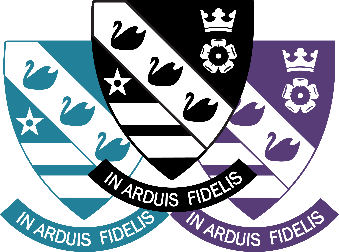
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**SELBY HIGH SCHOOL**

**SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE**



**Recruitment Information Pack**

**Curriculum Director of Mathematics**

**May, 2022**

**Learning today, leading tomorrow**

**A caring school at the heart of the community**

**Aspiration for all**

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# Welcome

Dear Candidate,

Thank you for your interest in the post of Curriculum Director of Maths. This is an exciting opportunity to lead a team that has been going from strength to strength over the last few years, achieving results well above the national average. We’re looking for somebody who has the skills to develop an outstanding curriculum offer across key stage 3 and 4, and who can also demonstrate delivery of excellent results at key stage 4. As Curriculum Director of Maths at Selby High School, you not only have the opportunity to develop your subject area, but you are also a key member of the Extended Leadership Team, contributing to the development of whole school strategies and initiatives.

Selby High School is an ambitious, forward looking, and successful 11-16 secondary school located in North Yorkshire and rated ‘good’ in our last inspection. We are proud of our school and the opportunities it provides for both students and staff. Our ambition is success for everyone through encouragement, teamwork, and mutual respect, combined with an enjoyment of learning. We aim to create an environment where we all understand that by supporting each other and working together, we achieve more.

We strive to live by our vision statement of “embracing diversity, unlocking potential, inspiring learning.” We are a learning community who embrace opportunities for all our learners by securing an outstanding curriculum and high-quality learning and teaching. We aim for all our students to achieve their full potential, both as students at Selby High School, and as considerate global citizens of the future.

We are looking for a determined, enthusiastic professional, who wants to work with our young people, to ensure that, regardless of starting points or barriers to learning, they progress in maths to the best of their ability. In return, we offer a comprehensive induction programme and continual professional development. As a teacher and leader at Selby High School, we will provide you with excellent training opportunities, and encourage you to have high aspirations for your future career. Maths is a thriving faculty at Selby High School, and you will work in partnership with the other Curriculum Directors and the rest of the leadership team to ensure an engaging curriculum and fantastic outcomes for the students.

Selby High School is a great place to work. Please, just take a little time to look at the whole school twitter feed [https://twitter.com/SelbyHigh](https://twitter.com/SelbyHigh%20) to see some of the opportunities of the school. If you have a little longer to spend, our school website at <http://www.selbyhigh.n-yorks.sch.uk/> gives a real insight into the character of our school.

This information pack contains the Job Description and Person Specification, together with some background information about the faculty and the school. We hope this gives you a feel for Selby High School. If you wish to visit prior to putting in your application, then you would be most welcome. I look forward to receiving your application.

With all best wishes.

Yours faithfully



Nick Hinchliffe

Principal

# About the role

We are looking for an outstanding teacher to take on the leadership of maths within Selby High School. You will continue the development of a world-class maths curriculum alongside excellent teaching and learning. As a member of the Extended Leadership Team you will contribute to the development of whole school policies and approaches.

# The Mathematics Faculty

**The Building and resources**

The department has nine classrooms, most of which are located along the central corridor of the school on the ground floor. The department has its own office and workspace. All Maths classrooms are equipped with Promethean interactive whiteboards, as well as visualisers. We also have two Chromebook cabinets located in the department, each containing 30 chromebooks which students can use to aid their learning.

**Staffing Structure**

There are 8 members of the maths team with a variety of roles in the department, faculty and school. We work collaboratively and share good practice regularly to develop teaching and learning strategies in our aim to become an outstanding school. We are a supportive, caring and enthusiastic team with the wellbeing and progress of our young people at the heart of everything we do.

An Assistant Director and Numeracy Coordinator support the Curriculum Director for maths in leading the department.

**Courses Offered**

There are five periods in the school day and each period is one-hour long. Our courses, teacher preparation and planning are supported by the use of shared Google Docs and our staff shared drive. The sharing of best practice is commonplace within the department. All schemes of learning are shared to promote good and outstanding teaching ensuring consistency for all our students. We take pride in creating, delivering and reviewing to ensure that learning and teaching is at the heart of everything we do. In addition to the timetabled lessons outlined below, we offer “session 7” maths to support year 11 students after school, as well as lunch time “Maths Clinic” drop-in sessions to supports students’ learning.

