



**Farnham**  
Heath End School



**Weydon**  
MULTI ACADEMY TRUST

# 2<sup>nd</sup> In Maths



#RoadToGreatTogether



## Candidate Letter

Thank you for your interest in this role. This post is an exciting opportunity to join a rapidly improving school towards our journey of #RoadToGreatTogether.

Farnham Heath End School is an 11-16 community school serving the Farnham and Aldershot areas. As we continue to grow, we are looking to expand our Maths department. Farnham Heath End School is also part of the Weydon Multi Academy Trust ([www.veydonmat.co.uk](http://www.veydonmat.co.uk)).

We are fortunate to have a great staff, both teaching and non-teaching. Visitors frequently comment on the warm and welcoming atmosphere in the school. At Farnham Heath End School we believe in working and playing hard. Our students and staff throw themselves into events like Comic and Sport Relief as well as productions like the yearly Staff Pantomime, all with tremendous energy and enthusiasm.

The Senior Leadership Team comprises of Principal, 2 Vice Principals, Assistant Principal and 5 Associate Assistant Principals. We are very fortunate to have a Governing Body which actively supports the school as our 'critical friends'. I firmly believe in the concept of distributive leadership because I am convinced that I do not have all the good ideas and that leadership is a team activity.

If you are interested in applying for this post please do so by letter of application and completing the application form (no CVs or additional information). In your letter of application, which should be no more than two sides of A4, please could you address the following points:

- Why you are particularly attracted to this post at this school
- A summary of your experience to date
- Your educational philosophy
- Anything else you may wish to add

If you decide to apply I look forward to reading your letter which should be returned to school **Friday 07 February 2025** however we reserve the right to interview sooner, when appropriate. Please ensure that you include contact numbers for both daytime and evening and an email address. If you would like to visit the school to see us in action, before submitting your application please contact Julie Jay via [JJay@fhes.org.uk](mailto:JJay@fhes.org.uk)

I know from my own experience how long it takes to draft letters of application and thank you in advance for your time and effort. Thank you for your interest in this post and whatever the outcome, may I wish you the best of fortune in your future career.

Yours sincerely,



**MR STUART MAGINNIS**

**Principal**



# Job Advert

Post:	2 <sup>nd</sup> in Maths
Employer:	Farnham Heath End School
Location:	Farnham, Surrey
Salary:	MPS/UPS + TLR2
Contract type:	Full time (Flexible working would be considered)
Job starts:	Easter 2025
School type:	Secondary 11-16, mixed gender

We are looking for a 2nd in Maths with personality, someone who wants to own their classroom and have vibrant and authentic relationships with their students and colleagues. We want teachers who are conscientious, enjoy working with children and love to see students succeed. Do you want the chance to develop a Maths curriculum that has real intent and changes students' lives and knowledge of the world? Do you want to work in a research-informed school that has the vision to support students through creating conditions in the classroom that make learning more effective? You will get the chance to really think about what makes for great teaching. You will work hard, but you will also become a better teacher and change children's lives. The Maths department is open-minded and driven, and always looking for ways to improve. At Farnham Heath End School, staff work together in departments to create shared resources, through our weekly subject development CPD sessions.

This is an excellent opportunity to join Farnham Heath End School. Our focus has been to engage teachers with their own professional development, through focusing on how research can be applied to in the classroom. There has been a focus on retrieval practice, supporting students' working memory and providing students with clear opportunities for deliberate practice. For learning to be most effective, the strategy has also been on creating high expectations and embedded routines that avoid distraction, so that the subject content is the main attraction. Another example of using research across the school, is that each department has their own feedback and assessment policy, whereby written comments, and a specific frequency of feedback is not mandatory, and a focus on live feedback using a visualiser is a preference.

We will offer a range of CPD opportunities to support the successful applicant and we would welcome applications from ambitious individuals who share our vision and wish to contribute to transforming community education in Farnham. Our staff are committed to sharing good practice and collaborative working, with opportunities for creativity within the curriculum encouraged. Farnham Heath End School has excellent facilities and is rapidly improving so that it becomes an outstanding provider of high-quality local education.

