



TEACHER OF PHYSICS

Recruitment Information

Employment Status

Full Time

Required From

September 2020

Job Location

Senior School

Application Closing Date

Thursday 12 March 2020

Interview Date Week Commencing

Monday 16 March 2020



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China.

The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



THE DEPARTMENT

The Physics Department at St Dunstan's is staffed by enthusiastic, well-qualified and committed specialists, teaching and working with motivated, ambitious, and able students.

Physics is taught as a separate science throughout the school, from Year 7 to Year 13, alongside Biology, Chemistry, Computing and Psychology at Sixth Form. In Years 9-11 we follow the Edexcel IGCSE Physics syllabus. At A-level we follow the AQA specification. For Key Stage Three we run a bespoke in-house syllabus which loosely follows the Common Entrance Examination. In 2019 57% of GCSE students taking Physics IGCSE achieved 9-6 grades, and of those taking A-level Physics, 89% achieved A*-B grades. Physics is one of the most popular subjects in the Sixth Form at St Dunstan's College with 35% of students studying it and students regularly progress to leading Russell Group Universities, including Oxford and Cambridge, to study Physics or related subjects.

The College has three dedicated and well-equipped laboratories for Physics and teachers are supported by a specialist technician. The laboratories contain an interactive whiteboard and a networked computer. There is also an open-plan ICT area in the Science department which can be used for the teaching of the Sixth Form. The Physics Department has its own office working space with a desk for each member of staff with individual access to a networked computer and telephone. The College has started construction of a brand-new STEM teaching centre that will open in September 2021.

The College has a busy science-based co-curricular programme. Students regularly enter the Olympiads and attend lectures at London Universities and beyond. We run a number of day and residential trips each year including CERN, Diamond Light Source and Cambridge University.

THE ROLE

The successful candidate for this post will be joining an enthusiastic, well-qualified and committed team. They will be expected and supported to teach Physics across the age range from Key Stage Three to Sixth Form, and it would be desirable if they were willing and able to teach another Science at Key Stage Four.

Applicants with a strong Physics or related background are expected. The successful candidate will be, or will have the potential to become, an inspiring classroom practitioner and will show an active interest in the development of student learning, their own pedagogical skills and teaching best practice. They will be able to contribute to the development of the Physics curriculum and teaching resources.

The strongest candidates will be eager to support the co-curricular Physics provision, either taking on leading roles in our current projects or bringing with them their own. Including clubs, competitions, seminars, trips and visits. Applications are welcome from energetic and enthusiastic teachers at any stage in their careers. This post is advertised for a September 2020 start.

JOB DESCRIPTION

Responsible to: Head of Department

Teaching and Assessment

- Plan, prepare and deliver lessons in line with Department Schemes of Learning and Assessment and Senior School policy.
- Assess, record and report on student attainment, learning and progress in accordance with Department Schemes of Learning and Assessment and Senior School policy.
- Set and mark classwork and homework regularly, and in accordance with Department and Senior School policies.
- Support the supervision, marking and moderation of internal examinations and coursework as required.
- Prepare for and attend Parents' Evenings and other parent-teacher events as requested, maintaining constructive and developmental dialogue with students and families then and at other times.
- Support Department and School guidance and advice to students regarding GCSE, A Level and Further Education choices as appropriate.
- Collaborate and contribute positively to Departmental Development Planning, including in relation to Schemes of Learning and Assessment, the creation of teaching and learning resources, and co-curricular initiatives as appropriate.
- Routinely reflect on professional practice, and actively engage with training and professional development expectations and initiatives at by the College.
- Consult early and honestly with your line manager regarding any concerns that might impact on the fulfilment of your responsibilities or the learning of your students.

Safeguarding and Pastoral Care

- Always ensure College safeguarding expectations and priorities are met by

understanding and complying with the College Safeguarding Policy at all times.

- Consult with appropriate members of the Pastoral team should you have concerns of student wellbeing, safety, or behaviour, and follow College record keeping and referral procedures.
- Maintain good order and manage the learning and wider behaviour of students at all times and in all contexts, via the appropriate use of both rewards and sanctions in line with School policy.
- Fulfil the responsibilities of being a Form Tutor if required.

Co-curriculum and College

- Support and contribute to wider co-curricular activities in the College, including, if appropriate, the Forder Programme.
- Support colleagues by providing cover for absence when required.
- Invigilate internal or external examinations as required.
- Support and attend relevant College events, acting and interacting professionally and in support of College values at all times.

