



Haslingden High School and Sixth Form

Teacher of Physics* - Part Time (0.6 FT)**

APPLICATION PACK



HEADTEACHER: MR R CLARKE (BA HONS)



VACANCY INFORMATION

Teacher of Physics

MPR1 – UPR3 £32,916 - £51,048

Required September 2026

*Support would be available to a non-specialist scientist wishing to move into a Physics role.

**School would be open to a discussion as to how a full-time position might be arranged should this be desirable to a prospective candidate.

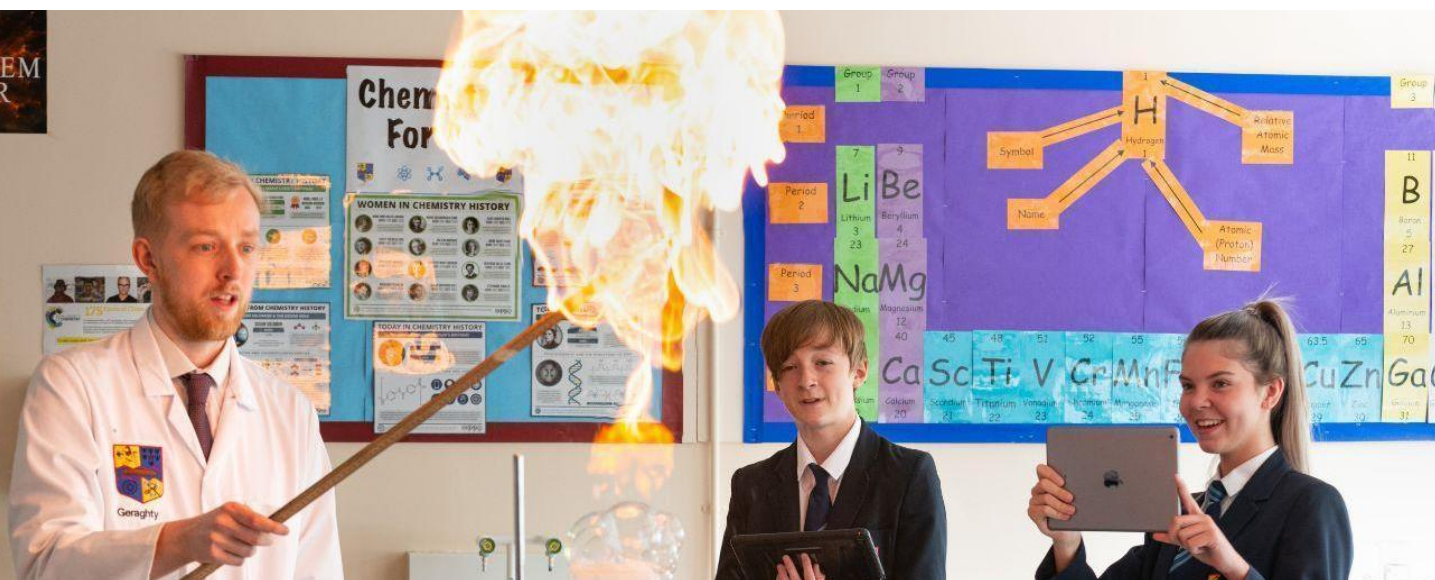
We are currently seeking to appoint a hardworking, committed and enthusiastic individual to join our Science Faculty. We are looking for someone who would describe themselves as a team player, as possessing a positive mindset and someone who will maintain a solution focussed approach. A sense of humour, a smile and empathy for young people and colleagues are all essential characteristics needed to be successful in this post. If this sounds like you, we look forward to reading your application.

Further details and an application form are available on our website: www.haslingdenhigh.com/vacancies/

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or behalf of the school to share our commitment. As such, this post is subject to satisfactory DBS clearance and references.

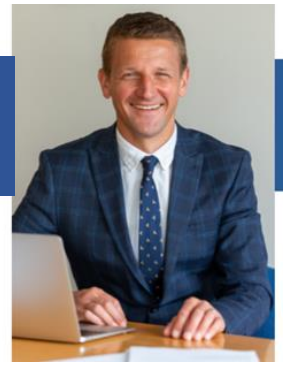
Applications close: 9am Monday 11th May 2026

Interview date: Friday 15th May 2026



Haslingden High School and Sixth Form

Headteacher: Russell Clarke (BA Hons)



Dear Applicant

Post: Teacher of Physics

Thank you for your interest in the post of Teacher of Physics at Haslingden High School and Sixth Form. This is an excellent opportunity to join a successful department that has ambitious plans for the future and has a record of achieving strong academic results. The successful candidate should share our passion for creating and maintaining the best possible learning environment for our students, securing positive outcomes and have a willingness to contribute to the rich extra-curricular provision.

