



South Downs Learning Trust



## Curriculum Leader for Maths based at Ratton School

### Candidate Information Pack



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## Welcome from the Executive Headteacher and the Headteacher

Dear Applicant,

We are very pleased that you are considering applying for the post of Curriculum Leader for Maths at Ratton School and hope our application pack is clear and informative.

Ratton School became a converter academy on 1<sup>st</sup> of August 2012 and joined with Ocklynge Junior School on the 1<sup>st</sup> of December 2017 to form the South Downs Learning Trust. The aim of our trust is to provide an outstanding educational experience for all students and children in our schools. We want both schools to retain their own unique identity and work closely together to support the learning of everyone in the Trust community to help develop a sustainable and exciting educational experience that places our students and children at the centre of all that we do.

In July 2017, Ofsted judged Ratton to be a “good” school that provides a high quality and challenging education for every pupil, regardless of their ability or circumstance. We continue to strive to improve our own practice regularly, welcoming both external reviews, and using the expertise of our Trust Executive Headteacher to review and improve our provision. Our mission is to move the school from a good school with some excellent features to a consistently excellent school. This appointment will be a key in helping to make this happen.

In 2019, Ratton achieved a strong set of GCSE results. Both attainment and progress were well above national averages in a wide range of subjects. In 2020 and 2021 Centre and Teacher Assessed grades placed Ratton at FFT20 on our overall school A8 score.

Our current school improvement priorities are:

1. Raising achievement and closing the gap by adapting our curriculum following the Covid lockdown to ensure that those pupils, especially in Key Stage 3, who have missed out on learning, are not left behind but catch up and keep up.
2. Introduce a refreshed whole school literacy strategy which address the gaps accrued during school closures and has an equal focus on oracy across the curriculum. Ensure that Tier 2 and Tier 3 vocabulary are taught in an effective manner and are modelled and revisited frequently.
3. To ensure that the revised whole school curriculum meets the needs of all students, delivers powerful knowledge, develops cultural capital, and ensures that students know and remember more at each stage of their curriculum journey.
4. To re-establish subject specific 6 T&L principles after a period of Covid constraints, to ensure a high quality of education for all groups of pupils including SEND and disadvantaged pupils
5. To ensure that the Ratton School culture continues to promote excellent behaviour, positive ethos, and relationships and reduce FTE, behaviour incidents for all groups of students including SEND and disadvantaged students by 10% each term in comparison with the previous academic year.
6. To develop clear progression pathways for all staff at all levels, linked to a coherent CPD plan so that at least 100% of teaching across the school is judged as Good or better and that all those who are new to teaching make strong progress towards meeting ECF and teacher standards to ensure good provision for our pupils in the classroom.
7. Reduce by 30% the number of PP and SEND pupils who miss out on education due to exclusion or isolation.
8. Raise attendance for all pupils by at least 2%, especially those pupils who are disadvantaged, vulnerable or have attended less well in the past.



9. Ensure that CEIAG promotes appropriate Post 16 pathways and enables students to make informed choices around post 16 outcomes to improve sustained destinations figures.

We are now looking for an imaginative and skilled teacher either with an aspiration to leadership, who is currently a second in Maths or who already has experience of leading a team. We are seeking to appoint someone who is committed to our vision and virtues and driven by the desire to improve the life chances of young people. The job description and person specification in this pack describe what the post entails and the type of person we are looking for.

This is a great opportunity to be involved in a Maths team that has a wide range of different talents and experiences, which has been on a trajectory of improvement over the last five years. Developments in the quality of education have ensured provision and outcomes have improved year on year, but there is still work to do in ensuring that the Maths curriculum ensures consistent excellence for all our students. The team of 11 teachers has been developing our teaching and curriculum approaches in line with evidence-based research. This role will give you the chance to ensure we deliver an innovative curriculum that motivates and stretches students to achieve the best possible outcomes.

