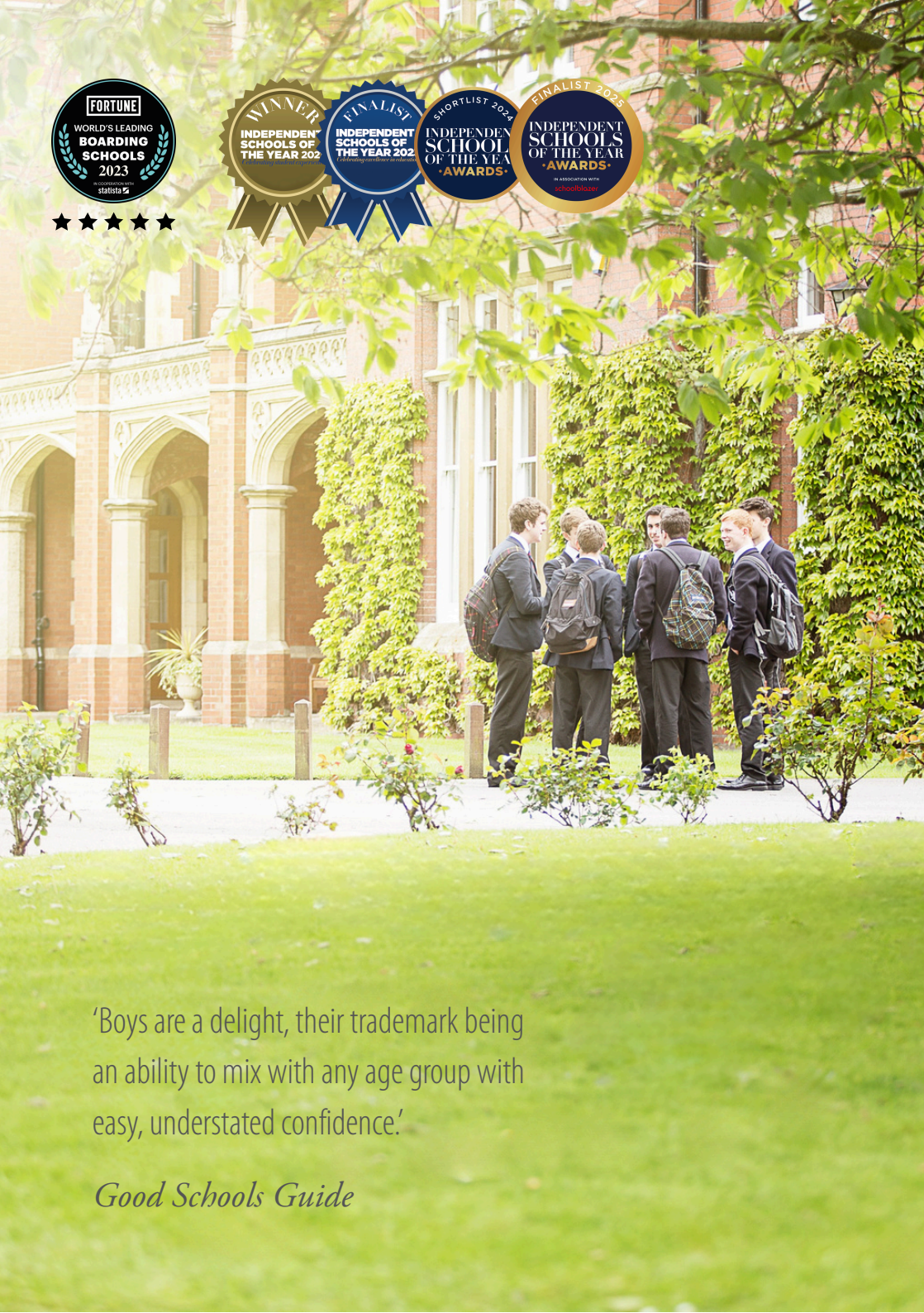


Joining Bedford

Teacher of Physics



'Boys are a delight, their trademark being an ability to mix with any age group with easy, understated confidence.'

Good Schools Guide

*From the
Head Master*



I am delighted that you are considering Bedford School, and I hope this booklet provides you with some of the answers to the many questions you will certainly have. I do not doubt that it will also provoke a few more, many of which you may find the answers to on our website but, if not, please do get in touch, and we will do our best to answer these for you.

