



Heathfield School Ascot



**Application pack for position of
Teacher in Charge of Physics
For September 2020 or January 2021**

Welcome

Thank you for your interest in Heathfield. I hope that the information in this pack will give you a good idea of the broad and interesting scope of the role of Teacher in Charge of Physics at the school. There is a great deal more information on our website:

www.heathfieldschool.net.

The Teacher in Charge of Physics is a key member of our Science Team, all of whom are committed to providing a first-class service for our pupils, parents and staff.

Eleanor Wyatt, the founder of Heathfield, established the school to allow the girls to 'see the sky.' She meant it literally, but I take it to be a metaphor to allow the girls to reach their greatest potential in whatever sphere that is – whether academic, artistic, sporting, musical or dramatic. Heathfield enables girls to excel and empowers them as self-confident, resilient, articulate young women. Academically, Heathfield aims to engender an intellectual curiosity combined with self-discipline; it is this combination, which leads our young women to success in so many areas. However, we are not led purely by our academic outcomes; our girls go to the best universities, the best Art colleges and drama schools as well as to the world of work. Our girls, staff and parents work hard together to ensure that each individual girl's dream is realised.

The boarding ethos of a holistic education is absolutely at the heart of what Heathfield stands for. I was a boarder, my children were boarders, and I am a passionate believer in the independence of spirit, the lifelong friendships and the dedication to service to the community, which our girls embody for the rest of their lives. Although the majority board, we have a growing collection of daygirls who are absolutely part of the school and often stay over at weekends and later in the evening too. The wonderful thing about our school is that you will get to know every girl and have strong close partnerships with most parents, and this is really special as it creates that family feel.

Although Eleanor Wyatt spoke over a century ago, I am absolutely committed to continuing her vision of helping every girl to 'see the sky'.

I hope that you will be excited by the challenges and professional rewards of being part of the team that shapes the school over the coming years.

Thank you for your interest in the position and I look forward to receiving your application in the near future.

With best wishes



Marina Gardiner Legge

Headmistress

THE POST

Heathfield School seeks to appoint a dynamic, inspiring and well-qualified teacher to join our successful Science Department. You will be expected to teach Physics (AQA) to A Level standard and be capable of preparing candidates for Oxbridge applications as well as promoting the subject within the school. The candidate would also be expected to take a full role in the wider life of the school.

THE DEPARTMENT

We seek to appoint a dynamic, inspiring and well-qualified teacher to work within the Science department. You will be expected to teach Physics (AQA) to A Level standard and capable of preparing candidates for Oxbridge applications as well as promoting the subject within the school. The candidate would also be expected to take a full role in the wider life of the school.

Biology, Chemistry and Physics are currently taught throughout the School, with most girls taking Combined Science at GCSE level and a top set taking Triple Award. In Years 7 & 8 they are taught in form groups. In Years 9, 10 and 11 the students are in sets for their Science lessons and start to follow the GCSE specification. All the Sciences are offered and are popular choices at A Level. The Science department currently follows the AQA board at GCSE, and for Biology and Physics A level, OCR (Salters) in Chemistry A level. We have five science teachers, two technicians and four labs (one general and three specialist) within a brand-new showpiece STEM building opened by Lord Robert Winston in January 2017.

This post offers the candidate the opportunity to join the permanent teaching at Heathfield School. This post is offered **from September 2020**.

PHYSICS:

- To lead and monitor the quality of Teaching in the Physics department
- To maintain and continue to raise the profile of Physics at Heathfield School
- Ensure that an appropriate scheme of work is agreed and applied by members of the Department
- Keep schemes of work under review through liaison with teaching and non-teaching members of staff in your department and where appropriate with Senior Management.
- Keep up to date with developments within Physics and with educational developments which affect the subject. Through discussions with the departmental staff, to continue to develop marketing opportunities through the work of the Physics department.

KEY RESPONSIBILITIES

The Teacher in Charge of a Physics is responsible to the Head of Faculty for:

- To lead and monitor the quality of Teaching in the Physics department
- To maintain and continue to raise the profile of Physics at Heathfield School
- Ensure that an appropriate scheme of work is agreed and applied by members of the Department
- Keep schemes of work under review through liaison with teaching and non-teaching members of staff in your department and where appropriate with Senior Management.
- Keep up to date with developments within Physics and with educational developments which affect the subject. Through discussions with the departmental staff, to continue to develop marketing opportunities through the work of the Physics department.

Review

This job description is subject to annual review.

MAIN TASKS

1. TEACHING

Provide pedagogic leadership for the subject, playing a key part in raising standards of teaching and learning through the excellence of her/his own teaching and by supporting the professional development of her/his colleagues.