Administration and Organisation

- Keep appropriate records in relation to student attendance and behaviour using the College information management system, iSAMS.
- Keep an up-to-date and complete mark book, which is made regularly available for scrutiny by your Head of Department or line manager.
- Complete administration associated with probation, appraisal and professional development as appropriate in a timely and efficient manner. Carry out other duties as reasonably required by the College.

1. PERSONAL AND PROFESSIONAL ATTRIBUTES

1.1	I am courteous to colleagues, parents and young people
1.2	I am consistent in manner and attitude
1.3	I am discreet and professionally sensitive
1.4	I demonstrate professional stamina
1.5	I am resilient and recover quickly from professional setbacks
1.6	I am keen to explore new ideas
1.7	I am flexible in my work ethic
1.8	I come up with new and creative ideas
1.9	I take decisions carefully and after sound consideration
1.1	I am patient with people
1.11	I am honest and demonstrate professional integrity
1.12	I am aware of my own strengths and weaknesses
1.13	I meet deadlines and respond promptly to emails
1.14	I am able to maintain perspective and to make sound and balanced judgements

2. ORGANISATIONAL VALUES

2.1	I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations
2.2	I am curious about my subject, myself and others, wanting to improve my own knowledge and demonstrate self-awareness, a desire for improvement and a motivation to want to develop and help others
2.3	I am courageous enough to take informed risks in my work and to think differently, bringing creative ideas to the table. I embrace taking myself out of my comfort zone, looking at change positively and with a growth mindset
2.4	I am creative in my thinking and am driven by finding creative solutions to problems. I am a proactive shaper of our environment rather than a recipient or victim of it
2.5	I am confident enough to articulate my views and feelings, as well as to try new things and put myself forward for activities that might be of benefit for the organisation

3. TEACHING & LEARNING EXPECTATIONS

3.1	Planning - I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them
3.2	Engagement - In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis)understand, and why, and not just to complete tasks or activities
3.3	Teaching - I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate
3.4	Assessment - Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly
3.5	Learning - Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors

4. PASTORAL CARE EXPECTATIONS

4.1	Fair - I ensure pupils are treated in a consistent, reasonable and fair manner
4.2	Proactive - I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening
4.3	Involved - I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues
4.4	Responsive - I react quickly to pastoral concerns, informing the relevant pastoral lead as appropriate, and provide the immediate attention that a pupil may need to feel reassured
4.5	Consistent - I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations
4.6	Knowledgeable - I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner
4.7	Inclusion and enrichment - I am mindful of pupils' individual needs (SEND, medical, pastoral, EAL, more able) and respond to those, in line with relevant priority strategies

5. TEACHER EXPECTATIONS

5.1	I enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom
5.2	I proactively further my understanding of subject and pursuit of knowledge
5.3	I engage in academic discourse with pupils and staff
5.4	I balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation
5.5	I express myself clearly and articulately to pupils and staff
5.6	I welcome and engage with the many ideas, views and thoughts associated with a progressive organisation
5.7	I embrace technological change and innovation
5.8	I support the progress of all pupils effectively by accommodating and responding to the range of individual needs
5.9	I am robust in my use of educational data in supporting pupil progress
5.10	I am proactively involved in my own programme of continuous professional learning
5.11	I work with people effectively in a way which positively empowers myself and others
5.12	I positively 'buy-in' to the vision of the College





PERSON SPECIFICATION

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A good degree in Physics or a strongly related discipline	x	
Further education in Physics or Education		x
Teaching experience through the age range from KS3-5		x
A teaching qualification		x
A passion for subject and a high level of subject knowledge	x	
A willingness to engage with Physics beyond the classroom	x	
A willingness to enhance student learning through ICT		x
Successful examination experience in similar boards		x
A strong work ethic and high levels of personal organisation	x	

THE PACKAGE

Salary: Competitive

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission (which is means tested and capped) and no registration fee*
 Health Cash Plan*
 Free lunch and beverages during term time
 Staff Accommodation (subject to availability)
 Free off-road parking
 Reduced health club membership
 Salary Sacrifice Schemes
 Season Ticket Loan
 Free winter and summer social events
 Annual flu immunisation
 Use of College leisure facilities including gym, tennis courts and pool*
 Private Health Care Insurance (50% paid by employer)

(* Conditions apply)