



**SEAHAM HIGH SCHOOL**

# **2<sup>nd</sup> in Mathematics**



## **Application Information Pack**

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Part of the Eden Learning Trust, Company Number 10980753, registered in England and Wales.  
Registered office: Ferryhill Business & Enterprise College, Merrington Road, Ferryhill, DL17 8RW



## Seaham High School School Information

Seaham High School is a popular and oversubscribed purpose built, fully comprehensive school of over 1149 students. Numbers are increasing rapidly and above expectations due to the growing popularity of the school. Virtually all our students come from the town of Seaham, which is a developing community as a result of local regeneration projects. The town is surrounded by beautiful countryside and is only 14 miles from the city of Durham. You can take a virtual tour of the school on our website.

We converted to become an Academy and joined the Eden Learning Trust on September 1<sup>st</sup> 2020.

This is an improving school, which was recognised when the school was inspected in May 2017. They judged the school to be good. Ofsted made the following comments:

- “A school that continues to improve outcomes for all pupils over time”
- “Published GCSE examination results from last year show that pupils’ progress was strong overall”
- “Parents, staff and pupils are all overwhelmingly positive about the school”
- “Pupils are smart, confident and polite young people who are interested in their school, their progress and their future when they leave school”.
- “Governors know the school and its needs well”

The school achieved pleasing examination results in 2021 with 78% of students obtaining Grades 4+ in English and 74% in Maths. 26% of students achieved the English Baccalaureate qualification. These are encouraging figures being up significantly on last year and in line with National benchmarks. Our main priority is to further develop student progress against their targets.

We have a high quality and bespoke professional development programme. We value our staff and provide training to all at a personal level. Staff turnover is traditionally low.

For our students at Seaham, we aim to promote the highest standards of attainment both inside and outside the curriculum; and from our students we expect equally high standards of behaviour, dress, courtesy, and a firm commitment to their studies and to the wider life of the school. We value all our students and are inclusive in our approach, thus we have a wide range of types of support being given to children throughout their subject lessons as well as through our Personal, Social, Health and Citizenship curriculum.

As a school we place great emphasis on developing the self-confidence, skills and values that will enable our students to make a positive contribution to our constantly changing 21<sup>st</sup> Century world. We are a learning community that aims to equip our students with an approach to learning and knowledge which ensures that they are fully prepared to progress to further or higher education and to an increasingly demanding workplace. Pastoral arrangements see our students in Year Groups led by a Year Leader. Seaham High School moved into its new build in September 2016. It is a state of the art building for delivering education in the 21<sup>st</sup> Century. Students and staff appreciate the first rate facilities which support the high quality education which is accessible to all.



# Seaham High School

## Safer Recruitment

### Seaham High School's commitment to Safer Recruitment

#### Only the best will do for our children

Seaham High School are committed to safeguarding and promoting the welfare of all children and young people, and expect all staff and volunteers to share this commitment.

Applicants are advised that:

- When applying you must provide a full employment Mathematics, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers
- All references will be applied for in writing
- Seaham High School reserves the right to contact your present employer and any previous employer
- Employers will be asked about disciplinary offences, including those, which have expired
- The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice
- If successful in the selection process, you should be aware that you will required to undergo a check carried out by DBS to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter
- An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000)
- Confirmation of your identity will be undertaken through the production of a passport/ driving license/birth, marriage or divorce certificates and educational/professional qualifications will be verified
- Seaham High School will only offer appointments if the above checks are satisfactory and will allow no unsupervised access to children before completion of all checks
- Preliminary interviews will be used to ensure that applicants have a full understanding of the requirements of the job and its difficulties and our young people may be involved in the process
- A probationary period of six months is standard practice for all new appointments to Local Government.



## Seaham High School Job Advert

### **2<sup>nd</sup> in Mathematics**

**Grade MPS – UPS**

**MPS – UPS £25,714 – £41,604 + TLR 2b (£4,784)**

**Required for September 2022**

We are looking for a committed, inspirational and highly motivated 2<sup>nd</sup> in Mathematics to support the Subject Leader of Mathematics. The successful candidate will need to have a proven track record in improving student performance in Mathematics and will be able to build on recent improvements in the subject area.

Seaham High School (part of Eden Learning Trust), is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Seaham High School is an equal opportunity employer and welcomes applications irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

#### **Deadline:**

The closing date for application is **noon on Monday 23<sup>rd</sup> May 2022**

#### **How to apply:**

Please apply via TES, submit a letter of application together with the completed school application form and return via TES. In line with the School's Recruitment and Selection Policy, please note that we are unable to accept CV's. Any information provided on CVs will not be considered for shortlisting purposes.