For ECT+1 through to ECT+4 we provide weekly coaching for one to one bespoke teacher development, along with additional training to ensure you make rapid progress to being the most effective practitioner possible.





**Farnham Heath End can offer successful applicants:**

- a range of CPD opportunities to support their professional development inside and outside the classroom.
- a self-driven approach to professional growth.
- a range of evidence-informed strategies to support teaching and learning inside the classroom.
- a consistent approach to behaviour which ensures learning is not disrupted.
- a welcoming staff community.
- opportunities to collaborate across a range of mainstream and specialist provision schools within the Weydon MAT.
- external leadership/NPQ opportunities, including supporting masters' applications and aspiring senior leader's development programme
- access to a fitness suite within the school.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance.

For more information and an application pack, please see our school website [www.fhes.org.uk](http://www.fhes.org.uk) or contact Julie Jay via [JJay@fhes.org.uk](mailto:JJay@fhes.org.uk) If you would like to visit the school before submitting your application please contact us. Completed application forms should be returned to [JJay@fhes.org.uk](mailto:JJay@fhes.org.uk) by **Friday 07 February 2025**.



# Welcome to the Maths Department

The successful applicant will have a real passion for Statistics and will be keen to develop the existing resources to enhance the existing Scheme of Learning. This is an exciting opportunity to make Statistics an even more appealing option for students by including enrichment activities and projects to bring the subject alive.

Statistics is an option offered to students as they enter KS4, particularly focussed on those with a passion for Mathematics and analysing data. Students who study Statistics who take this option have a desire to extend their strong mathematical skills, to carry out investigations, and apply their analytical skills to real world situations.

The Maths department may sound large with 12 members, but we are a very close-knit department who offers support to each member. We are an eclectic team of mathematicians including SEND staff, a PE teacher, Head of Year and SLT members. Each member brings with them a wealth of knowledge and experience, no matter your problem there is always someone who can offer support and/or a suggestion. We encourage the asking of questions, because I can guarantee if you do not ask it a student will in your next lesson.

We are a research-led department and as such we have actively encouraged our team members to attend Research Ed events and MathsConf online, there is nothing like coming out of an inspiring speech and being able to discuss it with members of your team and then implement the changes.

In terms of Maths, at KS3 we have Maths Mastery SOL, whilst at KS4 we have a bespoke SOL which closely follows the Edexcel curriculum. We are currently resourcing the KS4 SOL using resources we are creating as a department, as well as using several online resources including Sparx Maths.

For our TAG students in KS4 we offer The Level 2 certificate in Further Maths and are going to be offering the FSMQ in the very near future.

An open-door policy is encouraged in the department and so I can regularly be seen walking in and out of lessons, I love to see students immersed in their lessons and this is when you can witness some of the greatest teaching. I would also encourage the department to do this to aid in their development as teachers and to develop greater bonds between and further enhance the collaboration.

The relationships between the adults and students at FHES alongside the quality teaching is really what makes the school a special place to work. I would urge anyone considering applying to come and visit to witness this in action.

**Becky Isaacs**

Head of Maths

[risaacs@fhes.org.uk](mailto:risaacs@fhes.org.uk)



## Job Description

### ***Aim and Purpose of the Job:***

- To provide and support the professional leadership and management of the faculty alongside the Head of Maths.
- To support the strategic vision of the department as laid out by the Head of Maths.
- To help secure high-quality teaching and improve standards of learning and achievement for all students.
- To facilitate resourcing of the department.
- To teach, enthuse and inspire students about Maths.

### ***Teaching and Managing Pupil Learning:***

- Be able to teach effectively across the full range of age and abilities.
- Possess high expectations of students in relation to standards of achievement and behaviour.
- Act as a role model in leading subject staff in their own high-quality teaching.
- Support the Head of Department with the quality assurance of teaching and learning of KS4.
- Lead and support curriculum development of the KS4 Scheme of Learning to ensure the delivery of an appropriate, comprehensive, high quality curriculum.
- Lead and support curriculum development of the statistics Scheme of Learning to ensure the delivery of an appropriate, comprehensive, high quality curriculum.
- Monitor the SPARX home learning programme for Year 9 and 10 and support staff to ensure effective implementation.
- Make effective links with KS4 coordinators / 2IC across the MAT to support MAT-wide alignment.

