



LEICESTER
GRAMMAR
SCHOOL

Teacher of Physics

Fixed term: Two terms
January 2025

Full-time; part-time applications will be considered

THE SUNDAY TIMES

SCHOOLS GUIDE
2024

INDEPENDENT SCHOOL
OF THE YEAR FOR
ACADEMIC PERFORMANCE
EAST MIDLANDS

THE SUNDAY TIMES

SCHOOLS GUIDE
2024

INDEPENDENT SECONDARY
SCHOOL OF THE YEAR
EAST MIDLANDS

A message from the Principal

Many thanks for your interest in Leicester Grammar School Trust. I hope that the following introductory notes will give you an impression of our thriving and ambitious schools and will help you to decide whether or not to submit an application. You will gather from the Trust's remarkable history that it is an inspiring and vibrant place both to learn and to work, with a commitment to preparing young people for a lifetime of challenge and fulfilment. Staff share high expectations not only of what children can achieve but, above all, of who they can become – when enthused through dynamic teaching, provided with outstanding opportunities and supported through attentive pastoral care.

I hope you may wish to be part of this warm and happy community as it goes from strength to strength.

John Watson
Headmaster of Leicester Grammar School and Principal of Leicester Grammar School Trust



Leicester Grammar School Trust

Leicester Grammar School Trust (LGST) is a forward-thinking family of schools, underpinned by a strong sense of values. Its mission is to be an inspiring centre for co-educational excellence in academic and personal development, within a Christian ethos. We attract and encourage enthusiastic, dedicated and innovative teachers and support staff who all contribute to our pupils' progress and happiness.

At the heart of the Trust is Leicester Grammar School, founded in 1981 in response to the demise of the maintained grammar schools in the area. The Junior School was added in 1992, which broadened the educational offering of the Trust. The defining milestone in the Trust's development was the bold and inspired decision in the mid-2000s to move the two schools from the heart of Leicester to the edge of Great Glen, a rural village some seven miles to the south of the city. Since September 2008, the two schools have occupied a very attractive, 75-acre campus, which was officially opened by Queen Elizabeth II.

The acquisition of nearby Stoneygate School in 2016 brought a third educational institution under the umbrella of the Trust, offering greater choice to parents in Leicestershire and surrounding areas who seek an independent education for their children. In September 2021, Stoneygate was relaunched as LGS Stoneygate, with its own unique ethos and identity within the Trust's family of schools.

Situated on the outskirts of one of the most multicultural cities in the UK, all three LGST schools are proud to draw children from city and country, and to welcome pupils and staff from a rich range of cultural and religious backgrounds.



Leicester Grammar School

Leicester Grammar School won the accolade of Sunday Times East Midlands Independent Secondary School of the Year in both 2020 and 2024, as well as achieving ST 2024 East Midlands School of the Year for Academic Performance. The school was also in 2024 shortlisted as one of eight finalists for the TES Independent Senior School of the Year award and, most recently, for Independent School of the Year for Student Well-being. In its last inspection (January 2024), the importance of pupils' well-being was seen as a significant contributory factor to their success.

Our pupils enjoy exceptional opportunities within and beyond the classroom; we have high expectations, but the success of our community stems above all from a culture of aspiration and care.

The school, indeed the Trust as a whole, is financially strong and led by a very committed leadership team and an open, collaborative and well-qualified board of fourteen local Trustees. We attract positive, polite and 'grounded' children, who display a strong sense of respect for one another and for staff. Concerns over behaviour are rare; our pupils thrive in a calm and purposeful community, well supported and guided by both teaching and support staff.

Examination results in the last two years since a return to pre-pandemic standards have been excellent: in 2023, 69% of A levels were graded A*/A, making us the top-performing co-educational independent school in the Midlands, and 30th independent school nationally (The Telegraph). GCSE results at 9-7 were 81% in 2024, and pupils typically proceed to a range of highly coveted courses at university (including Oxbridge and overseas) or win degree apprenticeships. A recent Telegraph article ranked the school within the top five in the Midlands for value for money (based on the ratio between fees and examination outcomes).