2. MANAGEMENT OF STUDENTS' ATTAINMENT AND PROGRESS

Operate systems for monitoring and improving students' attainment and progress.

3. MANAGEMENT OF CURRICULUM

- i) Implement an enriched, challenging and continually improving curriculum, taking full account of the School's boarding provision and the opportunities it offers for curriculum enrichment, to provide breadth, balance and relevance for all students, whatever their abilities, aptitudes and needs.
- ii) Review assessment methods, including external examinations, to ensure that students are best served by the subject department's chosen assessment methods
- iii) Analyse assessment data to refine and improve the department's teaching

4. FINANCIAL MANAGEMENT

- i) Ensure, as the budget manager of the subjects funding allocation, that the subject department provides good value for money through cost-effective and efficient curriculum delivery.
- ii) Contribute to the short-, medium- and long-term planning processes having regard to financial implications.

5. MANAGEMENT OF THE SCHOOL WITHIN THE COMMUNITY

- i) Establish, encourage and maintain strong curriculum links with local, regional and international organisations, including employers.
- ii) Promote teaching/learning links with other schools.

PERSON SPECIFICATION FOR TEACHER IN CHARGE OF PHYSICS

We are looking for:

- A qualified teacher, with a relevant degree and post graduate teaching qualification in Physics.
- A strategic thinker with a vision for the department, and the drive and stamina to enthuse others in translating the vision into reality
- A good planner, capable of taking a strategic view and working with others to create clear and measurable plans for implementation
- Someone who can gain and maintain the confidence and respect of colleagues, students, parents and Governors.
- Teaching experience within an 11 – 18 school with experience at all examination levels including A Level.
- A proven track record as an excellent classroom teacher

- The ability to inspire high levels of student performance
- The ability to work with clear and measurable objectives to provide year on year improvement
- The ability to form good relationships with the students in the School.
- Proven leadership qualities
- Enthusiasm, energy and a positive approach in managing staff
- An ability to work collaboratively
- A commitment to drive up standards to ensure the best possible outcomes for the students in the School

The section below outlines the Headmistress's expectations and requirements for this post. These expectations and requirements will constitute the selection criteria, applied by the Headmistress as she considers appointments. In her deliberations, the Headmistress will judge each application in the context of these selection criteria. Drawing upon the available evidence the Headmistress will assess the extent to which each applicant's professional skills and experience match the skills and experience required for this post. In addition, she will assess the applicant's potential for the development of these professional skills and experience and she will make a judgement about the extent to which the applicant has the professional adaptability to make a strong contribution as the School moves into a phase of rapid change, transformation and development. The Headmistress will furthermore assess the applicant's wider professional effectiveness, taking account of contributions to the life of the School and all additional responsibilities held in past years, and also the applicant's professional characteristics and the extent to which these characteristics meet the needs of the developing school.

GENERAL QUALITIES

The Teacher in Charge of a Subject at Heathfield will play an important part in the further development of Heathfield School. The post holder will be an excellent teacher, articulate and inspiring, confident, stable and supportive, highly able and innovative. S/he will have stamina, energy and drive in abundance, with the ability and determination to attain and maintain very high educational standards, and to raise students' standards of achievement to the very highest levels nationally and internationally.

The Teacher in Charge of a Subject will demonstrate high levels of competence in the following areas:

KNOWLEDGE AND UNDERSTANDING

The Teacher in Charge of a Subject will know and understand:

- What constitutes excellence in teaching and learning
- How to make use of recent research findings and theories about the different types of intelligence and how children and young people learn
- The main strategies for raising students' achievement
- How to seek and use national and school data, Ofsted and ISI evidence and research findings in developing the subject department
- The implications of the School's Code of Practice for Special Educational Needs for teaching and learning in the subject department

PLANNING AND SETTING EXPECTATIONS

The Teacher in Charge of a Subject will be able to:

- Set expectations and targets for students in relation to standards of student achievement and the quality of teaching
- Establish short-, medium- and long-term subject development plans which:
- Contribute to whole-school aims, policies and practices including those relating to the School's boarding provision.
- Are based on a range of comparative information concerning the attainment of students.
- Identify realistic and challenging targets for improvement.
- Are understood by all those involved.
- Are clear about action to be taken, timescales and criteria for success.
- Work with the Special Educational Needs Co-ordinator, to ensure that individual education plans are used to set subject-specific targets and that work is well-matched to students' needs.
- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities
- Make full use of the additional opportunities for curriculum enrichment in the boarding school environment