You will be joining an ambitious and highly supportive organisation which offers:

- An excellent induction programme for teachers joining the school.
- A strong commitment to professional development and putting staff first, which will improve your leadership skills, develop your understanding of whole school issues, and prepare you for the next stage in your career.
- Motivated, enthusiastic and well-behaved learners who respond very well to active and engaging teaching and work well independently.
- A strong team ethos across the department and whole school.

This is an exciting post with the potential for career development as part of an ambitious and innovative school focused on achieving excellence for our students. You will:

- Be able to demonstrate/incorporate the school virtues in all aspects of your work.
- Be part of the leadership of a significant area of the school and be able to lead and influence whole school developments.
- Be able to lead a team that is delivering improving student outcomes.
- Need to be an innovative teacher and leader who can inspire all students to enjoy and achieve excellence at Maths.

To help you learn more about our school and this role please see the job description and person specification in this job pack. The person specification contains the criteria that the selection panel will use in the selection process, and they will be particularly interested in the unique qualities you possess that will enable you to meet the requirements of the job description and person specification.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to the academy.
- On-going investment into your career development through appropriate CPD.
- Support and mentoring by a strong Senior Leadership Team and other experienced leaders.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- A fabulous staffroom with complimentary tea and coffee.
- Complimentary breakfast of tea and toast.

- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Envious setting and extensive grounds.

We look forward to receiving your application and hearing why you believe you have the passion, commitment and talent to join the South Downs Learning Trust.

Paul Murphy  
Executive Headteacher

Gavin Peevers  
Headteacher

## Our Vision and Ethos

Our Trust aims to providing an outstanding educational experience for all students and children with both schools retaining their own unique identity and working closely together to help develop a sustainable and exciting educational experience that places our students and children at the centre of all that we do.

Weblink for Ratton School:

[www.ratton.co.uk](http://www.ratton.co.uk)

To see the school in action:

[https://youtu.be/U0fkj\\_fMGZc](https://youtu.be/U0fkj_fMGZc)



## Ratton School

The vision of 'achieving excellence' is underpinned by six virtues:

**Compassion** – Showing kindness and caring for other people and the environment.

**Respect** – Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language.

**Creativity** – Being curious about the world, solving problems and asking thoughtful questions.

**Teamwork** - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people.

**Effort** - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge.

**Responsibility** - Taking responsibility by being in the right place, at the right time, doing the right thing.

Based on this vision and these virtues we tirelessly strive to ensure that:

- Students are happy and confident.
- Students develop their potential.
- We provide for students' wellbeing.
- Teaching is outstanding.
- There is a powerful community spirit and bullying is prevented.
- Communication between school and home is excellent.
- Discipline and values are strong.

## Ratton School Cultural Fit Statement

### Compassion

- We believe that you cannot just wish teachers and students to be better you must create the conditions for them to grow.
- We believe that you should show kindness and caring for other people and the environment.

### Respect

- We believe that putting staff first is the best way to serve the needs of students.
- We believe you should act with respect to others both in and out of school.

### Creativity

- We believe an evidence-informed approach to teaching and learning helps us identify what works best in the classroom.
- We welcome diverse ideas to problem solving.

### Teamwork

- We believe in a culture of the possible, where we can all make progress beyond what anyone, including ourselves, could have imagined.
- We believe we can achieve together by working as part of a team.

### Effort

- We believe hard work is the key to success for staff and students.
- We believe you should put effort into all aspects of school life. Demonstrating resilience when faced with a challenge.

### Responsibility

- We believe that we all have a professional obligation to improve as teachers.
- We believe basic literacy and numeracy are essential to students making good progress.

