



making physics
matter

Senior Teacher Fellowships Project Information and Eligibility Criteria

Senior Teacher Fellowships recognise commitment shown to physics education and aim to enhance and develop leadership and excellence within the classroom.

Eligibility criteria

- Applicants must currently be teachers of science for students aged 4–18 in a state funded school in England.
- Applicants must have been teaching for a **minimum of 5 years**.
- Applicants who are currently the partnership lead of an Ogden funded school partnership are **not** eligible to apply.
- Primary teachers must be able to evidence strong understanding of primary physics (eg through leading an Ogden school partnership).
- Holders of active senior teacher fellowships are permitted to apply for extension funding and may receive up to three consecutive fellowships. Extension applications will be considered by the Trust on an individual merit basis – funding will be awarded where applicants have clearly demonstrated that extension would meaningfully enhance the impact and value of the activity.
- People who have previously completed three consecutive senior teacher fellowship projects will not be eligible to receive funding under this stream until a minimum of two school years has elapsed since project completion.
- The school must confirm that they will support the time release, if the applicant is successful, at the time of application.

A senior teacher fellowship is usually awarded to the school as a time buy out of a half or full day per week. Funding is offered to the school to support the teacher's salary at 0.1FTE or 0.2FTE with an additional 10 per cent of the awarded amount to cover on-costs. Additional costs of up to £2,000 can be applied for to cover materials, travel and other necessities to deliver the project.

Project information

You will find below a list of available projects devised by The Ogden Trust to address a requirement we have seen within our network of schools.

Alternatively, you can come up with your own project, which should:

- focus on the teaching and learning of physics
- work with students and/or teachers to improve physics education
- impact students and/or teachers beyond your own school
- address the aims and strategy of the Trust
- reach some of the Trust's priority audiences and,
- be sustainable OR create a sustainable change OR be able to be replicated by others through the production of resources for use by the Ogden Trust.

Project A
Secondary or Primary

Project title	Using PhET resources in the classroom
Project description	
Working with the PhET team, develop, trial, implement and share effective teaching methods for using PhET simulations in the classroom. Enhance and develop global relationships sharing the best physics pedagogy around using PhET.	
Project aims	
<ul style="list-style-type: none">- Support teachers of physics to effectively use virtual simulations to enhance and improve their students learning of physics.- Support teachers to understand the physics content, wider context and careers links to specific physics topics.- Develop skills in CPD development and delivery, and communication.- Work closely with PhET on a project of your choosing.	
Project outcomes	
<ul style="list-style-type: none">- Create a series of CPD workshops based on PhET simulations.- Deliver CPD to teachers in local schools.- Evaluate the impact of the sessions.- Create sharable project resources to enable workshops to be delivered by the Ogden Trust beyond the duration of the fellowship.	
Required experience	
<ul style="list-style-type: none">- Experience of supporting teachers or delivering CPD (this could be within your own department).- Currently teaching KS2 science in primary or KS3 and/or KS4 physics in secondary.- Experience of using PhET simulations in the classroom.- Experience creating resources.	



Project B
Secondary

Project title	The New Resourceful Physics Teacher
Project description	
Using activities from The New Resourceful Physics Teacher (Keith Gibbs) book, design, build, trial and refine curriculum aligned CPD workshops, with complementing slides/worksheets/resources, supporting teachers to develop their pedagogical content knowledge and subject knowledge to engage and enrich the teaching and learning experience when using these activities.	
Project aims	
<ul style="list-style-type: none">- Support teachers of physics in your region to deliver engaging and exciting lessons using practical demonstrations to enhance learning (wow, how, now).- Support teachers to understand the physics content, wider context and careers links to specific physics topics.- Develop skills in CPD development and delivery and communication.	
Project outcomes	
<ul style="list-style-type: none">- Create a series of CPD workshops based on activities in the New Resourceful Physics Teacher.- Deliver CPD to teachers in local schools.- Evaluate the impact of the sessions.- Create sharable project resources to enable workshops to be delivered by the Ogden Trust beyond the duration of the fellowship.	
Required experience	
<ul style="list-style-type: none">- Experience of supporting teachers or delivering CPD (this could be within your own department).- Currently teaching KS4 physics.- A passion for practical work and demonstrations.	



Project C
Secondary

Project title	Student progression: KS4–KS5 transition and building skills needed to take physics post-16
Project description	
Working with the Ogden Trust Teaching and Learning Lead, support the development of effective resources and CPD to support KS4–KS5 transition, with a particular focus on supporting underrepresented groups to access physics A-level and further study.	
Project aims	
<ul style="list-style-type: none">- Research existing resources aimed at supporting KS4–KS5 transition.- Develop resources, trial them within your own setting and then evaluate.- Support teachers to use these resources through delivering CPD.- Develop skills in resource development, CPD development and delivery, and communication.	
Project outcomes	
<ul style="list-style-type: none">- Research and collate available resources to support KS4-KS5 transition.- Create a series of resources designed to support underrepresented groups to access physics A-level.- Deliver CPD to teachers in local schools.- Evaluate the impact of the sessions.- Create sharable project resources to enable workshops to be delivered by the Ogden Trust beyond the duration of the fellowship.	
Required experience	
<ul style="list-style-type: none">- Experience of supporting teachers or delivering CPD (this could be within your own department).- Currently teaching KS4 and KS5 physics.	



