



making physics  
matter

# Teach Physics 2024

Internship information for schools





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## Background

The Ogden Trust Teach Physics programme began in 2010, with 12 interns in five schools. It has since expanded enormously, with 66 interns in over 50 schools in 2021. 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 was [published](#) in 2016. In addition, a more recent destination analysis took place in [October 2020](#). The success rate of the programme is high; almost half of the interns we have been able to track since the beginning of the programme have gone into teaching upon graduation.

## How the Teach Physics internship programme works

### Sequence of events

<b>By 4 March</b>	Schools notified of initial intern allocation
<b>From 11 March</b>	Schools arrange and conduct interviews and inductions, with identification for DBS clearance (12 to 13 weeks ahead of probable start date of 12 June)
<b>Week of 22 April</b>	Final opportunity for induction with DBS documents (8 weeks ahead of probable start date of 12 June)
<b>April/May/June</b>	Schools plan timetable for interns and communicate directly with them
<b>Last month of school year</b>	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 as part of their application process. 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.

Both the application form and references will be visible to the school via our online grant management system. Schools are 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 Zoom/Teams interview. 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

We will be using our self-contained grant system for all administration called Flexi-Grant:

<https://ogdentrust.flexigrant.com>

You will be invited to review the application via Flexi-grant. If you are not already registered on the system, you will need to register and notify us at [teachphysics@ogdentrust.com](mailto:teachphysics@ogdentrust.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 Teach Physics programme. 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 further details.

## 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.**

Please note that trans and non-binary people's appearance may not always match their documents. Please check your school's policy around this.

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. Please use your own school procedures for safeguarding.

## 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. It is hoped this science grant will be used for the benefit of the physics department in your school.

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.

We recommend, 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 (point out key areas that the intern may require such as staff toilets facilities, accessible routes, multifaith rooms etc...)
- 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)
- a discussion of what accommodation can be made to make the internship accessible for the intern (discussion around additional/specific needs)
- Dress code - if needed, decision around religious dressing and practices

The Trust may be able to offer some funding for any reasonable adjustments that need to be made.

## A timetable for your intern(s)

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 1](#)).

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

- preparing and delivering **at least** one lesson ([see Appendix 2](#))
- running a 'getting into university' session ([see Appendix 3](#))
- supporting teachers with teaching and learning in the classroom

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. **Please note that this is part of the intern's reflective report.**

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

- running, or assisting with, extra-curricular clubs or societies,
- working with pupils with SEN (or identified needs) or those on the G&T register.
- shadowing a pupil for the day,
- giving a presentation about careers for physicists ([see Appendix 4](#))
- 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.

Please ensure, when putting the timetable together, that you are allowing time for the intern(s) to do session planning for the compulsory elements of the internship.

## **Internship dates and days off**

Internships start on a Monday, their length varying depending on when the school term ends. Interns are to work 20–25 days between when they start and the end of school term. If, for example, term ends on Friday 26 July, go back one calendar month to Monday 26 June and start the internship. This internship would last for exactly five weeks.

Interns may require a day off (or two if travel is required) during their internship for graduation or other commitments or key dates. Please allow them this time. Requests for time off are at your school's discretion. Interns will be required to submit a timesheet, signed by the school, to claim payment.

Absences through illness will not be covered by the bursary with an exception for COVID. However, if the intern(s) are unable to attend the internship due to sickness there is a flexibility for them to make up that day of the internship – this will need to be discussed and agreed with the school and intern. This can be over a weekend day/over several evenings – planning lessons, working on resources – the output will need to be agreed by the teacher.

If the intern(s) need to isolate due to testing positive for COVID, or are vulnerable, compromised or have caring responsibilities there may be some flexibility to work from home. This would need to be discussed and agreed with the school. The teacher would need to again agree to this and the output of what needs to be produced and later confirm that the work has been completed.

If an intern(s) is unable to attend the internship due to sickness there is a flexibility for the intern to make up that day of the internship – this will need to be discussed and agreed with the school and the intern. This can be over a weekend day/over several evenings – planning lessons, working on resources – the output will need to be agreed by the teacher.

## Work required from interns

The intern is required to complete:

- a [reflective report](#) – the objective of the reflective report is for the intern to record their reflections on the compulsory sessions that form part of their internship. In most cases this will be a lesson that they have led and a university life workshop session. **(Host schools who have previously taken part in the internship, please note that the reflective report has changed this year)**
- preparation and delivery for a [‘getting into university’ session](#) with pupils at the school (possibly for Year 9s or 12s).



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.