The school has very good local transport links, with both London and Birmingham under an hour away by train. It is nestled in the glorious countryside of the East Midlands with many beautiful villages in the surrounding area. The market town of Market Harborough, situated 10 miles to the south of Great Glen, offers a strong sense of community and regularly features in the top 10 of lists such as 'the Most Liveable Place in England' and 'the Sunday Times Best Places to Live'.

The school's aims are to:

- Promote intellectual curiosity and academic excellence.
- Provide a broad, balanced and stimulating curriculum.
- Offer a rich range of co-curricular opportunities which enhance pupils' physical, cultural and personal development.
- Equip pupils with the self-belief, consideration and skills required for a principled and fulfilling life.
- Create a happy and mutually-supportive community of learners and staff, in which each individual is encouraged and enabled to do and be their best.
- Care for the mental and emotional well-being of pupils, and be proactive in the promotion of a healthy lifestyle.
- Welcome pupils of diverse backgrounds and faiths, nurturing their social and spiritual development.
- Foster a generous contribution to charity, community service and society.



Opportunity, achievement and community

The sciences are very strong and very popular at both GCSE and A level, achieving outstanding examination results. Our aim is to provide pupils with a theoretical and practical framework through which they can explore and develop as scientists. Academic study for its own sake is valued as well as a means by which to interpret the wider world. All the sciences are taught through a medium of experimentation, practical studies and projects. At GCSE we offer our pupils the choice of taking all three separate sciences. Pupils are introduced to the key ideas from these during their Year 9. A large proportion of the Sixth Form study at least two Science subjects and many pupils go on to follow a Science-based career. There are fifteen Science teachers in the faculty, four of whom are Physicists. Science teachers are supported by three highly experienced technicians. The Science wing of the school includes accommodation for four dedicated, very well-equipped Physics laboratories and a nearby prep room. There is a central, open-plan Science faculty office which providing each teacher with their own work-space and extensive IT facilities in the school. All labs have data projectors or ViewSonic boards. Wireless laptop computers are available for class use, as are sets of iPads, and all pupils can bring their own device if appropriate for a particular lesson. There is also a Lecture Theatre with a 3D projector that can be booked for lessons or hosting visiting speakers.

The Physics Department

The Physics Department is a very successful and vibrant department within Leicester Grammar School. It currently has four full time members of staff and the Senior Deputy Head who, between them, teach the programme of study at all levels from Year 8 up to and including Year 13 and Oxbridge Entrance ability

In Years 6 and 7 the pupils follow a co-ordinated science scheme of work in four periods per week and this is taught by members of the three science departments. In Years 8 and 9 the pupils follow schemes of work in each of the three separate sciences in one double period per week. The Programmes of Study for these year groups have been developed within the School and whilst they cover all of the elements prescribed in the National Curriculum they also seek to extend knowledge and learning well beyond the confines of this statutory (in the maintained sector) requirement. In Year 9 the pupils embark upon their first experience of GCSE study with the schemes of work being based upon those prescribed by the Edexcel IGCSE Physics Specification.

In Year 10 Physics is an extremely popular option choice generating either four or five teaching sets. The Edexcel IGCSE (9-1) course (4PH1) is followed and delivered over the two years in four periods per week.