I am always very proud to lift the lid on our school, and so it seems fitting for our boys, our staff and our wider community to share their thoughts of Bedford School with you in the pages that follow. While we are proud of our buildings, facilities and extensive estate, it is people that make a community, and ours is one very much shaped by boarding. To have over 200 boys and 40 or so staff living full-time on site gives a heartbeat to the school in a way that nothing else can. To quote one of our boys featured in this booklet, "You don't learn it. You live it."

I am also pleased to say that our school is full. We have approximately 700 pupils in the Upper School aged 13 to 18, with roughly 280 in the Sixth Form. Around a third of the boys are boarders who live in our six boarding houses, each of which is 'twinned' with a day house. Our Prep School, with 400 boys, caters for the 7 to 13 age group and has its own junior boarding house.

Academic excellence is central to life at Bedford School, and we encourage boys to aspire to the highest possible standards and exceed their expectations. Our success is demonstrated by a long history of impressive exam results at GCSE, A-Level, and in the International Baccalaureate Diploma.

The vast majority of our leavers go on to higher education, and each year an impressive 75% of our Upper Sixth boys accept places at Times Higher Education Top 30 universities, including Oxbridge and clinical courses in medicine and dentistry. In recent years, we have also seen boys diversifying their applications, with more expressing an interest in degree-level apprenticeships and attending universities in the USA and Europe and beyond.

We place great emphasis on the value of sport, music and the arts for the camaraderie, teamwork and self-motivation they instil and encourage boys to explore their individual talents as far as they can take them. Our extensive co-curricular activities programme is wide-ranging and offers boys the opportunity to learn new skills and discover new interests outside the classroom.

I invite you to explore our school through the news stories we regularly publish on our website and on social media; these provide an insight into our boys, their stories and successes and a strong sense of the enviable community that is Bedford School. Above all, I hope that it shows boys and staff are happy and successful and, importantly, in that order.

James Hodgson
Head Master

The Role

We are seeking an enthusiastic and committed teacher of Physics to join the Physics Department for parental leave cover (full-time fixed term contract). The successful candidate will have a genuine passion for the subject and a desire to inspire this in pupils. They should possess strong subject knowledge and be well-equipped to teach International GCSE Physics and A Level Physics effectively.

Applicants should hold a good degree in Physics or related degree and they should be able to create engaging, stimulating lessons that foster curiosity, academic rigour and confidence. A teaching qualification is desirable. The ability to contribute to the strong academic focus of the Department is essential, including supporting pupils who aspire to study Physics, engineering, or related subjects at competitive universities. The successful candidate should bring enthusiasm, creativity and a reflective approach to their teaching, as well as a willingness to share good practice and collaborate closely with colleagues. They should also demonstrate strong communication skills and the ability to build positive relationships with pupils and parents. Where appropriate, they will have the opportunity to contribute to the Department by supporting enrichment opportunities such as Science clubs, competitions and lectures.

The role may also involve tutor duties within a boarding or day house, contributing to the pastoral development and well-being of pupils and opportunity to contribute to the school's extensive co-curricular and games programme.

This is an exciting time to join a forward-thinking, ambitious Department committed to innovation, academic excellence, and inspiring boys to become outstanding Physicists and problem solvers.

Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Offers of appointment are subject to satisfactory references and DBS clearance. Short-listed candidates will be invited to the school for interview on the advertised date.

A commitment to safeguarding and promoting the welfare of children is essential, as is a willingness to engage fully in the school's professional development opportunities.

The selection process will involve a lesson observation, a tour of the school and interviews. The Head of Physics (Liz Palmer) or the Assistant Head – Teaching (Nick Hopton) would be happy to talk to prospective applicants and can be contacted through the main school reception on 01234 362200 or by email gelsby@bedfordschool.org.uk.

Suitable candidates may be interviewed before the closing date and Bedford School reserves the right to withdraw the position if an early appointment is made. Applicants are therefore encouraged to apply early.

