



Teach Physics

Information Pack

for schools



TABLE OF CONTENTS

Background.....	3
How the Teach Physics Internship Programme Works	3
School Administration Checklist	7
Tips for Success!	7
Early Termination of Internship and Support from the Trust during the Programme	8
Outstanding Intern Award	8
Appendix A: Sample Timetable	9
Appendix B: Reflective Report.....	10
Appendix C: Pupil Survey on Physics Careers.....	10
Appendix D: Sample Schedule and Agreement	11

Background

The Ogden Trust Teach Physics programme began in 2010, with 12 interns in five schools, and has since expanded enormously, to 48 interns in over 40 schools in 2019. The interns are physics or engineering undergraduates; occasionally they are recent or mature students, or coming to the end of a PhD. All are funded by the Trust.

The main objective is to increase the number of physics graduates choosing to train as physics teachers. The Trust aims to achieve this by giving interns an intensive experience of day-to-day physics teaching *and* of being a teacher across a range of ages. They are expected to gain a broad understanding of real school life, including learning how to plan, structure, and deliver a lesson successfully.

A review of the programme's first seven years has been [published](#). The success rate of the programme is high; almost one third of interns since the beginning of the programme, who have graduated, have gone into teaching.

How the Teach Physics Internship Programme works

Sequence of events

By 6 March	Schools notified of intern allocation
From 9 March	Schools arrange and conduct interviews and inductions, with identification for DBS clearance (12 to 13 weeks ahead of probable start date of 15 June)
Week of 13 April	Final opportunity for induction with DBS documents (only 9 weeks ahead of probable start date of 15 June)
April/ May/ June	Schools plan timetable for interns and communicate directly with them
Last month of school year	Interns in schools

Recruitment and selection process

The Ogden Trust organises recruitment, assessing applications in accordance with guidelines on safer recruitment in education. Applicants provide two referees whom the Ogden Trust contact directly. If an applicant did not go to university straight after leaving school, they are asked to account for the time in-between. Statutory questions about criminal convictions and child protection are asked; anything out of the ordinary is made visible to the schools.

Applicants need not have considered teaching before applying; this can be an exploratory opportunity for them. Several interns who had not thought about teaching before completing the internship have gone on to become teachers. If a candidate demonstrates they have some experience working with children, or teaching/instructing adults or children, appear to be genuinely interested in finding out about teaching, and display some enthusiasm, initiative, and appropriate skills, they will be selected as potential interns and allocated to schools. This allocation also takes account of their preferred location.

Schools are then informed about their potential intern(s), and asked to conduct an interview. This is vital in checking suitability, and to comply with child protection requirements. Please follow your school's policy on recruitment practice for interviews. **If possible, we recommend that the school conducts a face-to-face interview.** If not, at least a Skype interview. Both the application form and references will be visible to the

school. The Ogden Trust will try to ensure that all schools who have signed up for the programme are allocated at least one suitable intern, but this is sometimes not possible.

Schools should be aware that the Ogden Trust does not know the students beforehand. However, very few candidates have been judged unsuitable by a school once an interview has taken place. As the allocation of all students to all schools takes place as one process, if a school does not accept the intern(s) they are offered, it is unlikely that a replacement candidate will be found. Once a school accepts the candidate(s), it takes over communication with them directly to plan the internship, while the Ogden Trust deals with financial and administrative matters.

Online grant management system

This year, we are moving all our administration onto a self-contained grant management system, Flexi-Grant: <https://ogdentrust.flexigrant.com>

Once you have registered, you will be able to see all the relevant applicant information, in addition to a reporting scheme which highlights the requirements from the scheme. We will also use this to track the process, from a successful application, through acceptance from the host school to successful completion and intern payment.

Please see the supplementary Flexi-Grant document for more information on this, and please contact the [Programme Officer](#) for more information.

Safeguarding and DBS clearance

Safeguarding and obtaining the appropriate DBS clearance is the responsibility of the school.