The uptake for Physics in the Sixth Form is the most popular it has ever been and is currently generating four teaching sets. The period allocation for all of the A level sciences is eight periods per week in Year 12 and nine periods per week in Year 13, with at least one double period per week being used for extended practical work. The linear OCR Physics A specification is followed with students taking examinations in June of their final year. For able and interested pupils, dedicated extra classes are run for Oxbridge Entrance and Olympiad preparation. Additionally, the school enters pupils each year for a variety of co-curricular events including the following:

- Physics Challenge run by the University of Oxford in conjunction with the Institute of Physics / BPhO for pupils in Year 11
- The Senior Physics Challenge (online) for Year 12 students
- Bi-annual CERN trip for Year 12 and 13 students
- Engineering Work Experience at Donington Park for Year 12 and 13 students, with a British Superbike support class team, GoPink Racing
- The British Physics Olympiad for Year 13 students

The Post

From January 2025, we have an opportunity for an enthusiastic Teacher of Physics to become part of our successful team, to cover a period of absence for two terms. Our ideal candidate would be passionate in their teaching of Physics, able to demonstrate broad subject knowledge and the ability to inspire others.

The successful candidate would be expected to teach Physics up to and including A-level.

We welcome applications from all sectors of the community as we aspire to attract staff who reflect the social and cultural diversity of our pupil intake. We consider the most important factor to be the right skills, abilities and aptitude for the role which will ultimately improve the well-being and education of our pupils. Applicants must have the right to work in the UK.

Purpose of the job:

A teacher at Leicester Grammar School contributes to the well-being and development of the school by supervising, guiding and caring for pupils inside and outside the classroom. Teachers are responsible to the appropriate Head of Department, and expected to:

- Teach within the agreed departmental scheme of work and follow agreed whole school policies on such matters as reports, marking and assessing and monitoring pupils' work and progress
- Attend departmental meetings and inset days, as well as whole school staff meetings as indicated by the headmaster
- Exercise proper care of rooms and equipment and follow the school's policy on health and safety matters

While the first priority of a subject teacher is the teaching of their subject specialism including preparation, marking, assessing and evaluation of the success or failure of any period of teaching - it is expected that a subject teacher will:

- Attempt to improve qualifications and expertise and keep up-to-date with subject material and exam requirements, as is necessary and practicable
- Participate in the various co-curricular activities offered at Leicester grammar school as own interests allow
- Become involved in the tutor, pastoral and house systems currently in operation in the school.



Key Responsibilities

- Plan, deliver and assess appropriate lessons which ensure that the potential of all pupils is fulfilled
- Contribute positively and accept delegation, with department colleagues, to the production, implementation and evaluation of department Schemes of Work and resources
- Encourage pupils by regular marking, advising constructively by using targets and giving appropriate praise
- Be aware of individual pupils' needs, whether they are academic or social, and liaise with pastoral and well-being team where necessary
- Perform the role of Form Tutor and deliver Personal Social and Health Education
- Monitor assessment through use of data and target setting, and to maintain records of assessments of the students and levels of attainment as laid out in the National Curriculum, where appropriate
- Ensure equality of pupils regardless of ability, age, class, culture, disability, faith, gender, race or sexual identity
- Promote high standards for all pupils and maintaining high expectations both in and out of lessons
- Provide a positive environment where effective teaching and learning can take place and create opportunities for pupils to develop wider skills for later life
- Communicate effectively and be willing to develop and share good practice with colleagues, in meetings and through lesson observations
- Be committed to the demands of a high achieving school, both in the classroom and beyond
- Remain familiar with national and local initiatives within the subject area and focus on own professional development to the benefit of pupils
- Attend meetings and Parents' Evenings scheduled in the School Calendar
- Ensure that the school's Health and Safety policy is implemented
- Support and contribute to the school's responsibility for safeguarding pupils
- Lead and conduct oneself in an exemplary manner from a child protection point of view

Additional Duties

- Work in accordance within current safeguarding and schools' guidance and legislation
- Use excellent organisational skills and interpersonal and communication skills to manage own workload and build relationships
- Monitor, review and evaluate departmental plans and strategies
- Support the School's well-being approach
- Be committed to Leicester Grammar School Trust's vision and ethos.



