

<b>Job title:</b>	Head of Physics	<b>Salary:</b>	Main or Upper Pay Scale plus TLR 2A-2B (dependent on experience)	<b>Contract term:</b>	Permanent
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<b>Responsible to:</b>	HOLA Science	<b>Responsible for:</b>	
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### **Mossbourne Federation**

The Mossbourne Federation is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive’s dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of ‘Excellence’, ‘No Excuses’ and ‘Unity’. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

### **Mossbourne Victoria Park Academy**

At Mossbourne Victoria Park Academy (MVPA) we continue to build on The Mossbourne Federation ethos to provide an exceptional education for all pupils in our care. With learning at the heart of everything we do, MVPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all students can fulfill their true potential. Our staff deliver excellent lessons; our pupils enjoy a vibrant enrichment programme and have access to debate, speech making and presentation training through our oratory specialism. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our pupils.

### **The Science Department**

The Science Learning Area includes departments for Middle Science, Biology, Chemistry and Physics. This is an exciting time to join an excellent team; which will also provide opportunities to grow and develop within a strong team of committed Science specialists. We provide a positive and optimistic working environment focused on student progress.

The Learning Area is very well resourced and comprises:

- Five well-resourced laboratories - each with an interactive whiteboard, and DVD playing facilities
- Exceptional facilities and resources to enable you to teach to your full potential.

### The Head of Physics role

The successful applicant will be passionate about Physics and Science education and have the drive and ambition to lead and manage a department. They will be well organised, energetic and willing to go the extra mile. They will hold Qualified Teacher Status (QTS), have a proven track record of successful science teaching across different key stages and believe that all students can succeed in science. They will have excellent knowledge of Physics, at both GCSE and A-level.

### Key Accountabilities

- Promoting and being committed to the Academy's aims and objectives and to implement Academy policies;
- To work with the Head of Learning Area to ensure the effective provision of teaching and learning in science
- To plan and deliver high-quality, differentiated lessons on a day-to-day basis
- To contribute to the development of schemes of work
- To set homework in accordance with Learning Area policy and to mark work regularly to aid progression, keep clear records of attainment and follow up on non-submission
- To keep abreast of developments in science and ensure that these changes are implemented in lesson delivery and schemes of work
- To organise and run enrichment opportunities and support interventions for students within science, including the extension class programme, G&T sessions, trips etc.
- To undertake duties as directed and in accordance with Academy expectations
- To be a member of the pastoral team and, if required, a form tutor carrying out the associated responsibilities
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

#### **The post holders key responsibilities are, but not limited to:**

To work with the Head of Learning Area to ensure the effective provision of teaching and learning in Physics, including the Physics content learnt in Years 7 and 8.

#### **Teaching and Learning**

- To coordinate the writing of challenging schemes of work for GCSE Physics that keep abreast of any developments in the field and to incorporate both skills and knowledge.
- To regularly review and amend schemes of work in Physics when required.
- Ensure that required 'Working Scientifically' skills are mapped in the GCSE specification
- Ensure that required mathematical skills are mapped in the GCSE specification
- Ensure that core practicals are included within schemes of work, effectively taught and monitored across the GCSE specification.
- To regularly communicate with Mossbourne Community Academy when coordinating and delivering schemes of work to ensure consistency within the Federation.
- To ensure that the department, students and teachers are equipped with the necessary resources for students to learn effectively at both GCSE and A-level.
- Regular communication with the Head of Middle Science to ensure Physics is taught effectively to Years 7 and 8.
- To deliver training to the Physics department to develop staff within the Physics department.
- To deliver training to up skill non-specialists and ensure consistency in the teaching of learning

within Physics for all years.

- Monitor the quality and effectiveness of the teaching and learning within the Physics lessons.
- To carry out weekly observations of staff teaching Physics at GCSE and provide constructive feedback to further develop staff and teaching and learning within the Science Learning Area.
- To up skill teachers on PAM and to use it effectively across Physics.
- To develop teachers' knowledge and understanding of the Physics specifications for GCSE
- To support teachers via coaching and mentoring.
- To contribute to the writing of policies within the Science Learning Area that are relevant to Physics.