Due to high volumes of applicants, we regret we will only contact those that have been shortlisted.



## Seaham High School Job Description

**Post Title:** 2<sup>nd</sup> in Mathematics

**Reporting to:** Subject Leader/Headteacher

**Grade:** MPS - UPS

**Salary:** £25,714 – £41,604 + TLR 2b (£4,784)

### **Core purpose:**

To assist and support in the leadership of the development and management in Mathematics. To teach students to ensure the highest quality of education in Mathematics across both key stages and to carry out such other associated duties as are reasonably assigned by the Headteacher.

### **Contract terms and duties:**

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment.

### **Relationships:**

The post holder is responsible to the Headteacher in all matters, to the Subject Leader in respect of curricular matters and the Year Leader in respect of pastoral matters. The post holder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them.

### **Responsibilities for all teaching staff:**

- Promote the values and aims of the School and Multi Academy Trust
- Follow all relevant school policies and expectations as outlined in the school handbook
- To be aware of, and assume the appropriate level of responsibility, for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- Create and maintain effective partnerships with parents and carers.

- Treat students, parents and colleagues fairly, equitably and with dignity and respect.

### **Specific responsibilities of this role:**

- To support parents/carers to help improve their children's numeracy skills at home and in school
- To assist in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment;
- to be accountable to the Headteacher for the progress of students within the Key Stages;
- to contribute to effective Quality Assurance procedures in line with whole school policy including department self-evaluation, the department development plan and monitoring the work of the department;
- to contribute to the selection for appointment and professional development of teachers and non-teaching staff including the induction and assessment of new and newly qualified teachers to work in the department;
- to seek to ensure the effective use of the department's equipment, proper maintenance of the materials and fabric of the department and the observance of relevant health and safety regulations
- to teach students within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher.
- to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the department and integrate this into the work of the school as a whole;
- to draw up and monitor the resource requirements and from time to time, to requisition resources and materials in accordance with arrangements made for the purpose;
- to analyse data on student progress, achievement and attainment in line with school policy and practice;
- to assist the Headteacher in the preparation of reports relating to the work of the department to be made to the LA and to the school's governing body;
- to make contributions relating to the work of the department to materials published about the school;
- to work with SLT line managers and others who have responsibility for aspects of SMSC to promote and implement SMSC within Mathematics.

### **Professional Development:**



- To take responsibility for personal professional development;
- To take part, as appropriate, in the school's professional development programme;
- To engage actively in the Performance Management Review process;
- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others

### **General:**

Given the dynamic nature of the role and structure of the School at the present time, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the Headteacher, which may, if he so wishes, involve a union representative.

|                             | Essential   | Desirable  | Assessed criteria  |
|-----------------------------|---|--|--|
| Application                 | <ul style="list-style-type: none"> <li>Fully completed application form</li> <li>Fully supported in 2 references</li> <li>Well-structured supporting letter indicating previous experience (no more than 500 words)</li> </ul>  |  | <ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> </ul>   |
| Qualifications/ Attainments | <ul style="list-style-type: none"> <li>Qualified to degree standard</li> <li>QTS</li> <li>Quality of teaching to be judged at least good</li> </ul>   | <ul style="list-style-type: none"> <li>Evidence of recent professional development activities and/or training</li> <li>Understanding of Child protection/safeguarding/data protection procedures and policies</li> </ul> | <ul style="list-style-type: none"> <li>Application Form</li> </ul>   |
| Experience                  | <ul style="list-style-type: none"> <li>To be able to teach students of all abilities</li> </ul>   |  | <ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> <li>Interview</li> </ul>                          |
| Skills/Knowledge            | <ul style="list-style-type: none"> <li>Evidence of recent and appropriate professional development including up to date Child Protection training.</li> <li>A knowledge of assessment for learning</li> <li>High levels of interpersonal skills</li> <li>Ability to motivate and inspire our students</li> <li>Good behaviour management skills</li> </ul>                                | <ul style="list-style-type: none"> <li>Commitment to further professional development</li> </ul>   | <ul style="list-style-type: none"> <li>Application Form</li> <li>Training Record</li> <li>References</li> <li>Interview</li> </ul> |
| Personal Qualities          | <ul style="list-style-type: none"> <li>Commitment to raising standards of all students</li> <li>Full embracement of the inclusion philosophy</li> <li>Be a role model to students in speech, dress, behaviour and attitude</li> <li>Enthusiasm for and empathy with students of all ages and abilities</li> <li>Capacity for hard work and resilience</li> <li>Sense of humour</li> </ul> |  | <ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> <li>Interview</li> </ul>                          |