Introduction to Physics at Bedford School

The Physics Department is a dynamic team of highly qualified and dedicated professionals who deliver excellent outcomes while inspiring and fostering pupils' appreciation for Physics. A Level Physics is extremely popular in our Sixth Form, with up to half of the year group selecting Physics and a large proportion choose to study a Physics or engineering related degree at a competitive university. We have excellent results with 70% of the 2025 cohort achieving grades A* – A. GCSE outcomes are also very high (in 2025: 83% 9–8) and students are able to select either the International GCSE Physics Triple Award or Double Award course. Class sizes are lower than the maintained sector across all key stages, better enabling our teachers to develop excellent relationships with our pupils.

There is a full co-curricular program that includes an active Physics and Engineering Society, problem solving club, research projects, lectures and a regular trip to CERN. The Physics Department is housed in a refurbished Science building, with six well equipped Physics laboratories, along with dedicated Physics Technician support and a Physics common room. We also are unique in having both a well-equipped observatory and planetarium on site.

Job Description

This Job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment.

The Harpur Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Your Professional Duties

You are expected to act in accordance with the aims, policies and administrative procedures of the school.

1. Teaching

- Uphold high standards of preparation, teaching and discipline.
- Always promote equality, diversity and inclusion.
- Support the work of the department to ensure the highest possible levels of achievement for all pupils.
- Plan lessons in accordance with department's schemes of work.
- Contribute to the development and evaluation of the department's syllabi and schemes of work.
- Liaise with colleagues on the planning of work for collaborative delivery.
- Monitor, track and seek to understand prior attainment, keep records, and be aware of boys' individual circumstances.
- Set and mark homework, examinations and other forms of assessment.
- Use ICT within the curriculum.
- Contribute to departmental activity beyond the curriculum.
- Establish high and appropriate expectations for learning, motivation and presentation of work.

2. Assessment, Recording and Reporting

- Maintain plans of lessons undertaken and records of boys' work.
- Provide constructive oral and written feedback, with clear targets for future learning.
- Report on pupil progress in line with school policy.
- Keep parents informed of boys' progress at parents' evenings, and as appropriate.

3. Pastoral Care

- Be fully conversant with and apply the school's child protection policy and all related issues.
- Promote good attendance and monitor this in accordance with school policy.
- Promote the general progress and well-being of the diverse boys in your care.
- Perform the duties of a Tutor in line with school expectations.
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4. Professional Standards

- Support the aims and ethos of the school.
- Treat all members of the school community with respect and consideration.
- Treat all boys fairly, consistently and without prejudice.
- Set a good example to boys in terms of appropriate dress, punctuality and attendance.
- Participate in the school's cocurricular programme, including at lunchtime and after school.
- Take responsibility for personal professional development.
- Attend all departmental and staff meetings, parents' evenings, new parents' day and ensure that all deadlines are met as published in the online school calendar.
- Take responsibility for matters relating to health and safety.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement but, in any case, will be reviewed through the appraisal process. You may also be required to undertake such other comparable duties as the Trust requires from time to time.

Person Specification

| Essential Criteria | Desirable Criteria | Assessment Method |
|---|---|---|
| <i>Qualifications</i> | | |
| Good honours degree in Physics or an appropriate related subject from a recognised university either in the UK or overseas. | PGCE QTS | Certificates |
| <i>Experience</i> | | |
| Knowledge and understanding of the requirements of teaching Physics at A Level and GCSE | Experience and a proven track record of teaching Physics at GCSE and A Level to classes of 15 or more, in a fast-paced academic environment. Experience of examining GCSE and/or A level Physics Capacity to offer and additional Science | Application form, references, and interview |

Skills and Knowledge

Outstanding teaching practice.

An ability to inspire and motivate students.

Excellent communication skills, orally and in writing, with boys, parents and staff.

Strong time management skills.

Show initiative within the framework of a strong and supportive team.

Willingness to utilise and develop departmental teaching resources.

Excellent interpersonal skills.
Proficiency in ICT and the ability to use technology appropriately to support learning.

To have a well-informed understanding of the requirements of IGCSE and A Level Physics specifications, and their suitability for meeting learners' needs.

To have up-to-date appreciation of the requirements of relevant exam specifications.

Understanding of safeguarding and pastoral issues.

To be able to contribute to developing pupils' engagement with Physics beyond the classroom.

To be able to contribute material to the website and the VLE.

A clean driving licence.

Ability to coach one of the school's major sports (Rowing / Rugby / Cricket / Hockey) and/or contribute to the school's cocurricular activities.