**Key Stage 3**

We currently use the White Rose maths curriculum, designed to consolidate and build on the work the students have done in year 6. We use a variety of teaching styles to enable all student to make progress at their own level. Students are placed in broad sets over different bands. The setting is constantly reviewed and classes adapted to meet the needs of the students.

Pupils at KS3 receive 6 lessons of Maths over a two week timetable.

**Key Stage 4**

In years 10 and 11, pupils receive 7 lessons over a two week timetable.

The department follows the OCR Examination at GCSE. Our schemes of learning have been developed in line with published specifications to ensure students are fully prepared for their assessments. The department has recently invested in new GCSE textbooks to aid with the planning of the specification. We subscribe to Hegarty Maths and mymaths, and the new whole-school GCSEPod resource greatly enhances the options for Maths revision.

We believe that Mathematics at GCSE should bring the subject to life, be engaging and enjoyable for students to prepare them for whatever comes next. We encourage variety in lessons to enable all learners to make progress. We want students to be able to draw on each other’s strengths and give informative peer-feedback.  Regular internal assessments also allow students to track their own progress closely so they are aware of what they may need to do to improve.

**Beyond the classroom**

We aim to enrich students in and out of Maths lessons at Selby High School. Students are entered into various UKMT maths individual and team challenges, visiting other schools to compete. We run a First Lego League club where students build and program robots to perform actions, again to compete in a national competition. Students also take part in Student Investor, a stocks and shares trading activity.

# Selby

Selby is a small market town situated 14 miles (22.5 km) south of the city of York, along the course of the River Ouse. It is dominated by the superb Abbey, founded in AD1069 by Benedict when he saw three swans on a lake in Selby which he interpreted as a sign of the Father, Son and Holy Ghost, resulting in the official crest of Selby Abbey, and subsequently, Selby High School.

Selby has a growing local economy with new housing and shops being built on the town's outskirts. The riverfront area is also being revamped with modern housing and flats. This is anticipated to bring population growth and enhanced demand for high quality educational places into the future. Selby is ideally located to a whole variety of places, facilities and activities for culture, leisure, commerce and learning. There is a wide range and variety of housing and prices are below the national average.

The district of Selby is contained within both the Leeds City Region and the York, North Yorkshire and East Riding Enterprise Partnerships. The Leeds E.P. Strategic Economic Plan (2016-2036) describes Selby as follows:

“The district of Selby sits in on the eastern boundary of Leeds City Region within the county of North Yorkshire. Both the market town of Selby and the wider district are home to many highly skilled and paid employees, many of whom travel each day to Leeds, York and beyond. Its economy is characterised by manufacturing, distribution, construction and energy production; drawing its employees from the district’s market towns and villages, as well as neighbours including the East Riding, Wakefield and Doncaster.”

Looking ahead, the district has a key role to play in providing space for business growth in the Leeds City Region. The unemployment claimant count rate in Selby is around 1.3% (Sept 2016) which is well below the national average.

In terms of further education, Selby College is graded ‘good’ in all areas by Ofsted. It is a tertiary college providing the town`s sixth form as well as a small range of Higher Education courses, apprenticeship programmes and courses for adults. There is easy access to Leeds, Hull and York for Universities and it is to these centres that the majority of local, young HE entrants progress.

In short, Selby is a hidden gem, with both its own delights and very easy access to a diverse range of activities and experiences, for individuals and families of all ages.

# Living in North Yorkshire

North Yorkshire is England's largest county and one of the most rural. The area comprises the Yorkshire Dales and North York Moors, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the phenomenal Tour de France in 2014, and due to its success has created the Tour de Yorkshire with global recognition. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

North Yorkshire has plenty to offer the outdoor enthusiast. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey, climbing venues are in abundance. The Yorkshire Dales is the premier area for caving and for mountain biking; there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. The Sustrans trail centres are all easily accessible for days and weekends away, as is the Lake District and the fells, crags and coast of Northumberland. There are a small number of sailing clubs on reservoirs around the county and fantastic surf sport venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Pickering and Helmsley, traditional seaside towns, the Spa town of Harrogate and the ancient city of York - the most visited city outside of London. There are a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links; there really is everything to offer you and your family as a place to work, live and enjoy!

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle, with little over two hours commute on the main train line to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

# Disclosure

All successful applicants are required to complete an enhanced DBS check and any offer of employment will be subject to satisfactory references and pre-employment vetting checks.

# How to apply

Visits can be organised by contacting the SLT PA, Caroline Airth on 01757 244833 or [admin@selbyhigh.co.uk](mailto:admin@selbyhigh.co.uk). If you decide to apply, and we do hope you will, please complete the application form. This should be returned by e-mail to Caroline Airth.