### ***Form Tutor:***

- Support the well-being of all members of the tutor group.
- Attend year group meetings as directed.
- Maintain an accurate register of student attendance, including lateness, in accordance with school guidance.
- Ensure effective communication to parents and students through distribution of written material and collection of acknowledgements where appropriate.
- Participate in 'Everybody Reads' tutor programme.
- Teach PSHE as part of the pastoral programme for form time.

### ***Relationships with Parents:***

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about targets and attainment.
- Communicate effectively, both orally and in writing, with parents.



#### ***Assessment and Self-Evaluation:***

- Design high quality assessments to review student learning in KS4.
- Complete data analysis on Y9 and Y10 classes and key groups to ensure pupils make good progress.
- Help establish and implement policies and practices for assessing, recording and reporting on student achievement and to assist in setting targets for further improvement.
- In conjunction with the Head of Maths, use data effectively to identify students who are underachieving and, where necessary, create and implement an effective intervention plan

#### ***Managing Staff and Own Performance:***

- Prioritise and manage their own time effectively.
- Support the team in prioritising and managing their time through effective, regular communication and calendaring.
- Take responsibility for their own professional development.
- Lead the learning of other staff members through the delivery of SPDS alongside the Head of Maths.
- Share good practice resulting in a tangible impact on student learning.
- Form constructive relationships with staff including team working and mutual support.
- Ensure all subject staff understand and are actively implementing the key aspects of the school's behaviour management policies.
- Contribute to the wider school life including specialist Maths enrichment activities including trips, visits and competitions at KS4.
- Contribute to faculty planning and developments within KS4 Maths and Statistics courses.

#### ***Strategic Leadership:***

- Support the Head of Department with the implementation of the Department's strategic vision.
- Contribute to the Department Development Plan to ensure the department's continual improvement.

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Profile is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the job which are commensurate with the salary and Job Title.



## Person Specification

Qualifications	Essential	Desirable
Has qualified teacher status with a degree qualification	*	
Evidence of Continuing Professional Development.	*	
Evidence of further education (NPQ, Masters etc.)		*
Professional Knowledge, Skills and Understanding	Essential	Desirable
Commitment to safeguarding and promoting the welfare of young people	*	
Teach Key Stage 3 and Key Stage 4	*	
A willingness to engage in evidence-informed Maths pedagogy	*	
Ability to take initiative, lead, motivate, inspire and support students to achieve excellence	*	
Excellent interpersonal and group skills	*	
Able to ensure that technologies are used effectively to improve learning	*	
A range of strategies for creating a positive climate for learning	*	
Excellent organisational and planning skills	*	
Evidence of good/outstanding classroom practice with a proven record or exam success	*	
A sound knowledge and understanding of current curriculum developments	*	
Ability to undertake self-evaluation and plan and execute improvements	*	
The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	*	
Have the capacity to manage own work pressure	*	
Experience:	Essential	Desirable
An understanding of the use of assessment to inform planning	*	
Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance.	*	
Recent experience of teaching the subject to all Key Stages	*	
Promotion of the subject across the curriculum		*





<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
High quality communication skills with the ability to develop positive relationships with all stakeholders	*	
Ability to maintain trust	*	
A sense of humour and a good sense of well-being	*	
High expectations of self	*	
A flexible and adaptable approach	*	
Treats people fairly, equitably and with respect to maintaining positive working relationships	*	
The ability to inspire young people to learn and engage parents in supporting students learning	*	
A willingness to be involved in extended curriculum opportunities in the subject area and across the school.	*	
Knowledge of changes to SEND	*	
The ability to manage time effectively and prioritise work	*	
A commitment to own personal and professional development	*	
Be a successful team player and be able to make sound judgements	*	
A commitment to inclusive education	*	
Ability to work under pressure and meet deadlines	*	
Able to learn and develop pedagogy and practice from others in your team	*	
An ability to understand and appreciate your current strengths and the ways in which these might be further developed	*	
<b>Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>
The ability to form and maintain appropriate relationships and personal boundaries with students	*	
Committed to safeguarding and promoting the welfare of children and young people (References)	*	
<b>Equality of Opportunity</b>	<b>Essential</b>	<b>Desirable</b>
The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	*	