I am extremely proud to be the headteacher at Haslingden High School and Sixth Form, a successful, caring and high performing 11-18 school in the beautiful Rossendale Valley. The school is regularly, heavily oversubscribed for the 270 places available in year 7 each September. We have a thriving sixth form with approximately 250 students studying mainly a range of Level 3 courses each year. We are a truly comprehensive school welcoming students of all backgrounds and abilities and are the largest maintained school in Lancashire, with over 1600 students on roll. There are just under 100 members of the teaching staff and approximately 70 support staff. Our supportive, experienced governing body play a crucial role in our success and provides clear direction, remaining heavily involved in the life of the school.

Our overarching aim is **Achievement for All**: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. This is underpinned by the five [school aims](#) and we invite you to look at these closely when considering your application.

We strive to create successful learners and we believe that we achieve this by offering an exciting, ambitious and inclusive curriculum. The consistently high-quality teaching and learning, taking place in a safe, supportive environment provides the basis upon which our students grow. We are passionate about providing access to a wide range of opportunities and experiences beyond the taught curriculum, guiding and helping students to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. We hope that you will also share this passion and on reading the [whole school curriculum rationale](#), you feel it closely aligns to your own vision for education.

Students' physical, mental and emotional wellbeing is at the forefront of everything we do. We recognise the importance of working in partnership with parents and external agencies to deliver a personalised approach to care, guidance and support that will ensure students feel safe and happy and that they are empowered to make informed choices, both now and in the future.

At Haslingden High School, success is defined in its broadest sense: students achieve a wide range of qualifications which equip them with the skills and knowledge to enable them to be ambitious, resilient and capable learners. They are able to embrace change, and leave us as well-rounded individuals with a strong set of values and beliefs.

We are proud of our collective achievements – our examination success, our well designed and expertly delivered curriculum, the depth and diversity of our extra-curricular programme and our desire to contribute to our community. We are committed to the pursuit of the highest possible academic, personal and moral standards and to the development of informed citizens with lively, enquiring minds.

This commitment is underpinned by a belief in hard work and a culture of care, respect and support for others. If you share our ethos and feel that you want to join our dedicated staff to help us achieve our aims together, then we believe that Haslingden High School and Sixth Form is the place for you.

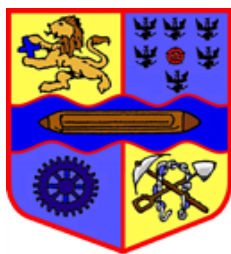
The successful applicant will find caring, friendly and supportive colleagues, committed to providing the very best life chances for all our students. We look forward to receiving your completed application form, together with a letter of application which should be no more than 2 sides. This should demonstrate how your skills, experience and vision make you a strong candidate for this position and clearly outline your strengths in relation to the role. The closing date for applications is **Monday 11 May at 9.00am** with interviews scheduled for **Friday 15 May 2026**.

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. As such, this post is subject to satisfactory enhanced DBS clearance and references.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Russell Clarke'. The signature is fluid and cursive, written over a light blue horizontal line.

Russell Clarke
Headteacher



Haslingden High School

Science Faculty

The Science Faculty is a large faculty consisting of 15 teaching staff, including 3 colleagues who have responsibility as Subject Leaders in Biology, Chemistry and Physics and 5 colleagues who are members of the pastoral team. We also have 3 full time Science technicians to support the separate subject areas. The subjects taught within the faculty are:

Science (Key Stage 3)

AQA GCSE Combined Science: Trilogy (Key Stage 4)

AQA GCSE Biology (Key Stage 4)

AQA GCSE Chemistry (Key Stage 4)

AQA GCSE Physics (Key Stage 4)

AQA GCE Biology (Key Stage 5)

AQA GCE Chemistry (Key Stage 5)

OCR GCE Physics A (Key Stage 5)

Students undertake a course of Key Stage 3 material for the first two years. This is an in-house programme of study using resources designed by the specialist teams responsible for each strand of the Science curriculum. The course seeks to ensure that students experience an engaging, practical course which supports the gradual transition to the study of GCSE material after the end of Year 8. Students receive three lessons of general 'Science' per week; wherever possible these are taught by the same teacher but in very rare cases classes are split between two staff members. The scheme has a focus on 'practical work wherever possible' and seeks to ensure that challenge and scientific skills are at the core of what we do. The most able students in year 7 and 8 will often extend into material which overlaps with the later curriculum.