Some students may already have DBS clearance from previous experience; it is up to the school to decide whether to accept it. Time to obtain clearance varies widely between local authorities, so we aim to allow three months from the recommendation of candidates to the start date of the internship, and suggest that schools start the DBS clearance process immediately after a successful interview. **Please remind the applicants to bring their identification documents when inviting them for interview.**

Although candidates are required to make a Child Protection/Criminal Convictions disclosure as part of the application form, we recommend that, when you meet the intern(s), you ask them to sign a form to confirm this, as well as to confirm that they have received some safeguarding training from you. A template form can be provided, though you may, of course, prefer to use your own.

Reimbursement of costs

The Trust will reimburse the costs of the DBS clearance(s) to the school. It also pays each participating school a small educational grant of £100 (per intern) for the physics department. Schools must invoice the Trust to receive these payments.

The Trust will reimburse the intern(s) directly for travel costs to the induction meeting – please remind the student(s) to complete their expenses form and return it to the Trust.

Induction Meeting

We **strongly recommend** that schools hold an induction meeting to help the interns in anticipation of the internship. Some interns travel a long way for this, so please make it worth their while.

From this year, we are recommending, if possible, for the induction to take place at the same time as the interviews in order to begin the DBS process as soon as possible.

It is expected that a typical induction meeting will include:

- beginning the DBS process,
- checking the intern's identification documents,
- a tour of the school,
- introductions to key people,
- a discussion of both parties' expectations (to help you draft a skeleton timetable for their arrival),
- a chat about how to deal with pupil behaviour and the school policy on this,
- safeguarding training (ask them to sign a form to confirm they have received it), and
- an explanation of the school's policy on taking photographs of children (we like interns to include photographs in the work they submit to the Trust, so please tell them if they are permitted to do this).

The interns' timetable

Following the induction meeting, please prepare a timetable for the interns – it may just be a skeleton version, or only cover the first week to allow the intern(s) to add in interests of their own. However, feedback suggests that interns like to start with something (see Appendix A).

The compulsory elements we look for in an internship (within the science department) are:

- preparing and delivering **at least** one lesson,
- running a 'getting into university' session,
- creating a new one-off curriculum-based enhancement activity,
- running, or assisting with, extra-curricular clubs or societies,
- supporting teachers with teaching and learning in the classroom, and
- working with pupils with SEN (or identified needs) or those on the G&T register.

Leading a solo lesson or activity is a crucial part of the internship, unless there are very serious doubts that the intern(s) can deliver this.

In addition, to give a more holistic picture of school life, we encourage participation in some of the following activities:

- shadowing a pupil for the day,
- giving a presentation about careers for physicists (see Appendix C),
- accompanying pupils, teachers, and support staff on school trips,
- assisting with 'transition' day activities with feeder primary/middle schools,
- observing some lessons in other subjects,
- assisting with end-of-term activities such as drama productions, assemblies, exhibitions, and sports activities,
- doing a break or lunchtime supervisory 'duty',

- attending a departmental, management, or Governors' meeting, and
- attending a parents' evening.

It is also beneficial if the intern(s) can be scheduled some time to visit another school, perhaps in an Ogden partnership, to see how things are done there. This is particularly useful if you know your school cannot provide experience in certain areas because, for example, there is no sixth form, or it is a single-sex school, or there are very few pupils registered with a special educational need.

Internship dates and days off

Internships start on a Monday, their length varying depending on when the school term ends. If, for example, term ends on Friday 17 July, go back one calendar month (to Wednesday 17 June), and start the internship at the beginning of the week in which that date falls (here, Monday 15 June); this internship would last for exactly 5 weeks.

The Trust will fund up to 6 weeks if your school has a special event taking place during this period, which would be useful for the intern(s) and your school. Please request this separately (subject to the availability of the interns, of course; some may still have exams).



Interns may require a day off during their internship (or two, for travel) for graduation. Please allow them this time. Other requests for time off are at your school's discretion. Interns will be required to submit a time sheet, signed by the school, to claim payment – absences will not be remunerated, even in cases of illness. Extended illness/absence should be reported to the Ogden Trust; the internship may have to be terminated depending on the circumstances.