The ability to support applications to advanced higher education courses involving Physics or related specialisms

Application form,
Observed lesson and
interview and references

Personal Attributes

An intellectual interest in Physics and a passion for the subject and all it offers.

An approachable and professional manner.

A pragmatic and 'can do' approach.

A commitment to professional development.

Resilience, commitment and confidence.

An ability to prioritise and remain calm under pressure.

Flexible, well-organised, energetic and self-directed.

An ability to work independently and within a team, using a wide range of resources.

Appreciation of the ethos of our school.

Ability to advise pupils, parents, and staff insightfully.

Interest in continuing professional development of self and colleagues.

A perceptive understanding of teenagers and their 'needs' and 'expectations'.

Staff Benefits

Bedford School has high expectations of its staff and therefore looks to reward them with generous salary scale increments and beneficial conditions of service. All teachers can be enrolled in a very generous pension scheme and have longer holidays than the maintained sector. Class sizes are small (maximum of 14 at Sixth Form and 24 at GCSE).

We believe we have a responsibility to keenly and pro-actively support all of our staff in their development and to make this an outstanding place to work. Each member of staff has a voice on professional matters via the Common Room Chair and a variety of staff run initiatives, and the Head Master has daily open-door sessions for staff (and pupils). A wide range of opportunities for professional development exist and staff are encouraged to further their skills and consider career options at all levels. There is a generous budget to support continued development and learning for our teachers. The Teaching and Learning Group host meetings and dinners throughout the year and staff run training sessions for one another in order to share best practice. The school recently hosted a TeachMeet evening for those who work across the schools of the Harpur Trust. There are also bursaries available for staff who wish to travel in order to develop their subject specific knowledge or understanding of different educational contexts. We fully fund and support teachers in qualifying through PGCEs and the assessment only route to qualified teacher status. In a recent quality assurance visit, we were considered to be a school offering best practice induction to newly qualified teachers (NQTs). There is ample opportunity to take on additional responsibilities here at Bedford School.

The school is set in beautiful grounds within a 50-acre site on the edge of a busy town centre that is well connected to London, Milton Keynes and Cambridge in particular. Staff are welcome to make use of the extensive leisure and sporting facilities on the site (which includes gym, swimming pool, tennis courts, squash courts etc.) for themselves and their immediate family.

The school has an incredibly friendly Common Room that provides support and puts on a variety of social events. Weekly football, yoga and mindfulness sessions are complemented by additions such as staff life drawing, a tennis evening, calligraphy club, and regular staff cricket fixtures with local clubs and schools.

Staff can also join a private healthcare scheme, which includes an annual allowance towards healthcare costs (e.g. dental and optical expenses), funding for other therapies and access to gym and shopping discounts. An employee assistance programme is also available to everyone within the school, which includes access to a free well-being app. Our staff receive free lunches, which are provided by our national award-winning catering team, refreshments during the day and can expect free on-site parking.

Bedford is a dynamic and rewarding place to work with a strong sense of community.



COMPETITIVE SALARIES & PENSION SCHEMES



EMPLOYEE ASSISTANCE PROGRAMME



PRIVATE HEALTHCARE SCHEME



PROFESSIONAL DEVELOPMENT



FREE LUNCHES DURING TERMTIME



FREE ONSITE PARKING



GENEROUS HOLIDAYS



FEE REMISSION FOR TEACHING STAFF

Why Bedford? From our boys.

“We have the new rowing performance centre with all the ergs, the best sculls, a good river, perfect trainers (coaches) who really want you to evolve and get better.”

Julian Lainck

Upper Sixth Form, Boarder, Rower
Brian Cawley Rowing Scholarship recipient



“With wicket keeping, my coach from Northants (CCC) teaches me a lot. We also have players from Northants, who bowl to me really well—that pushes me to the limit. They both play county as well, and because of their age they can bowl faster and they can swing the ball more, which challenges me.”

Aveer Nagpal

Year 6, Day Boy, Middlesex County Cricketer

Useful Links

- [Bedford School Website](#)
- [The Harpur Trust](#)
- [Awards, Inspections and Reviews](#)
- [News Stories](#)
- [Bedford School Film](#)
- [Facebook](#)
- [Instagram](#)

‘... while the trophy cabinets are bursting at the seams for all sports from rugby and cricket to rowing and golf, the overall ethos is far from elitist’

Good Schools Guide



bedfordschool.org.uk