



# THE KING ALFRED SCHOOL

Appointment of Teacher of Science (Physics)

with effect from September 2021

Information for Candidates  
June 2021



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**For further information about The King Alfred School please visit our website at [www.kingalfred.org.uk](http://www.kingalfred.org.uk)**

## 1. THE KING ALFRED SCHOOL

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For over 100 years, The King Alfred School [KAS] has stood for a nurturing and enlightened educational experience. Founded in 1898 by a group of parents uncomfortable with late Victorian educational practices, KAS was created to encourage learning for its own sake and to provide a well-rounded education that brought out the best in each child.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a "progressive" school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe in the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace. The school places a strong emphasis on creative and active learning and on the value of play. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling. The school has about 650 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Within a curriculum leading to successful preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways on leaving school, and by the fact that students invariably end up doing something worthwhile, interesting or unusual.



KAS is committed to professional development and training for all its staff. New ideas from teachers are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master's degrees, engage in action research projects, and connect with education professionals in this country and abroad.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and we are looking forward to opening our new Sixth Form centre this summer.



## Curriculum Principles:

- Our curriculum is the total of all learning experiences inside and outside the classroom, and all staff are expected to contribute to the extra-curricular life of the School.
- We put the child at the centre of our teaching and learning. Intelligence will show itself in many different ways and we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students to make meaning of the world around them. We support our students to develop an awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility; and an understanding of and preparation for the world of higher education and work.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
- We actively encourage opportunities for interdisciplinary learning, with opportunities for students to apply their skills and knowledge from a range of curriculum areas. This will be especially high profile in our Years 6 to 8 curriculum.
- It is our expectation that in Years 10-13 KAS teachers will use GCSE and A Level specification as a starting point but will aim to teach above and beyond examination requirements. We are also now questioning the future of GCSEs, and are a leading member of the Rethinking Assessment group.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- Our curriculum is constantly evolving. A process of review and development informed by current educational research and thinking is embraced by our community of learners, teachers and parents.



## 2. Science

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### **The Post**

We require from September a well-qualified teacher. The successful candidate must be able to teach Science from KS3 and specialise in Physics at KS4 and 5. They should be committed to the delivery of the subject in a way which engages young people and drives their achievement.

### **The Department**

The Science Department is a popular and busy department of six specialist teachers and three technicians.

The Science teaching areas were recently refurbished and consist of five laboratories, a seminar room, a foyer with PCs and a large office for the team. The Department is equipped with touch screen smartboards in each main teaching room with a visualiser. The Department also has a set of 20 iPads. The labs are well equipped and the Department has a wide range of apparatus which gives every student the practical experience they need to support their learning experience.

### **The Curriculum**

The Science Department strives to fit its philosophy and methodology of teaching within the overall philosophy and ethos of King Alfred School. This includes the school's Mission Statement, Vision and values. We also work at incorporating the KASS Framework into our teaching and learning.

The Science Department is a firm believer in the need for scaffolding to promote conceptual change. The Science Department also believes that the process of education is generally more important than the concepts or the final outcome. Our approach also takes into account the various learning styles of students. As a Department we encourage teachers and pupils to develop meta-cognitive skills and also to stay abreast of the latest scientific and educational research.

We currently teach our own curriculum at KS3 based on the National Curriculum. We have some exciting and innovative changes coming on stream over the next two academic years with our Years 6-8 programme.

At KS4 pupils follow the IGCSE specification from Edexcel. We start the course in Year 9 and at the end of Year 9 students choose to continue the course as a Double Award in Science or as a Triple award in Biology, Chemistry and Physics. In Year 9, students have eight lessons a fortnight and are taught by one teacher. In Year 10 and 11 students are taught by specialists and have four or six lessons a fortnight for each subject for Double and Triple Award respectively.

At KS5 students follow the AQA Physics Specification. The teaching is shared by both members of the Physics Department.

Teachers offer a range of extra-curricular clubs, workshops and trips such as Year 6 Science Club, Space Club, visits to the London Museums, visits to university departments, Field trips to FSC field centres and a wide range of activities during special events such as National Science and Engineering Week.

All teachers are encouraged to participate fully in the promotion and development of a lively, energetic and creative approach and atmosphere within the Department.

### 3. JOB DESCRIPTION

Role	Teacher of Science with Physics specialism (full time)
Date	September 2021
Salary	The salary for this role will be on KAS scale and the positioning will depend on experience.  <i>[The KAS scale is the same as the Outer London pay scale, with the addition of the KAS supplement of c.£5,000]</i>
Line Manager	Head of Science

#### Job Purpose

To be an effective professional who inspires students with a love of learning, is ambitious for them to achieve well academically and more widely, and who supports them to be happy and fulfilled at school.