Work required from interns

The intern is required to complete:

- a **reflective report** chronicling how their perceptions of teaching change throughout the course of the internship, by observing a variety of teaching styles and assessing the reasoning behind what they witness. The report should also contain reference to non-standard lessons and activities, such as a themed science day or an end-of-term production, and comments on how those experiences added to the student's learning (see Appendix B).
- **preparation for a 'getting into university' session** with pupils at the school (possibly for year 9s or 12s). We don't require physical evidence for this, but you will be asked to confirm they successfully completed this task.

Please allow the intern(s) some free time during their week to work on their submissions, and support them where necessary.

Written work submitted by the interns may be, with permission, published on the Ogden Trust's website, or in print materials. **Interns will be given guidance on confidentiality, but it is important that your interns understand your school's policies on child protection and taking photographs of children. They should ask you to sign a document to this end.**

School administration checklist

These are the ten tasks for teachers (you can keep track using the Flexi-Grant system); everything else will be done by the Ogden Trust:

1. Approve final selection of allocated interns (via in-person/Skype/telephone interview).
2. Arrange and host induction meeting.
3. Apply for DBS clearance for interns.
4. Sign and return Schedule and Agreement to the Ogden Trust (Appendix D).
5. Claim DBS reimbursement and £100 grant from the Ogden Trust (by invoice).
6. Devise a timetable for the interns.
7. Support intern through internship.
8. Sign-off interns' time-sheets.
9. Complete feedback form for the Ogden Trust to enable payments to be made to the intern(s) – please remember to do this **before the end of term**; you could delay full payment to the intern by up to two months if you do not!
10. Nominate candidates for Outstanding Intern of the Year (optional – see page 8).

Tips for success!

Based on our experience of running this programme, different situations that have arisen, and the feedback we have received from both schools and interns, here is a list of what makes an internship work really well:

1. Follow up administration requests from the Trust, and requests for information from the interns that you have accepted, within 2-3 days of receiving them (please!).
2. Apply for the DBS clearances early; if it is put into the hands of administrative staff, please follow it up.
3. Interns feel more confident if they have had a well-structured induction meeting; if this was not possible for some reason, please be available to spend the first couple of hours with the intern(s) on the first day.
4. Inform school staff about the interns, making sure reception staff know when to expect them.
5. Ask all staff directly involved with the internship to read this document, especially if you are a new school.
6. Interns really want to teach a lesson, so discuss this with them at the start of the internship.
7. Decide on the audience for university applications workshop, and discuss with the intern(s).
8. Take into account the type of school that your interns attended – feedback suggests that interns that attended independent schools may have had little exposure to young people with special educational needs or with serious behaviour issues.
9. Most schools take two interns and most interns like this, but many like to do some tasks on their own once their confidence starts to grow.
10. Schedule regular meetings with your intern(s) during their time at your school, to check their progress.

Early Termination of Internship and Support from the Trust during the Programme

During the internship, both interns and supervisors can contact [Amnah Khan](#), the Ogden Trust Programme Officer, at any time, for advice or clarification about procedures or expectations. In rare cases an internship may not start well, but supervisors who address this early usually manage to turn it around and get the intern back on track. Please let the Ogden Trust know if there are any issues with the intern that you need support with – we can advise supervisors on how to proceed, or intervene if necessary. In extreme circumstances, an intern can be withdrawn.

The Programme Officer makes visits to some schools during the programme, and arranges for other Ogden representatives, such as Regional Representatives, Consultants, or Outreach Officers to do the same, if suitable times can be arranged. Unfortunately, it is not possible to visit every school every year.

Outstanding Intern Award

In 2013, we introduced the Teach Physics Outstanding Intern Award. We are deliberately low-key about this, as we do not want to make the interns feel like they are in competition. We want their internship experience to be entirely natural and spontaneous, and see who emerges as particularly deserving of praise. We ask mentors to informally nominate suitable candidates, and there are usually lots of them! Most mentors have had wide experience of trainee teachers, and are able to judge which interns are particularly outstanding. The nominees are whittled down to a short-list, based on the quality of and insight shown in the reflective diaries and the references from mentors. The short-list is then reviewed further, and a winner selected.