Person Specification

Essential Qualifications, Experience and Skills

- Have a recognised teaching qualification: PGCE or equivalent (QTS)
- Have a degree in Physics or a related subject
- Be, or have the potential to become, an excellent teacher of Physics at A-Level
- Demonstrate commitment to high academic standards
- Demonstrate the ability to build strong working relationships with pupils, other professionals and parents
- Possess the ability to communicate effectively and appropriately with a range of audiences, such as pupils, colleagues and parents
- Possess excellent time management and organisational skills
- Demonstrate the ability to follow instructions, policies and procedures.

Desirable Qualifications, Experience and Skills

- Good ICT skills, and the willingness and ability to learn new systems, as required by the post
- Demonstrate commitment to your own professional development
- Have an understanding of the benefits of co-education and be willing and committed to involvement in the pastoral and co-curricular life of a busy and ambitious school community
- Be able to demonstrate and promote positive values, attitudes and behaviour with young people
- Have an understanding of safeguarding

Personal Qualities

- Have an enthusiasm for your subject specialism
- Willingness to work flexibly according to the fluctuating demands of the role
- Model and promote good manners and an understanding of the needs of pupils of all abilities
- Ability to work as part of a team and collaboratively across the school
- Excellent interpersonal skills

Above all, the successful candidate will have an infectious enthusiasm for the value and relevance of science and physics in young people's lives.

Please note this job description outlines the main duties and responsibilities of the position and is designed for the benefit of both the post holder and Leicester Grammar School Trust in understanding the prime functions of the post. It should not be regarded as exclusive nor exhaustive as there may be other duties and requirements associated with and covered by the post.

Original certificates will be required as proof of qualification. All other attributes will be assessed using the contents of the application form, at interview and with professional references.



Hours and Benefits

Staff in our schools are well qualified and enthusiastic and have high expectations of themselves and their pupils. The Trust has a strong reputation for pastoral care and teaching staff are committed to co-curricular activities.

Start Date	January 2025, fixed term contract for two terms
Hours	Full-time; however applicants seeking part-time hours will be considered.
Salary	Competitive
Lunch	School lunch is provided during term-time.
Pension	The Trust has two pensions schemes which are open to all teachers: Teachers' Pension Scheme or the Aviva APTIS Pension Scheme.
Education	Fee remission for the children of our staff is available at all schools across the Trust.
Car Parking	Free car parking is available at the school sites.



Application Details

Interested candidates are advised to apply early as we reserve the right to close this vacancy earlier than the specified deadline, if a suitable candidate is found.

The closing date for applications is 9:00a.m on Monday 25 November 2024.

Please note that tours of the school form part of the interview for short-listed candidates. Also, references will be obtained prior to interview.

Leicester Grammar School Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Applicants must undergo safer recruitment checks, including checks with past employers, on-line searches and the Disclosure and Barring Service (DBS). This role involves engaging in regulated activity relevant to children, it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

This role is exempt from the Rehabilitation of Offenders Act 1974 and the Trust is therefore permitted to ask you to declare all convictions and cautions (including those which would normally be considered "spent") in order to assess your suitability to work with children.

If you are successful in being shortlisted for this role, you will be required to provide information about your suitability to work with children by completing a self-declaration form. On this form you will be required to provide details of all spent and unspent convictions and cautions. However, you will not have to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Please refer to the Data Privacy Notice and Annexes on the Policies page of the school's website for the Data Privacy Notice for individuals applying for work within Leicester Grammar School Trust (Annex 3).

Equal Opportunities

Leicester Grammar School Trust is an equal opportunities employer and is committed to equality of opportunity for all staff. The Trust takes very seriously its duty to safeguard children, to remove discrimination, to advance equality of opportunity and to foster positive and caring relationships, by integrating safety and equality into each school's core priorities and functions.

We welcome applications from all sectors of the community as we aspire to attract staff who reflect the social and cultural diversity of our pupils. We consider the most important factor to be the right skills, abilities and aptitude for the job which will ultimately improve the education and well-being of our pupils. We also encourage applications from individuals at all stages of their career, and regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage / civil partnership.





LEICESTER GRAMMAR SCHOOL

Independent Co-educational Day School
for children aged 3-18

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