In Year 9 students' study five Science lessons a week; two with a specialist Biology teacher, two with a specialist Chemistry teacher and one with a specialist Physicist. The teachers of Biology and Chemistry are expected to teach a short programme of Physics material to balance this difference in teaching time for the three subject areas. Some subject areas choose to start their Year 9 course with a structured suite of introduction work which builds familiarity with key GCSE concepts in the first part of the year. This is at the direction of the individual Subject Leaders and is reflected in the programmes of study for each course.

In Year 10, students have the opportunity to select 'Triple Science' as one of their 'option' choices; those who do so receive an extra three lessons of Science per week and will study the three separate AQA GCSEs in Biology, Chemistry and Physics. Students who have not taken Triple Science as an option choice continue their study of the AQA GCSE Combined Science: Trilogy course in Year 10 and 11 in six lessons a week.

At the heart of the science faculty is our shared vision for our students. We believe that scientists are confident, resilient and use logic to solve problems and that by encouraging students to learn new skills and apply a broad knowledge base to new situations they will be able to enter a wide range of workplaces and become responsible global citizens. Put simply, we support all of our young people to be independent and enthusiastic scientists!



OUR SCHOOL AIMS

Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century

We strive to:

Create successful learners, who achieve the best possible qualifications, alongside equipping them with the skills and motivation to overcome future challenges

Ensure all students experience an exciting, ambitious and inclusive curriculum that is well-planned, broad, diverse and expertly delivered. Our curriculum will inspire and motivate all students to want to know and remember more, allowing them to become lifelong learners

Provide access to a wide range of opportunities and experiences beyond the taught curriculum, enabling all our students to leave our school with high aspirations

Work in partnership to offer a personalised approach to care, guidance and support that will ensure all students feel and know how to keep themselves safe and happy. Students' physical, mental and emotional wellbeing is at the forefront of everything we do, empowering them to make informed choices

Guide students, helping them to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. They will embrace change and leave as well-rounded individuals with a strong set of values and beliefs

JOB DESCRIPTION



Teacher of Physics

Responsible to the Curriculum Leader

Purpose

- Contribute to “Achievement for All” by being a champion for the 5 school aims
- To raise standards of student attainment and achievement within your teaching groups and to monitor and support student progress
- To plan and deliver high quality lessons
- To assess and report on the achievement of students
- To act as a form tutor as required

Key Knowledge & Understanding:

- All teaching staff must understand and uphold the professional code of the General Teaching Council for England by demonstration of all the professional standards for QTS;
- A detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS3, KS4 & KS5.
- Where appropriate, a knowledge of relevant post-16 courses;
- An understanding of subject progression KS2 to KS5.

Key functions

1. Planning

- Identify clear learning outcomes, content, lesson structures and sequences appropriate to the subject matter and the students being taught;
- Select and make good use of textbooks, ICT and other learning resources to enable learning outcomes to be met;
- Set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment;
- Familiarise yourself with students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs);
- Take account of the needs of all students in each class, including the most and least able;
- Provide opportunities to develop students’ understanding by relating their learning to real and work-related examples;
- Maintain records of the delivery of the curriculum and on student progress in line with school and Faculty policy.

2. Teaching & Managing Student Learning

- Use teaching methods with whole classes, groups and individuals that ensure that students are engaged and stimulated; that teaching outcomes are met; that momentum and challenge are maintained and best use made of teaching time;
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

3. Assessment & Reporting

- Assess how well learning outcomes have been achieved and use this assessment to inform future teaching;
- Mark and monitor students' classwork and homework, providing constructive oral and written feedback and setting targets for students' progress. Work to secure progress towards targets;
Prepare and present informative reports to parents;
- Provide accurate data for the school's Monitoring / ARR System as required.