## Reasons to work at FHES

1	Wellbeing Co-ordinator appointed to organise social events, create surveys and be there as a 'go to' for staff.
2	Additional PPA time for management responsibility.
3	A sensible 'feedback policy', bespoke to departments. No more countless hours pointlessly marking hundreds of books 'just because'. No mandatory written comments or specific frequency required.
4	No lunch duties. If staff really want to do one, we pay them.
5	Outstanding nursery on site, discounted by 10% for staff.
6	Flexible working and part-time working supported, especially for staff with young children.
7	Only one break duty per week, usually when the teacher is free the period before or after.
8	All SLT teach to spread the load and stay firmly 'in the game'.
9	Autonomy given and no micro-managing, within our shared values and strategy
10	Sensible performance management done with you not to you with a classroom development focus.
11	Low stakes lesson visits based on professional curiosity and research-informed practice.
12	Lesson visit feedback arranged during school hours.
13	Work scrutinies led by departments and Middle Leaders, based on professional curiosity.
14	Pace: when there is an issue, we tackle it fast and get it sorted. No faffing.
15	Staff discouraged from reading or sending emails on their phones, at least in the evenings and weekends.
16	While we try to recognise and praise discretionary effort, no kudos given for working extra hours just for the sake of it.
17	CPD is bespoke, targeted and evidence-informed.
18	CPD is planned for the term and year in advance, so everyone knows what is happening.
19	SPDS encourages collaborative planning (subjects meet weekly on a shorter school day to allow for collaborative curriculum planning)
20	Staff encouraged to share resources and co-create across the MAT
21	Data capture two times per year (cut down from 6)
22	No written parental reports for subject teachers, only form tutors.
23	No formal lesson plan formats or silly rules about submitting them.
24	Fantastic admin support: all letters checked, addressed, printed and posted or sent electronically for staff centrally.



25	On site ICT technicians offering full time tech support.
26	We want meetings to focus on T&L and strategy, not admin. They should finish on time and are not needless.
27	We are careful of 'mission creep', where extra and often unnecessary details are gradually added to an initiative usually causing workload to spiral out of control.
28	Trust. An absence of fear: no Ofsted fear, no management fear.
29	1265 Directed Time not filled up. We know staff work hard and go the extra mile. We don't need to measure it.
30	Single page SEFS and 100 day Action Plans for departments.
31	Working towards a coaching culture. The T&L team are coaching trained in order to support our staff effectively. This aims to reduce workplace stress and empower staff to take effective control of their work lives.
32	SISRA for staff to access data and complete analysis swiftly.
33	Principal supports family and milestone events if a day off is needed.
34	Range of staff socials/events to encourage getting together and relaxing as a team.
35	Staff have access to a trained counsellor to support with positive mental health.
36	Opportunities for staff career progression within school or across the MAT.
37	Systems in place for supporting staff with health issues.
38	Budget allocated to Wellbeing Co-Ordinator to support events.
39	Leave for unavoidable medical appointments fully paid.
40	No BS and no elephants in the room. Regular opportunities given to staff to give critical feedback to the Principal about what's going well and what is not. We talk about and acknowledge challenges and where we can do better.
41	All staff email kept to a minimum. Only a select few of our staff are able to send all staff emails. We now have a daily and weekly bulletin.
42	Free access to the school Fitness Suite.
43	Early years teachers (ECTs – ECTs+3) receive weekly instructional coaching from trained coaches.
44	All staff have access to the FHES effective teaching habits to ensure classroom consistency.
45	Virtual parents' evenings, which allow staff to work from home.
47	Integrated Google classroom use to support face to face and remote teaching
48	Introduction of knowledge organisers with students who self-assess their own learning increasing student ownership and removing need for staff to mark home learning.
49	All staff have access to a school purchased Chromebook to support them with high quality access to technology
50	All classrooms have visualisers for all staff to live mark and model answers

**“Road To Great Together”**

Find us on Twitter [@TeamFHES](https://twitter.com/TeamFHES)