APPENDIX A

Sample Timetable

This is a real timetable, and includes classroom observations across all subjects, preparation time, weekly meetings with mentor, helping out with after school activities and trips, and free periods for the intern to pursue their individual interests (working with the science technician, creating resources etc.).

18.6.12 A	M	Tu	W	Th	F
1 9:10-10:15	Theme week	Theme week	Science	Science and	Big Bang Show
2 10:15-11:15	9(3) SQ C12	Music JH T4	and	Arts	T W 8A2 PK C5
3 11:30-12:30	Theme	Theme	Arts	Morning	Research
4 1:30-2:30	week	week	Collapsed	PK Meeting	Big Bang Show
5 2:30-3:30	7B2 PX C4	7A1 GM C9	Day	Research	T W 9(1) PK C5
Collapsed Timetable Week					

25.6.12 B	M	Tu	W	Th	F
1 9:10-10:15			Science For	PK Meeting	
2 10:15-11:15		10A2 PK B15	Global	Prep	Jon Abs
3 11:30-12:30	7A1 GM C9		Citizenship	7A1 GM C9	All day
4 1:30-2:30	10A2 PK T3	Prep	Og 1	Research	
5 2:30-3:30	Research	7A1 GM C9	School closed	8A1 with ML	

2.7.12 A	M	Tu	W	Th	F
1 9:10-10:15	7A1 GM C9	10A2 PK A5	7A1 GM C9	Prep	Bury Sci & Tech
2 10:15-11:15	Prep		Prep	7A1 GM C9	Day Holy Cross Og 1
3 11:30-12:30			Rocket Launch		Dragonfly Day
4 1:30-2:30	Research	Research	10A2 PK B15	10A2 PK B15	Salford Og 2
5 2:30-3:30			STEM Club prep	PK Meeting	Sports Day
			STEM Club		
Y5 Induction Week (timetabled classes)					

9.7.12 B	M	Tu	W	Th	F
1 9:10-10:15	Research		Liverpool	PK Meeting	Millgate with
2 10:15-11:15	Prep	North West	Science Fest	Prep	Mosi
3 11:30-12:30	7A1 GM C9	Big Bang Fair	Og 1 & 2	7A1 GM C9	7GM PSE
4 1:30-2:30	10A3 PK C5	Liverpool			10A2 P4
5 2:30-3:30		Og 1	School closed	10A3 PK C5	All day

16.7.12 A	M	Tu	W	Th	F
1 9:10-10:15	7A1 GM C9	Jon	7A1 GM C9		
2 10:15-11:15	Prep	Graduation		Whole School	
3 11:30-12:30	Research	All day		Trip	
4 1:30-2:30		Lower School	10A1 PK C5	Day	School closed
5 2:30-3:30		Prize Giving	Up Sch Prize G		School closed
			STEM Club		

Key

Science Enhancement – Activity in school or visit.

Teaching experience – opportunity to support lessons

Earthquakes Case Study – working with the pupils in ICT to produce a case study on increasing chances to survive earthquakes

School event – Whole or part school event

School closed – Early finish (week B) or holiday

Assignment – Research and/or pupil survey/meeting

Meeting – Meeting with PK

Ogden Intern - Absent

APPENDIX B

Reflective Report

To assist interns with writing their reflective report, they will be encouraged to focus on the following when making their observations:

- start of the lesson,
- establishing and maintaining interest,
- establishing and maintaining class discipline,
- keeping the pupils on task,
- transition points, and
- assessment of pupils' learning and progress.

You can read some examples on the Trust's [website](#).

APPENDIX C

Pupil Survey on Physics Careers

The objective of this task is to get the interns talking directly to the pupils, so that their presentation on physics careers (and/or undergraduate physics) can directly address questions or misconceptions that pupils might have. The interns might like to use the following as the basis of a questionnaire to pupils:

- Can you name 5 jobs in science that someone with a physics (or related degree, such as astronomy) degree might do?
- Can you name 3 scientists working in physics who are still living?
- Can you name 3 scientists who worked in physics who are no longer living?
- Can you name 4 people with physics degrees that do NOT work as a scientist?
- What skills do you need to study physics?
- Can you give any examples of careers that are NOT in science where those skills would be useful?
- What do you think a physicist based in a university actually does on a day-to-day basis?
- Is it possible to be a physicist and maintain a family life or should all physicists be concentrating solely on that Nobel prize?!
- Do you think that working in physics is a very male-orientated career?
- Do you understand how scientists are paid?