#### Job Duties

##### (a) Effective and reflective classroom teacher

- Provides a safe, positive learning environment for students
- Ensures that teaching and learning is of a consistently high quality on a day-to-day basis, and takes careful account of the range of needs in all classes
- Provides regular and detailed marking and feedback to support student progress
- Monitors student achievement, sets meaningful targets for student improvement, and puts in place appropriate interventions where required
- Liaises with the Learning Support department and other key staff to ensure students are effectively supported with their learning and social and emotional development
- Communicates with parents as per the school guidelines, including Parent Report Meetings, written reports, the raising of concerns and prompt responses to enquiries



## **(b) Team player**

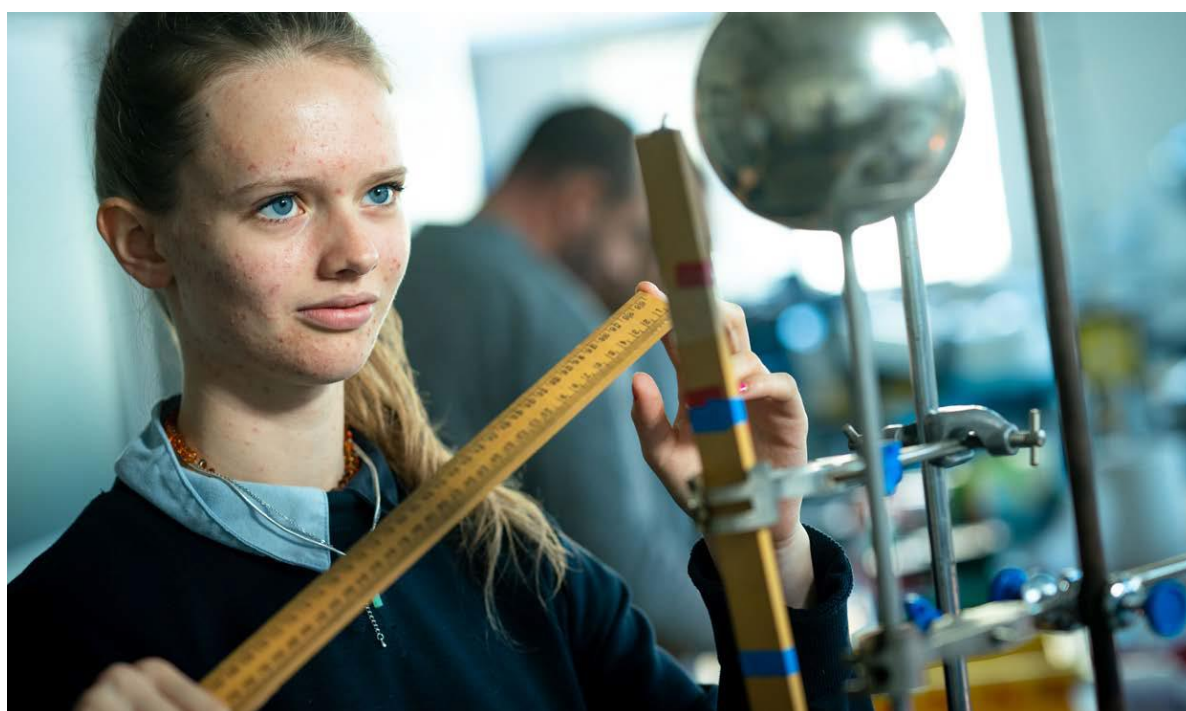
- Actively contributes to the department and wider staff team, for example, by taking part in the calendar of meetings and INSET programme
- Takes responsibility for professional development, for example by participating in peer observation and sharing of best practice
- Keeps abreast of national and local developments in the subject you teach
- Assists in the development of schemes of work and resources

## **(c) Contribution beyond the classroom**

- Takes on the role of form tutor or co-tutor
- Liaises with the Pastoral team to support tutees and pupils
- Where requested, provides cover for other colleagues
- Participates in the extra-curricular programme at KAS including clubs and our camps programme

Whilst this job description outlines the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility can evolve in the light of the needs of the school and the professional development of the staff. This job description may therefore be periodically amended after joint review with you.



## 4. PERSON SPECIFICATION

Attributes	Essential
Qualifications & Experience	<ul style="list-style-type: none"><li>• Good honours degree</li><li>• PGCE and QTS</li><li>• Relevant teaching experience (<i>includes teacher placements for NQTs</i>)</li></ul>
Skills and abilities	<ul style="list-style-type: none"><li>• Strong teaching skills</li><li>• Strong pastoral skills</li><li>• Strong organisational skills</li><li>• Excellent standard of written and spoken English</li><li>• Ability to establish successful relationships with students, parents and colleagues</li></ul>
Personal attributes	<ul style="list-style-type: none"><li>• Strong commitment to student engagement and achievement in Science and Physics</li><li>• Enthusiasm and drive</li><li>• Empathy and sensitivity</li><li>• Resilience</li><li>• Analytical and self-reflective</li><li>• Welcomes feedback and accountability</li><li>• Sets and maintains high standards in professional relationships with young people and colleagues</li></ul>
Commitment to	<ul style="list-style-type: none"><li>• The KAS ethos, and child-centred progressive education</li><li>• Working in a 'can-do' culture with a commitment to continuous improvement</li><li>• The happiness, well-being, and progress of all at the school</li></ul>

## 5. TERMS OF EMPLOYMENT

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- All colleagues are auto-enrolled in the Teachers' Pension Scheme.
  - The appointments will be made subject to successful references and DBS check.
  - The post is full time and permanent.
  - All new staff have a probationary year supported by a carefully structured induction programme.