TEACHING AND MANAGING STUDENTS' LEARNING

The Teacher in Charge of a Subject will ensure that:

- There is full curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational or linguistic needs.
- They are clear about students' learning objectives in lessons and can assess and understand the sequence of teaching and learning.
- They are careful in their choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- There is effective development of students' literacy, numeracy and information technology skills through all the subject department is teaching.
- They are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- They know how to recognise and deal with racial stereotyping.
- All the teaching in the subject department enables students to develop individual and collaborative study skills and to learn more effectively with increasing independence

ASSESSMENT AND EVALUATION

The Teacher in Charge of a Subject will be able to:

- Analyse and interpret relevant national, local and school data, research and inspection evidence to refine departmental practice, raise expectations and targets, and improve teaching methods.
- Implement policies and practices for assessing, recording and reporting on student achievement, using this information both to recognise achievement and to assist students in setting targets for further improvement.
- Ensure that information about students' prior attainment in previous classes and schools, is effectively used to enable students to make good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the School, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

STUDENT ACHIEVEMENT

The Teacher in Charge of a Subject will be able to:

- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational and/or linguistic needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.

RELATIONS WITH PARENTS AND THE WIDER COMMUNITY

The Teacher in Charge of a Subject will be able to:

- Exude enthusiasm and passion for the subject, and engage and motivate students and adults alike, so that they can share something of this enthusiasm and passion
- Establish a partnership with parents to involve them in their child's learning, as well as providing them with information about curriculum, attainment, progress and targets.
- Develop effective links with the local, national and international community, including business and industry, in order to extend and enrich the subject department and the School as a whole, enhance teaching and develop students' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

MANAGING OWN PERFORMANCE AND DEVELOPMENT

The Teacher in Charge of a Subject will be able to:

- Prioritise and manage her/his own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Participate very effectively in Performance Management, taking responsibility for her/his own professional development.

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

The Teacher in Charge of a Subject will be able to:

- Help school staff achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships when working amongst school staff within a framework of clearly understood professional accountability.
- Appraise school staff as required by the School's policy on Performance Management and use the process to develop the personal and professional effectiveness of teachers and support staff.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example higher education and subject associations.

MANAGING RESOURCES

The Teacher in Charge of a Subject will be able to:

- Establish resource needs and advise the headmistress and senior managers of likely priorities for expenditure
- Manage the subject department's budget effectively
- Allocate available resources with maximum efficiency to meet the objectives of the School improvement plan and the subject plan whilst achieving good value for money
- Efficiently deploy, or advise the headmistress on the deployment of, staff working with students with special educational needs.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the School.
- Ensure that the additional resources and opportunities offered by the School's boarding provision are used to best advantage.

STRATEGIC LEADERSHIP

The Teacher in Charge of a Subject will be able to:

- Develop and implement policies and practices to ensure that the senior leadership team and governors are well informed about provision, about the subject department's success in meeting objectives and targets, and about subject-related professional development plans.
- Create a climate, which enables other school staff to develop and maintain positive attitudes and confidence in their teaching.

TEACHING REQUIREMENT

The Teacher in Charge of a Subject will normally be required to teach 33 periods (66%) per week.

SCHOOL CULTURE

- Support the School's values and ethos by contributing to the development and implementation of policies, practices and procedures
- Help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop a culture and ethos that is committed to achievement
- Undertake other various responsibilities under the reasonable direction of the SLT or Headmistress.
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INDUCTION

All successful candidates are required to attend an Induction Day for new staff.

TERMS OF SERVICE

Salary: Competitive salary offered

Meals and Refreshments: We provide freshly prepared, nutritious meals in the Dining Hall during term time (when the kitchen is operational). Refreshments are also available throughout the day in the Staff Sitting Room. Meals and refreshments are free of charge.

Holidays: The School holiday year runs from 1 September to 31 August and you are entitled to 5.6 weeks statutory leave, inclusive of public holidays. You are required to take your

statutory holiday entitlement during the first arising non-term time periods (aggregated until the statutory entitlement is exhausted) in each holiday year, provided that, during those periods, you are not unavailable for work due to sickness or the exercise of a statutory right (for example maternity leave). Public holidays will be counted as non-term periods, but days on which you are required to work for the School (such as INSET days, where a public holiday falls during term time, or school trips) will not.

During the holidays, you may need to work reasonable hours in preparation for the new term, or in order to fulfil your job responsibilities. Prior to the start of a new term and at the end of term you will be required to work some additional time to ensure that the Mathematics Department is ready, and for staff meetings and training. All these dates are published on the School Information System (Firefly) and your Line Manager will advise you of what will be required. It is important not to make any holiday arrangements (booking flights etc.) before checking with your Line Manager.