## Curriculum Leader for Maths - Person Specification



Qualities		This could be evidenced by:		
		Application	Interview / Selection	Reference
<b>Appropriate qualifications for teaching in a secondary school</b>				
1	Graduate (or equivalent)	✓		
2	QTS	✓		
<b>Appropriate knowledge and experience</b>				
3	Exemplary subject knowledge	✓	✓	✓
4	An understanding of the national developments in the teaching of your subject	✓	✓	✓
5	Experience of leading a subject area or the capacity to develop into a Curriculum Leader's role	✓	✓	✓
<b>Skills and attributes necessary to be a successful teacher</b>				
6	Evidence of being an outstanding teacher	✓	✓	✓
7	Understanding of how to assess progress in students' work and in their books		✓	✓
8	Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓
9	Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓
10	Understand the importance of safeguarding	✓	✓	✓
11	Highly developed classroom management skills		✓	✓
12	Ability to work closely with colleagues and contribute to the work of the teams in your subject	✓	✓	✓
13	Ability to relate to and communicate with parents		✓	✓
<b>Personal qualities necessary to make a positive difference to the life of young people</b>				
14	Enthusiasm for the subject	✓	✓	✓
15	Ability to be flexible and work under pressure	✓	✓	✓
16	Being well organised	✓	✓	✓
17	Desire and potential for further professional development	✓	✓	✓



## Curriculum Leader for Maths - Job Description

### Job Purpose

To provide professional leadership, management and co-ordination of Maths in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students in the curriculum and beyond.

### Areas of Responsibility and Key Tasks

#### Ensure that students achieve outstanding progress through:

- Leading a team which plans, develops, monitors and evaluates the Maths programmes of study, schemes of work and lesson plans so that all learner needs are met
- Promoting strategies to develop the quality of teaching in Maths to secure high quality learning for all students
- Monitoring and holding teachers to account for the quality of learning and teaching (including planning and assessment) in their Maths lessons to secure consistency and high student achievement
- Developing, monitoring and evaluating assessment policies and procedures in Maths that are consistent with whole school expectations so that all students and their parents know how well they are doing and what they need to do to improve
- Supporting all Maths teachers to effectively implement Behaviour for Learning policies and procedures in order to secure good behaviour and discipline
- Monitoring the progress of all students in Maths lessons in order to identify underachievement and developing strategies to tackle it
- Principal accountabilities of a classroom teacher

### Leadership of the Curriculum Area

- Set expectations and targets for staff and pupils in relation to standards of student achievement and the quality of teaching
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Effective development of pupils' literacy, numeracy and information technology skills through the subject
- Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities, and rights of citizens
- Teachers of the subject know how to recognise and deal with racial stereotyping
- Establish, with the involvement of relevant staff-, short-, medium- and long-term plans for the development and resourcing of the subject which:
  - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment
  - are based on a range of comparative information and evidence, including the attainment of pupils

- identify realistic and challenging targets for improvement
- are understood by all those involved in putting the plans into practice
- are clear about action to be taken, timescales and criteria for success
- ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
- effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school

## **Curriculum Development**

- Have lead responsibility for a department or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.

## **Planning, Teaching and Class Management**

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for all groups of students
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness

## **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents
- Undertake assessment of students and participate in the school's system reporting to parents
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods
- Ensure that information about pupils' achievements in previous lessons and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching

## Pastoral Duties

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Head of Community to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of action plans, progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE and citizenship and careers education according to school policy

## Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-Operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors

*All school-based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.*

*This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.*

*The post-holder is expected to carry out such duties as may reasonably be required by the Executive Business Manager from time to time, which are commensurate with the grade.*

## Job Details and How to Apply

Having looked at this documentation and the websites, we hope you will now apply for the post.

### Job Details:

<b>Full time</b>
<b>Permanent position</b>
<b>TMS/UPS + TLR1 (£9,248) = up to £51,000 + recruitment allowance + benefits</b>

### Application:

Please use the application form available at [www.ratton.co.uk/vacancies](http://www.ratton.co.uk/vacancies) Once completed it should be emailed to Lorraine Barrow, Trust Executive Assistant, at [lbarrow@ratton.co.uk](mailto:lbarrow@ratton.co.uk) by the closing date. Please remember your supporting statement should set out how your experience to date fulfils the criteria set out in the person specification for this post.

### **Closing time at midday on Monday 24<sup>th</sup> January**

*Early application is encouraged as we will review applications throughout the advertising period and reserve the right to close the advert at any time*

### Interviews:

Interviews are scheduled for **Friday 28<sup>th</sup> January**

Further details will be supplied to successfully shortlisted applicants by email as soon as possible after shortlisting.