### **Monitoring and Assessment**

- To monitor homework, marking and attainment in Physics at GCSE.
- Use PAM effectively to monitor attainment in Physics at GCSE.
- Use data to identify underachievement and identify target groups of students.
- Use data to effectively target intervention and communicate this effectively to staff.
- To write internal assessments and ensure mark schemes are applied consistently, so that current, forecast and predicted grades are accurate for all students studying Physics at GCSE
- To ensure accurate reporting of attainment of students, parents and Head of Learning Area to implement departmental strategies to support students who underachieve in Physics at GCSE
- Use data from assessments to coordinate set changes and communicate this to staff.
- To coordinate and check data entry into spreadsheets and SIMS for all data drops for Physics in years 9 – 11.

### **Behaviour**

- To support with the behaviour for learning within all Physics lessons in Years 9 – 11.
- To monitor behaviour issues within Physics lessons.
- To support with parental meetings for all students studying Physics.
- To effectively communicate with the Head of Learning Area regarding persistent behaviour concerns for students in Physics.
- To support with the monitoring of the behaviour of students outside of lessons whilst in the Science Learning Area.

### **Performance Management**

- Meet regularly with members of the Physics department.
- Mentor new staff, PGCE students or NQTs.
- Carry out probation review meetings.
- Carry out performance management meetings with staff in the Physics department.
- Review actions set in performance management meetings throughout the academic year.
- Communicate with the Head of Learning Area regarding strengths, areas for development and any concerns regarding staff following probation and performance management meetings.

<b>Person Specification</b>				
<b>Essential [E] or Desirable [D]</b>	<b>Requirements</b>	<b>Assessment Criteria</b>		
		<b>Interview</b>	<b>Application form</b>	<b>Task (lesson)</b>
<b>Experience</b>				
E	<ul style="list-style-type: none"> <li>Ability to teach Physics at KS4</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>be able to lead and manage a department</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>be focussed on raising the attainment of all pupils within their department and developing their team</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>Knowledge and understanding of how students learn science</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>Ability to reflect on your own and student performance in lessons and adapt practice accordingly</li> </ul>	✓		✓
E	<ul style="list-style-type: none"> <li>Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work</li> </ul>	✓		✓
E	<ul style="list-style-type: none"> <li>Effective planning, assessment and record keeping</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Ability to work independently and as part of a team, contributing to science INSETs</li> </ul>		✓	
E	<ul style="list-style-type: none"> <li>Ability to develop and maintain positive relationships with teachers, support staff and parents</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Effective classroom management and efficient organisation of resources</li> </ul>	✓	✓	✓
<b>Qualifications</b>				
E	<ul style="list-style-type: none"> <li>A good degree in a science based subject</li> </ul>	✓		✓
E	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> </ul>		✓	
<b>IT knowledge</b>				
D	<ul style="list-style-type: none"> <li>Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)</li> </ul>		✓	
D	<ul style="list-style-type: none"> <li>Ability to swiftly adapt to and utilise new/various systems/software</li> </ul>		✓	
D	<ul style="list-style-type: none"> <li>Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area</li> </ul>		✓	✓
<b>Behavioural Competencies</b>				

E	<ul style="list-style-type: none"> <li>Excellent analytical and multi-dimensional communication skills</li> </ul>	✓		✓
D	<ul style="list-style-type: none"> <li>Strategic approach, ability to see the 'big picture' and also think 'outside of the box'</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard</li> </ul>	✓		
D	<ul style="list-style-type: none"> <li>Be an integral member of the Curriculum Support Department with the initiative to work independently with minimal supervision</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Must have the upmost integrity as well as high levels of motivation and commitment.</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Proactive approach and efficient time management and prioritisation skills</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation</li> </ul>	✓	✓	
<b>Applicable to all staff</b>				
E	<ul style="list-style-type: none"> <li>Undertake training as required to so in order to fulfil the requirements of the role</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>Recognise your role as part of the succession of Mossbourne</li> </ul>	✓	✓	✓
E	<ul style="list-style-type: none"> <li>Play an active role in terms of Safeguarding all students and adults</li> </ul>	✓	✓	✓

*Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal*

*employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.*