Project D
Secondary

Project title	Supporting access to higher level physics study
Project description	
Building resources and materials to support state school students to apply to top physics universities. This project could focus on, and should at least cover, preparing state school students for the Oxford PAT exam and similar entry examination-style questions as well as supporting the preparations for interview at Oxbridge colleges and other high performing universities. This could include writing suitable CPD or walkthrough PAT question video materials to share this resource with others. This project should have a particular focus on supporting underrepresented groups, eg first in family to university.	
Project aims	
<ul style="list-style-type: none">- Research currently available resources and consider their accessibility.- Support teachers to improve how they support underrepresented students to apply for physics at university.- Develop resources, trial them within your own setting and then evaluate.- Support teachers to use these resources through delivering CPD.- Develop skills in resource development, CPD development and delivery, and communication.	
Project outcomes	
<ul style="list-style-type: none">- Review and curate available resources into an easily accessible and sharable format.- Fill gaps in repository where needed.- Deliver CPD to teachers in local schools to support them to use these resources.- Evaluate the impact of the sessions.- Create sharable project resources to enable workshops to be delivered by the Ogden Trust beyond the duration of the fellowship	
Required experience	
<ul style="list-style-type: none">- Experience of supporting teachers or delivering CPD (this could be within your own department).- Currently teaching KS4 and KS5 physics.- Experience of supporting students with PAT exam, physics university interviews or similar is desirable.	



Project E
Primary

Project title	Assessment in primary physics (EEF Improving Primary Science recommendation 5)
Project description	
Exploration of how the TAPS approach to primary science assessment can be linked to the Phizzi programme to further enhance learning in the classroom and support teacher development.	
Project aims	
<ul style="list-style-type: none"> - Use the Taps Pyramid tool as a framework to develop how primary science assessment processes are built into all aspects of the Phizzi CPD programme. - Identify practical activities already in the Phizzi CPD programme that can be developed into plans that focus on the assessment of enquiry skills (working scientifically) and focused assessment examples of children’s learning. - Develop primary science assessment expertise and procedures in school. 	
Project outcomes	
<p>Term 1 – Reflecting: How could Phizzi Forces be enhanced with a TAPS focus?</p> <ul style="list-style-type: none"> - Review and model how the Phizzi Forces CPD 2024–25 programme could be adapted to integrate the TAPS approach to primary science assessment throughout the CPD day, Teacher Guide and editable extra resources. - Develop a selection of practical activities from Phizzi Forces into focused assessment plans for working scientifically, in the style of those on TAPS. - Gather a selection of focused assessment examples of children’s learning through these Phizzi Forces practicals. <p>Term 2 – Leading change: Adapt aspects of Phizzi Light and Sound to include TAPS</p> <ul style="list-style-type: none"> - Advise the development of the next Phizzi Light and Sound CPD programme to include these adaptations. - Develop a selection of practical activities from Phizzi Light and Sound into focused assessment plans for working scientifically, in the style of those on TAPS. <p>Term 3 – Evaluating: Trial the new approach in school and evaluate impact</p> <ul style="list-style-type: none"> - Trial and evaluate the TAPs approach to the Phizzi Light and Sound practicals in your own school. 	
Required experience	
<ul style="list-style-type: none"> - Engaged in TAPS CPD and have utilised this approach to primary science assessment in their own school. - Participated in the Phizzi CPD programme and be familiar with the structure and content. - Experience in developing resources for pupils and teachers, either within their own school or more widely. - Experience in drawing upon a range of appropriate monitoring approaches to evaluate the effectiveness of teaching and learning approaches. 	



Project F

Primary

Project title	Developing pupils' scientific vocabulary in primary physics (EEF Improving Primary Science recommendation 1)
Project description	
A project to develop innovative and effective methods to explicitly teach primary physics vocabulary.	
Project aims	
<ul style="list-style-type: none">- Guided by EEF report – section 01 develop pupils' scientific vocabulary – this project aims to identify all key primary physics vocabulary, focusing on polysemous, Tier 2 and Tier 3 vocabulary, and develop effective strategies for explicitly teaching this vocabulary in the classroom.	
Project outcomes	
Term 1 <ul style="list-style-type: none">- Review key guiding literature and the Phizzi CPD programme to develop the primary physics vocabulary catalogue.- Build definitions and modelled examples of each word in the primary physics vocabulary catalogue.- Research pupils' understanding of a selection of these terms at each age group in own school (baseline data).	
Term 2 <ul style="list-style-type: none">- Develop a range of resources for teaching this vocabulary in the classroom.- Train teachers within own school to trial these resources over the summer term.	
Term 3 <ul style="list-style-type: none">- Monitor trial of resources in the classroom, making edits and amendments as required.- Research pupils' understanding of a selection of these terms, as in Term 1, to evaluate impact of the approach over time (evaluate impact).- Create a Research into practice or Focus on pedagogy resource to share outcomes via the Ogden Trust website.	
Required experience	
<ul style="list-style-type: none">- Experienced KS2 teacher of science having taught science in multiple year groups or a science leader with the oversight and responsibility for teaching and learning across the key stage.- Participated in the Phizzi CPD programme and be familiar with the structure and content.- Experience in developing resources for pupils and teachers, either within their own school or more widely.- Experience in drawing upon a range of appropriate monitoring approaches to evaluate the effectiveness of teaching and learning approaches.	