Interns might like to use the [careers section](#) of the IoP website to help them prepare their presentation. In addition, the [Tomorrow's Engineers](#) website has lots of information on different careers in engineering.



making physics matter

THE OGDEN TRUST TEACH PHYSICS PROGRAMME

Sample Schedule and Agreement

Objective:

To increase the number of physics graduates who go on to pursue a teaching career in the maintained sector, by providing an opportunity to experience how such a school functions over an extended period, including teaching, extra-curricular activities, and other aspects of broader school life.

Name of student: «Name»

Address: «Term_time_address»

Email: «Email_address»

Mobile: «Mobile_telephone_number»

Current institution of study: «Current_university»

Current course: «Degree_course_and_subject_eg_BSc_Phy»

Host school:

Address:

Supervisor:

Email address:

Job title:

Dates:

Amount of Grant:

Payable to: «Name»

Deliverable element: 1. *Teach Physics* Reflective Report (with photographs if permissible)
2. Confirmation of a successful Physics careers' session with pupils

THE OGDEN TRUST TEACH PHYSICS PROGRAMME SAMPLE AGREEMENT

1) The Ogden Trust agrees to fund «Name» on an internship at
for the period and makes a grant for

this purpose to the value of £

2) The student agrees to complete this internship in a responsible and diligent fashion and send the deliverable element of the internship (above) to the Ogden Trust as instructed within two weeks of its completion. The intern agrees that the reflective report may be published by the Trust (in print or online), together with accompanying photos. Interns will also be required to complete a feedback form to assess the value of the experience.

3) The host school agrees to ensure that sufficient resources, access to a computer and office equipment, and other facilities as appropriate (including a free school lunch where offered to other staff), are available to the Ogden intern and that the Ogden intern is covered by the same insurance and safety procedures that apply to its other staff. The exact nature of requirements, duties and responsibilities will be determined by the host school as will the hours/days of work, which are expected to be the equivalent of five full working days per week for the duration of the internship.

4) The Ogden Trust will not make payment for days absent through illness or any other reason (even if pre-arranged) and reserves the right to curtail the internship should the intern be absent, or is expected to be absent, for a prolonged period of time. Where time-off is requested for reasons such as graduation or a pre-arranged event such as a wedding, the host school is expected to allow these absences. Interns are required to complete a time-sheet to submit to the Ogden Trust at the end of their internship. Interns who cannot complete their internship for whatever reason (including unsatisfactory conduct) will only be paid up to the date at which they stopped attending, and only on the basis of satisfactory participation up to that point.

5) All internship grants, unless otherwise agreed, are to enable UK-based students to gain work experience in schools. Unless otherwise agreed, the grant will be payable to the intern after the internship is finished and when all necessary documents have been received by the Trust (reflective report, time sheet, and an Endorsement Form completed by the Supervisor to confirm appropriate conduct and application during the internship). Interns may apply for an advance to cover the cost of travel or accommodation during the internship; the amount granted to be deducted from the final payment.

6) The Ogden Trust treats payments for the Teach Physics programme as educational grants, and makes them without deduction of tax or national insurance. Any taxation deemed to be payable on this grant is the responsibility of the intern. The Ogden Trust is a grant-making charity and is not the employer of the intern. Likewise, the host school, in agreeing that an individual may be attached for the purposes of gaining experience of the teaching environment, is not formally the employer of the intern for the purposes of Employment Legislation.

7) The host school will be paid a one-off administrative grant of £100 (in total, regardless of the number of interns) and be reimbursed the costs of DBS clearance for its interns.

8) The intern must comply with any induction procedures required by the host school, written or otherwise, including Disclosure and Barring Service checks if required.

Signed by The Ogden Trust _____ Date _____
(PRINT BELOW) AMNAH KHAN

Signed by the Student _____ Date _____
(PRINT BELOW) «Name»

Signed by the Host School _____ Date _____
(PRINT BELOW)