Normally, you will not be required to work on public holidays, unless the public holiday falls during the School term (for example May bank holiday). All staff are expected to attend INSET and staff meetings at the start of each term prior to the return of the girls. These dates are published in advance so you will have plenty of notice.

Pension Scheme: Eligible staff are automatically enrolled into the contributory workplace pension scheme.

Personal Accident Insurance Scheme: The School currently participates in a Personal Accident Insurance Scheme for all employees.

Fee remission: The School currently offers all staff a discount on fees should their daughter(s) attend Heathfield School.

Parking: Free parking is available on site.

Welfare: A number of welfare initiatives are available to staff including free lunch and refreshments, free use of the School's swimming pool and gym (at set times), massage, reflexology, life drawing, spin bike and yoga classes (all at small charge), free 24/7 onsite medical care by qualified nurses, annual flu jabs (optional) and counsellor.

THE SCHOOL

Heathfield is a vibrant and unique independent boarding and day school for girls aged 11-18 with a first-class education and excellent pastoral care. Situated in Ascot, with good transport links to international airports and London, the school currently has 190 pupils including 145 boarders. It is small and welcoming, with a caring and inclusive atmosphere, underpinned by a strong Christian ethos. The small size of the school ensures that everyone knows everyone and fosters a very happy community, where girls build lasting friendships. Heathfield girls are highly successful and go on to establish careers in many sectors according to their individual skills and ambitions. At the last ISI Inspection in February 2018, the school was graded “Excellent” in all areas assessed.

Eleanor Beatrice Wyatt founded the school in 1899 with the school motto, “The Merit of One is the Honour of All”, encapsulating Miss Wyatt’s ideal. Heathfield is a school where the primary aim is to ‘discover and develop every girl’s talents to enable her to excel.’



We recognise that our greatest asset is our staff and you would be joining a warm community united by a mission to do the very best for every girl. Our personalised and individual approach to every girl is central to making sure that every girl is happy, confident and therefore able to reach her academic, social and emotional potential.

The school offers an excellent all-round education that caters for girls for all abilities and interests, with well-established programmes in place for the exceptionally able and those needing learning support in specific areas. The aim of the school is to bring out the best in each girl, according to her abilities and talents. Girls work hard and are ambitious, but high achievement comes without unnecessary stress and unhealthy intensity. Here, they want to do their best and are motivated to succeed.

ACADEMIC SUCCESS

“Pupils consistently demonstrate positive attitudes to learning and achieving their best.” ISI 2018

As the individual girl is at the centre of what we do, class sizes are kept small. The school has a consistently strong academic track record with examination results improving year on year. In 2019, almost 66% of girls achieved A*-B grades in their A-Levels, in 24 subjects including Mathematics, History, French, Biology, Art and Design and Music. 100% of students were awarded an A* or A in English, 67% A* or A in Maths and 50% A* in Further Maths.

At GCSE there was another successful year of results. Across the board, 45% of grades received by our Ostudents were in the top 9-7/A*-A category. Core subjects continued to impress, with a 100% pass in Maths and English Language and 32% of girls securing a 9-7/A*-A in Maths, 78% gaining a 9-6/A*AB in English Language and 72% 9-7/A*-A in English Literature.

The School offers a rich and broad curriculum that gives everyone the opportunity to continue to further their education.



PASTORAL

“The school looks to what the child does best not what is best for the school and helps to foster a belief that they can achieve in whatever they do” Parent

The pastoral care at Heathfield is second to none. Girls board in the main school building in their year groups in dormitories from Forms I to III and then have their own single rooms from Form IV upwards. Sixth Formers live together in Wyatt House, a separate boarding house, where they can cook together in one of two kitchens, giving them the opportunity to prepare for independent living and university life. Everyone is part of the House system and girls are

put into one of four Houses where they remain throughout their time at Heathfield. The Heads of House are responsible for the girls' welfare and are the main point of contact for parents.

Heathfield offers a wide weekend programme and a varied selection of school clubs and activities, designed to stimulate the girls and to provide them with a release for both their physical and creative energies.

Happiness and wellbeing is never far from our minds. Heathfield was the first school in the UK to adopt the wellbeing programme "Flourishing at Schools" which aims to promote wellbeing from the outset, rather than just identifying those in distress or at risk.

The Chapel provides a place of peace and quiet reflection for pupils and staff, and is the spiritual centre of the school community regardless of faith or belief.