## School administration checklist

These are the 10 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 intern(s) (via in-person/online/telephone interview)
2. Arrange and host induction meeting
3. Apply for DBS clearance for intern(s)
4. Sign and return Schedule and Agreement to the Ogden Trust ([Appendix 5](#))
5. Claim DBS reimbursement and £100 grant from The Ogden Trust (by invoice).
6. Devise a [timetable](#) for the intern(s).
7. Support intern(s) through internship.
8. Sign-off time-sheet for the intern(s).
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!

## 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 new to the programme.
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 the university applications workshop and discuss with the intern(s).
8. Take into account the type of school that your intern(s) 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 [Jessica Cofie](mailto:Jessica.Cofie@ogdentrust.com) – [teachphysics@ogdentrust.com](mailto:teachphysics@ogdentrust.com) 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.



## Appendix 1: 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 2: Reflective Report

To assist interns with writing their reflective report, we would like the intern to consider:

- Their aims and rationale for the lesson(s) and university session
- Reflections on how they felt the session went, incorporating their own self-evaluation as well as any feedback they received from staff and students
- Suggestions for how these could be developed or improved if they were to run them again
- Noting any preconceptions or assumptions that have changed as a result of their experiences

## Appendix 3: University Life Workshop

The objective of this task is for the intern to share their experience of applying for university and day-to-day life as a student. Feedback has indicated that, whilst hearing about what potential career opportunities there are if you study physics (see further down), schools' students really enjoy hearing about university life from real-life students, and their experience is vital when encouraging them to think about applying to university.

We would like the interns to record some detail about the planning of the session, what they included and why, as well as comment on how it went.

## Appendix 4: Presentation about careers for physicists

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 starting points of discussion:

- Ask the pupils to name five living and five dead scientists
- Ask the pupils to list as many jobs as they can in science
- Scientific research – what does that mean? How do you become a research scientist? What is a PhD? Are you paid to do a PhD? Who pays? What happens after that?
- Day in the life of a scientist
- Earning potential
- Work-life balance of a scientist
- What scientific careers can you have with just an undergraduate degree?
- Diversity in science careers
- Ask the pupils to name five well-known people who are not scientists but who have a science degree
- Discuss skills developed through science and how they can be applied to other careers
- 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?

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.

## Appendix 5: Sample schedule and agreement



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# THE OGDEN TRUST TEACH PHYSICS PROGRAMME 2024

### 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:

Address:

Email:

Mobile:

Current institution of study:

Current course:

Host school:

Address:

Supervisor:

Email address:

Job title:

Dates:

Amount of Grant:

Payable to:

Deliverable element: 1. *Teach Physics* Reflective Report

2. A University Life Workshop

- 1) The Ogden Trust agrees to fund <<Student>> on an internship at <<School>> for the period <<Start Date>> to <<End Date>>, and makes a grant for this purpose to the value of <<Grant>>.
- 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 electronically within two weeks of its completion. The Intern agrees that the report may be published by the Trust (in print or online), together with accompanying photos, where the appropriate permissions have been sought. 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/subsidised 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) During your internship, student will only be given a bursary payment for the days they work. There are no payments for days absent through illness, unless the days have been made up on a different day. If the student needs a day off for some reason, the school will grant that at their discretion, but you will not be paid, unless agreed otherwise with the Trust. Interns are required to complete a timesheet to submit to the Ogden Trust at the end of their internship. The student cannot be paid unless this form is submitted. Students who cannot complete their internship for whatever reason will only be paid up to the date at which they stopped attending, and only on the basis of satisfactory participation and appropriate conduct up to that point.
- 5) All internship grants, unless otherwise agreed, are to enable students who have the right to work in the UK to gain work experience in schools. Unless otherwise agreed the grant will be payable to the intern on receipt of the deliverable element of the internship (point 2 above), their timesheet, and an Endorsement Form completed by the Supervisor to confirm appropriate conduct and application during the internship. Interns may apply for an advance of up to £600 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) for participation in the programme, and be reimbursed the costs of DBS clearance(s) per intern on receipt of an invoice.
- 8) The Intern must comply with any recruitment and induction procedures required by the Trust or the host school, written or otherwise, including DBS checks. Interns cannot start without DBS clearance. The responsibility for safeguarding of children rests with the host school.

Signed by the Ogden Trust \_\_\_\_\_ Date \_\_\_\_\_  
 (PRINT BELOW) \_\_\_\_\_ Jessica Cofie \_\_\_\_\_

Signed by the Student \_\_\_\_\_ Date \_\_\_\_\_  
 (PRINT BELOW) \_\_\_\_\_

Signed by the Host School \_\_\_\_\_ Date \_\_\_\_\_  
 (PRINT BELOW) \_\_\_\_\_