4. Guidance & Welfare

Where appropriate, act as a form tutor, fulfilling the following functions:

- Take overall responsibility for monitoring students' academic and wider progress and development, acting in line with school policies in this area;
- Carry out the tutor group registration, following up any absences as directed by school policy;
- Review progress and support students in target setting and action planning;
- Ensure that all students are valued and treated according to the aims of the school.

5. Wider Professional Effectiveness

- Take responsibility for own professional development, keeping up to date with research and developments in pedagogy and in subject areas;
- Understand professional responsibilities in relation to school policies and practices;
- Set a good example to students in personal presentation and conduct;
- Evaluate own teaching critically, using this to improve effectiveness;
- Work effectively with other school colleagues, attending meetings and liaising with representatives of other agencies as necessary;
- Contribute to, and through faculty assistants organise, displays of work in classroom and faculty areas;
- Contribute positively to the ethos of the school.

For the full Conditions of Employment please refer to the relevant pages of the School Teachers' Pay and Conditions Document.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.



Teacher of Physics

ATTRIBUTES	DESCRIPTION	E	D
QUALIFICATIONS, EXPERIENCE AND PROFESSIONAL DEVELOPMENT	➤ Teaching Qualification	✓	
	➤ Good Honours degree or equivalent	✓	
	➤ A commitment to CPD	✓	
KNOWLEDGE, SKILLS AND PERSONAL QUALITIES	➤ A genuine belief in the value of each child	✓	
	➤ A knowledge of the GCSE specification of Combined Science (with an emphasis on Physics) and the GCSE specification for Physics	✓	
	➤ A knowledge of the A Level specification for Physics		✓
	➤ A good knowledge and understanding of current curricular developments in Combined Science (with an emphasis on Physics) and in GCSE Physics	✓	
	➤ The ability to maintain a high standard of teaching which ensures all students are actively engaged in their learning and make excellent progress	✓	
	➤ The ability to establish an excellent climate for learning	✓	
	➤ The ability to work well in a team	✓	
	➤ High levels of commitment, motivation and initiative	✓	
	➤ Ability to use ICT to enhance the quality of learning within the classroom	✓	
	➤ The ability to relate well to all members of the school	✓	
	➤ Excellent communication skills	✓	
	➤ A warmth and empathy when dealing with young people	✓	
	➤ High personal standards and high expectations of themselves and others	✓	
	➤ A flexible approach to school life and someone who embraces change	✓	
	➤ A solutions focussed approach	✓	
	➤ Experience of teaching Physics at KS3 and KS4	✓	
	➤ Experience of teaching Physics at KS5		✓

	➤ An excellent health and attendance record	✓	
	➤ An ability and willingness to contribute to extra-curricular activities	✓	
	➤ A sense of humour	✓	
APPLICATION LETTER	➤ The letter should be clear and concise (no more than two sides) with organised views	✓	
	➤ The letter should address the requirements of the post and clearly indicate why you have applied for the position	✓	
	➤ The application form should be fully completed and clearly legible	✓	