**Closing date:** Noon on Monday 16th May, 2022



# JOB DESCRIPTION – Curriculum Director of Maths

**GRADE:** **MPS/UPS + TLR 1.3 (£12,429)**

**RESPONSIBLE TO:** Vice Principal

**RESPONSIBLE FOR:** Leadership & management of an assigned faculty

**JOB PURPOSE:** To secure and account for effective learning, a high quality curriculum, and appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the needs of each individual learner.

## Job Purpose

To ensure, by means of effective, enthusiastic and dynamic leadership and management, consistent excellence in the standards, achievement, quality of provision, and personal development of all students within the faculty.

To be accountable for the quality of the curriculum, the teaching and learning and attainment of the curriculum area and hold accountable, develop and lead relevant leaders and their teams.

To be an active member of the Extended Senior Leadership Team, supporting with duties and rotas as required, and contributing to the strategic development of the school.

## Role

In addition to the responsibilities of being a classroom teacher, as set out in the school teachers’ pay and conditions document together with the eight teaching standards, you will also undertake the following duties and responsibilities:

## Strategic

In accordance with the aims of the school and its policies, lead and manage teaching staff within your faculty, in order to:

* Promote and demonstrate consistent implementation of school policies and the Curriculum Development Plan.
* Ensure the consistent provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying within the faculty.
* Support actively the school’s strategic vision and gain a commitment to this ethos amongst all faculty staff.
* Develop the team, understanding areas of strength and areas for development, so that effective and focused teaching and learning can be achieved.
* Play a key role in the quality assurance of practice within the faculty, and to work closely with the SLT when Subject Reviews are carried out.
* Use relevant data to monitor the progress of the designated curriculum areas, supporting the Directors of Student Progress with relevant intervention programmes.
* Provide regular progress updates to their SLT Line Manager to ensure that they are fully aware of all successes, issues and concerns in the designated curriculum areas.
* Ensure that there is a consistent approach across all relevant curriculum areas, resulting in targets and expected progress being achieved.

## Teaching and Learning

* Lead and monitor curriculum planning and delivery, to ensure the implementation of the National Curriculum, the maintenance of high quality teaching for all students and always with due regard for the needs of specific groups, e.g. SEN and disadvantaged.
* Assist the Senior Leadership Team in the selection and appointment of staff, both teaching and support, and ensure their effective deployment.
* Identify and manage any staff underperformance within the classroom through support, CPD and coaching in collaboration with the Teaching and Learning Team.
* Work with the Teaching and Learning Team to embed strategies to improve and develop teaching and learning throughout the faculty.
* Use student data to identify and challenge underachievement.
* Promote and share best practice across the school by making learning a priority.
* To organise faculty meetings so that professional dialogues can be achieved, information disseminated and good practice shared.
* To maintain good order and behaviour according to the school’s policies, in order to facilitate learning and safeguard the health and safety of students.
* To support the professional development of faculty staff, providing feedback for them in a way that supports progress against performance management objectives.
* Ensure staff development needs are identified and that appropriate programmes designed, to meet these needs in conjunction with the Vice Principal.

## Other

* Establish and develop links with primary schools, higher/further education and industry.
* Maintain effective communication links with other Directors and co-ordinate cross-curricular areas of the curriculum.
* Attend ESLT meetings as required, and support with ESLT rotas and duties.
* To undertake any other reasonable duties as directed by the Principal.
* To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
* To achieve any performance criteria or targets related to this leadership post arising from the School’s Performance Management arrangements.

## Safeguarding

* Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
* Have awareness and basic knowledge, where appropriate, of the most recent legislation.
* Be able to recognise when a child or young person is in danger or at risk of harm and take action to protect them.
* Make considered judgements about how to act to safeguard and promote a child or young person’s welfare.

## Data Protection

* Comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

This job description does not form the contract of employment.  It describes the way the post holder is expected and required to perform and complete the duties set out above.

This job description will be reviewed annually.

# Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Criteria** |
| **Teaching Experience** | Experience of KS3 and KS4 teaching  Experience of a significant leadership role within a maths department.  Evidence of achieving excellent results with key stage 4 classes. | Teaching across the ability range, including mixed ability teaching.  Ability to challenge students no matter what their starting points. | http://www.networkingkit.co.uk/images/account-application-icon.pngC:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |
| **Qualifications** | Qualified teacher status and a recognised degree or equivalent appropriate to the subject.  Evidence of CPD | Additional relevant qualifications and/or experience. | http://www.networkingkit.co.uk/images/account-application-icon.pnghttps://lh4.googleusercontent.com/65T9di64PiTi-nE9OAzpgnUNr5gNOmpZXl8ToH_LUu5FgstIrgiPKuFgLBiGBGhn2OfE-OPPrBj_jORsXEsEwsnrQ5SAHRduDmLQMh944qfwo0h8-gSqTyDml4_xrSiRa9Aok_8 |
| **Skills & Knowledge** | Effective and confident classroom teaching.  Excellent understanding of how to structure an effective curriculum.  Knowledge of the major current education initiatives.  Command of formal written English.  Familiarity with, and enthusiasm for the specified subject area.  Awareness of the needs of students with different learning skills and abilities.  Knowledge of relevant exam specifications.  Good ICT skills.  React to data about students and respond through different teaching strategies.  .  Ability to make high quality reasoned decisions based on available information.  Clear expectations of student behaviour and discipline.  Resilience and the ability to deal with, at times, larger volumes of work | Experience of teaching aspects of PSHE (which we cover through our Life Development lessons.)  Evidence of keeping up to date with educational thinking and knowledge.  Willingness to do extra-curricular activities.  Involvement in extra-curricular activities related to this subject area or the wider school community.  A personal interest in and knowledge of some specialist area related to the effective teaching of the specified subject. | https://lh3.googleusercontent.com/6rrHqS2jKmhWvRRcZw5KMYtP6bofSz15vkQgNOp59jA_L7Eyba8i_nnLl6fTm63WXmnPXKLRV_NCIfM2S9_XFxaG_fakf4iEcgDLZpNLXpNdrtm58mKUx4vZNGvVSSmZWKPYZL8https://lh4.googleusercontent.com/65T9di64PiTi-nE9OAzpgnUNr5gNOmpZXl8ToH_LUu5FgstIrgiPKuFgLBiGBGhn2OfE-OPPrBj_jORsXEsEwsnrQ5SAHRduDmLQMh944qfwo0h8-gSqTyDml4_xrSiRa9Aok_8 |
| **Personal Qualities** | Reliability and punctuality.  Initiative.  Ability to work consistently with the policies and procedures of the school.  Commitment to succeed and to see others succeed. Commitment to further development of self and others.  Ability to work well with colleagues.  An enthusiastic, positive, encouraging classroom presence. | Sense of humour, resilience and resourcefulness.  Imagination, innovation and initiative. | https://lh3.googleusercontent.com/6rrHqS2jKmhWvRRcZw5KMYtP6bofSz15vkQgNOp59jA_L7Eyba8i_nnLl6fTm63WXmnPXKLRV_NCIfM2S9_XFxaG_fakf4iEcgDLZpNLXpNdrtm58mKUx4vZNGvVSSmZWKPYZL8https://lh4.googleusercontent.com/65T9di64PiTi-nE9OAzpgnUNr5gNOmpZXl8ToH_LUu5FgstIrgiPKuFgLBiGBGhn2OfE-OPPrBj_jORsXEsEwsnrQ5SAHRduDmLQMh944qfwo0h8-gSqTyDml4_xrSiRa9Aok_8C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |
| **Health** | Good general health.  Good attendance. |  | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.pnghttp://www.networkingkit.co.uk/images/account-application-icon.png |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Application*** | ***Reference*** | ***Lesson*** | ***Interview*** |
| https://lh3.googleusercontent.com/rlZzlhptE3XnQZIoh_VQTa7NrJMUSpGa1U4BaOVp9-cKoqXUxwEOLbjUOU_J2hBZvyO7FFMK9-6C6qfDS3-bzvteL4NPcDuO34L792Nd-71iaISEnr1KIkEtCMkJ6BNOaIlAtmE | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png | https://lh3.googleusercontent.com/6rrHqS2jKmhWvRRcZw5KMYtP6bofSz15vkQgNOp59jA_L7Eyba8i_nnLl6fTm63WXmnPXKLRV_NCIfM2S9_XFxaG_fakf4iEcgDLZpNLXpNdrtm58mKUx4vZNGvVSSmZWKPYZL8 | https://lh5.googleusercontent.com/OSNclDPCyEGkw9EHNXRYPB_XL3dVDvK-W2M6NCejNJZj421MHAuZOhOJ5vfPgEXKWcIKmQ3xIcr9L5G4gXUW51TVm5d1Y_7U0CITub-lKc6VoIhzU07eWOQCuG70ro8zMFLaXbg |