

**Job Description:**                    **Head of Physics**  
**Grade**                                    **TLR2b £4,309 pa**  
**Overall Role and Remit**

**To work with and for the Head of Science Faculty to ensure;**

1. To maximise the attainment of students in Physics against national and locally agreed benchmarked targets.
2. To maximise the progress of students in Physics at KS3, 4 and Post 16.
3. Lead practitioner for Physics at KS3, 4 and 5. To lead by example as an outstanding teacher. To provide expert advice to non- Physics teachers on Science teaching. To communicate to technical staff on resourcing.
4. Recruitment, Achievement and Retention at KS5 in Physics.
5. To maximise the quality of teaching. In particular to ensure there is no 'Inadequate' or 'Requires Improvement' teaching of Physics, and to maximise the proportion of 'outstanding' teaching.
6. To lead and coordinate the production and review of schemes of work, to meet school expectations for all teaching of Physics at KS3, 4, and Post 16.
7. To oversee the assessment and tracking of pupil progress. To ensure delivery of school wide Teaching and Learning Strategies.
8. To ensure the Physics curriculum is up to date and innovative.
9. To maximise the learning opportunities for students, in and beyond the classroom
10. To take a full and active part in the school's quality assurance process.
11. To line manage the school's Physics teachers, including their Appraisal.

**Responsible to:**                    **Head of Science Faculty**

**Generic Responsibilities of all Rainhill Staff**

- (a) To work consistently to uphold School's mission statement.
- (b) To follow all school policies
- (c) To work in a co-operative and polite manner with all stakeholders.
- (d) To work with Students in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff.
- (g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the School in such a way that it enhances the reputation of the school.
- (i) To seek to improve the quality of the School's service.
- (j) To present oneself in a professional way that is consistent with the values and expectations to the school.

### **Overall Role and Remit of all Rainhill Teachers**

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To assist in the development of the department and other teachers within the school.

### **Additional Duties**

The post-holder is deemed to be at least a 'good' classroom teacher. Any consistent performance below this level could lead to a review role under standard school / local authority procedures.

To ensure you fulfill all aspects of the national Teaching Standards at all times

To attend all additional meetings and evening events suitable for this post.

Any other duty deemed reasonable, as directed by the Headteacher.

### **Review of Performance**

Appraisal reviews will focus on the following areas – Leadership and Management, Pupil Progress, Professional Development, Teaching and Learning. Appraisal Objectives will be in accordance to schools policy. TLR post holders will not have the same number of objectives as main scale teachers.

### **Leadership Expectations**

Rainhill leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan:

- a. to act selflessly,
- b. with integrity,
- c. objectively
- d. and be accountable,
- e. open and
- f. honest and
- g. demonstrate leadership skills.

### **Leader of Change**

- a. Lead and support team members to change to secure continuous improvement that is linked to the School Development Plan.
- b. Articulate the reasons for, and benefits of, particular changes.
- c. Inspire, support and influence team members when there is a fear of or reluctance to change.

### **Effective Leading of Team**

- a. Build, coordinate and lead a team of high-performing teachers and colleagues to ensure effective learning and teaching.
- b. Create a culture that encourages ideas and contributions from others.
- c. Motivate, develop, empower and sustain individuals within the team.

### **Leading Pupils**

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil's outcomes.

### **Leading Teaching**

- a. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice.
- b. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and the curriculum.

### **Developing Staff**

- a. Inspire and motivate staff.
- b. Evaluate and improve teacher and support staff performance.
- c. Support and coach individuals to perform at the highest level.
- d. Respond effectively to issues of underperforming staff.
- e. Hold all staff to account for their professional conduct and practice. Be rigorous, fair and transparent in managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

### **Working with Other Leaders**

Collaborate and work within and across the school community, and beyond.

### **Leadership Qualities**

- a. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- b. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- c. Lead by example, with integrity, creativity, resilience and clarity.
- d. Is acutely aware of the strengths and weaknesses of their department and has a plan of action for all weaknesses whilst prioritising those that will maximise outcomes.
- e. Leaves absolutely nothing to chance and has few surprises.
- f. Ensures interventions that take place, driven by a diagnosed need and impact by testing afterwards. Always focuses on the impact of action.
- g. Have the courage and conviction to take risks.
- h. Takes difficult decisions wisely.
- i. Are insistent on a consistency of approach, individually and across the team.

### **Managing of Systems and Progress**

- a. Ensure that the Faculty systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- b. Provide a safe, calm and well-ordered environment for all pupils and staff.

### **Effective Communication**

- a. Ensures that the Faculty has students at the heart of its decision making.
- b. Ensures the expectations and priorities of the department are shared explicitly with their team.

Rainhill Leadership Standards have been developed from the following:

DFE - National Standards of Excellent for Headteacher

National College for Teaching and Leadership – Leadership Curriculum

PIXL - Outstanding Leaders

## Person Specification

### Head of Physics

CRITERIA	ESSENTIAL	DESIRABLE	Where Measured
Leadership	<ul style="list-style-type: none"> <li>• Evidence of leadership potential</li> <li>• Evidence of capacity to take on the required additional workload</li> </ul>	<ul style="list-style-type: none"> <li>• Track record of successfully managing other adults</li> <li>• Track record of successfully improving the performance of other adults</li> </ul>	Application Interview
Pupil Progress	<ul style="list-style-type: none"> <li>• Familiarity with the KS3 / GCSE/ A level syllabus requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Track record of excellent examination results</li> </ul>	Application Interview
Qualifications	<ul style="list-style-type: none"> <li>• Good Degree and / or PGCE in relevant subject area</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development at Masters level.</li> </ul>	Application
Quality of Teaching	<ul style="list-style-type: none"> <li>• Ability or experience of teaching Physics to A Level</li> <li>• Evidence of excellent teaching – at least Good judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of “Outstanding” practice</li> </ul>	Application Interview
National Standards	<ul style="list-style-type: none"> <li>• Evidence all of the Teaching Standards in routine practice</li> </ul>		Application Interview