WELLBEING & MENTAL HEALTH

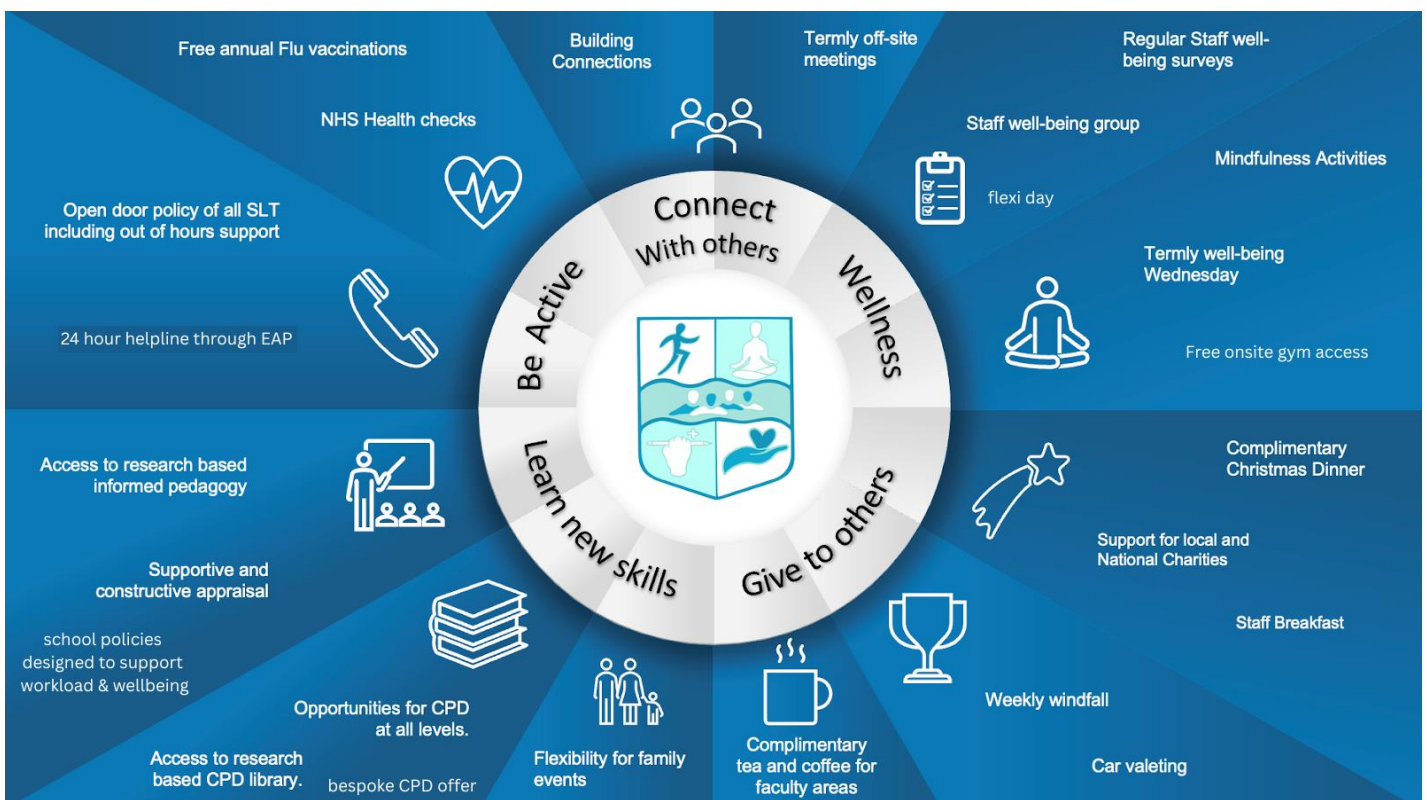
OUR SCHOOL COMMUNITY STRATEGY



At Haslingden High School and Sixth Form we are committed to supporting the mental health and wellbeing of our students and staff through our proactive approach in advocating positive mental health.

Our long term strategy:

- Prioritise staff mental health
- Support staff to take responsibility for their own and others wellbeing
- Give leaders access to the tools and resources to support wellbeing
- Revisit the communications policy
- Ensure staff have a voice in decision making
- Drive down unnecessary workload
- Champion flexible working and diversity
- Create a good behaviour culture
- Support staff to progress in their careers
- Protect leaders' wellbeing and mental health
- Hold ourselves accountable for measuring staff wellbeing through the Positive Workplace Survey



"Haslingden High School continues to be a 'good' school"



Ofsted report 2022

"Pupils behave well...they are keen to learn"

"Staff provide a wide range of enrichment activities"

"Pupils told inspectors that they feel safe...Pupils enjoy strong relationships with one another and with staff"

'Leaders, governors and staff have high expectations of what pupils and students should achieve'

"There is a strong safeguarding culture throughout the school"

"Pupils and students in the sixth form are proud to be part of Haslingden High School and Sixth Form. Pupils told inspectors that this is because it is friendly and welcoming. They enjoy coming to school."



Useful Information

Thank you for your interest in joining our incredible team of staff here at Haslingden High School and Sixth Form.

Application forms can be found at the bottom of the [vacancies section](#) of our website.

Please email your application to vacancies@haslingdenhigh.com

If you have any questions, please do not hesitate to get in touch.



Haslingden High School and Sixth Form

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01706 215726

www.haslingdenhigh.com

 [HaslingdenHigh](#)