*The Appointment Panel reserve the right to review this appointment process at any stage and to reduce the field, if appropriate.*

### Further Information:

If you require any further information, please do not hesitate to contact Mr Hatton, Senior Assistant Headteacher, at [mhatton@ratton.co.uk](mailto:mhatton@ratton.co.uk) or 01323 504011 ext 121.

*The Trust is committed to follow its safeguarding responsibilities at all stages of the recruitment process. This post is subject to an Enhanced DBS check with the Disclosure & Barring Services and receipt of satisfactory references. Please note that we require evidence of an overseas police check if you have lived or worked abroad.*

## Living and working in Eastbourne and the South East

With 150 kilometres of coastline and acres of countryside, there are thousands of things to do in East Sussex, whether you're a thrill-seeker, a shopaholic, a nature lover or a foodie - and since you're never far from London, the capital's delights can play a part very easily.

The South East is one of the most desirable places to live in the UK and is home to a number of vast National Parks, including the New Forest, a 500 square kilometre forest where wild ponies roam, the South Downs, the Seven Sisters Country Park and the Ashdown Forest. 300 kilometres of beautiful coastline run from Southampton all the way round to North Kent, varying from buzzing Brighton to sleepy fishing ports, via



the striking snow-white chalky cliffs of the Isle of Wight and Dover with Eastbourne being a very good base to explore the wider region. Find out more about it [here](#).



Eastbourne is steeped in history while recent investments (and more regeneration on the way) gives the place a gleaming modern charm. As such, the ever-popular seaside town is rich in affordable housing options, top local amenities, and reliable transport connections. Bursting with local colour and serene seaside views, it is nestled between the vibrant city of Brighton and the historic town of Hastings and is a great place to live, ranking number 20 on the happiest place to live in the South East in 2019. It is just an hour

and a half to the centre of London by train and is great for those wanting to have the amenities, employment and culture of London on their doorstep, but who equally want to escape the hustle and bustle and enjoy the fresh air and space of the countryside.

From high street stores, markets and independent shops you will be sure to find what you need and then some. At its centre, the town is bursting with high street classics and is jam-packed with independent businesses dotted around the town, offering a wide range of shops and services including various fashion boutiques, delicatessens, florists, butchers, bakers, interiors and kitchen shops, barbers and hairdressers, gyms and even a couple of country and farm markets.



Eastbourne boasts great recreation potential: at the town's borders is plenty of countryside that's ideal for relaxing strolls. If you are an avid hiker, head to the white cliff trail for a very serene and beautiful hike across the South Downs Way with hilltop views of Beachy Head Lighthouse. Take a trip down memory lane by visiting Eastbourne Pier. This seaside pleasure palace was built in the Victorian era and embodies the spirit of that age.



If piers aren't your thing, you can enjoy an impressive show at Eastbourne Bandstand. This landmark has a sea-blue terracotta tiled roof and plays host to some of Europe's best tribute acts. Every year, the Eastbourne calendar tends to get bigger and better and includes such events as the Aegon International women's tennis at Devonshire Park and the Eastbourne Airshow (held on the seafront), which is free to attend and includes a live music stage and fireworks display.

Eastbourne is also a centre for culture, with the town's local theatres playing host to some of the UK's top talent as well as food festivals, music events and seaside people-watching - it makes for a great day out.

### Top 10 things to do in Sussex

- [Drusillas Park Zoo](#), Alfriston
- [Royal Pavilion](#), Brighton
- [British Airways i360](#), Brighton
- [Harbour Park](#), Littlehampton
- [1066 Battle Abbey and Battlefield](#), Battle
- [Rathfinny Wine Estate](#), Polegate
- [Fishers Adventure Farm Park](#), Billingshurst
- [Borde Hill Garden](#), Haywards Heath
- [Herstmonceux Castle & The Observatory Performing Arts \(Dance and Drama\) Centre](#), Hailsham

Sources: Keytek, Great British Life, Zoopla, visitsoutheastengland, Yopa, World Guides 1