BOARDING

"Pupils are happy, articulate and confident." ISI 2018

We welcome boarders from all over the world. Girls have the opportunity to grow and become more independent within an environment that is safe and happy. Boarders have an extended programme of supervised activities after school and at weekends. Students, even some who live very locally, often choose to board as it provides them with a stable, supportive environment in which to study and live, balancing work with such typical evening activities as Zumba, Yoga, themed evenings, cinema trips and weekend days out.



SPORT, ART, MUSIC AND DRAMA

“Pupils non-academic achievements are outstanding.” ISI 2018

The opportunities provided are as diverse as the ambitions of our girls. We cater for just about every interest and talent through an impressive range of over 30 termly clubs and enrichment activities. We have a “work hard, play hard” approach, with plenty of time built into busy lives for friendship, relaxation and fun. To support the development of individual talent, we have superb facilities, including a large multi-purpose sports hall, fitness suite, spin studio, a dance studio, five lacrosse pitches, six tennis courts, four netball courts and a 25m indoor swimming pool and extensive woodlands.

Core sports are netball, lacrosse, tennis and athletics, with much else on offer, in particular the school’s equestrian strength in polo and show jumping.



The school's excellence in the creative arts is nationally renowned and a great source of pride to the school. In September 2014, Heathfield became the first school in the UK to join with the London College of Fashion at the University of the Arts London for a unique progression partnership.

Drama at Heathfield is housed in the St Mary's Theatre, which provides a fully equipped, exciting space for a range of drama work from whole school productions to examination performances, House plays and the Junior Showcase. The school also offers a well-established and flourishing programme of extra-curricular lessons leading to LAMDA and Dance examinations. Frequent theatre visits are an integral part of school life and the school is ideally placed for visits to London and further afield. There is also an annual inter-house drama competition with performances written, directed and performed by students.

Music is another key feature of Heathfield School. The girls have the option to take individual music lessons and many choose to join various extra-curricular clubs which are run by the music department.

THE FACILITIES



The school is set in 36 acres of stunning grounds in Ascot, Berkshire. With an annual turnover of £6 million, the school is in robust financial health and is in the middle of an exciting investment programme. The theatre and assembly hall was completed in 2009 and the state-of-the-art STEM (Science Technology Engineering and Mathematics) block was completed in the summer of 2015. There are further plans to build a Sixth Form Centre as well as increase staff housing and boarding accommodation.



The school employs approximately 120 staff, of whom around 40% are teaching. Another 30 are engaged as contractors in catering and peripatetic teaching.

Heathfield has extensive grounds with five lacrosse pitches, tennis courts, netball courts, a purpose-built Sports Centre with fitness equipment, dance studio, spin studio and a 25m indoor swimming pool. We also have 36 acres of woodland, which is used as a fitness trail, boarders' recreation and staff dog walks. Heathfield even has its own sweet shop!



The school is fully equipped with all necessary IT. There are two specialist ICT rooms and a multi-media digital recording studio. All pupils bring a laptop to school.

Staff have their own common room, with facilities for making tea and coffee, and a study with computers. Daily newspapers are also provided.

Catering on site is excellent, and freshly prepared on site each day. Staff are provided with lunch free of charge, and supper when on evening duty.

We welcome all staff becoming involved in all and any aspect of co-curricular provision, including the Duke of Edinburgh Scheme, school trips and visits at home and abroad and clubs and activities, existing or new.

Heathfield is a member school of the BSA, the GSA, ISBA and AGBIS.

LOCATION

Heathfield is situated 31 miles west of London and near both the M3 and M4 to London. There is a rail link between Ascot and London Waterloo. Gatwick and Heathrow airports are within easy reach.



APPLICATION FOR POSITION OF TEACHER IN CHARGE OF PHYSICS

Details can be found on the school website: www.heathfieldschool.net

To apply for the position, please send a completed application form with a CV and covering letter setting out how your experience makes you suitable for the role of to the Headmistress, Mrs Gardiner Legge c/o hr@heathfieldschool.net

Closing Date: Monday 11th May 2020, at 4pm

Interview Date: Week ending 15th May 2020

All staff take part in the School's performance management process and must abide by the Code of Conduct for Staff at Heathfield School. Applications will be acknowledged and then valued against the selection criteria.

We reserve the right to call suitably qualified candidates to interview and appoint before the closing date. Early applications are therefore encouraged.

Please note that references will be sought prior to interviews.

Heathfield School welcomes applications from all sectors of the community.

Safeguarding:

Heathfield School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. Heathfield is an Equal Opportunities Employer and a registered Educational Charity no. 309086 as well as a data controller and registered with the Information Commissioner's Office as required under current data protection legislation. Further information about how we use personal data is available on request.



Heathfield School
Ascot

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