



WOLSINGHAM  
SCHOOL



# Faculty Leader of Maths

Start Date: ASAP

**FULFIL YOUR TRUE POTENTIAL**

# Welcome from the **Headteacher**

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Welcome to Wolsingham School, where we have been teaching children from Western and Central County Durham for more than 400 years.

At Wolsingham School, we aim to help every child to reach their fullest potential, achieve highly and become thoughtful, happy and well-rounded adults. Our school is based on four Core Values: Work Hard, Get Involved, Be Kind and Take Responsibility.

Wolsingham School is extremely proud to be a member of the Advance Learning Partnership Multi-Academy Trust, whose schools work together to provide “Excellent Education through Collaboration”.

## Statutory Information and Contextual Data

- Wolsingham School is a smaller than average size community school and serves a rural area to the west of Durham. From September 2020, there are approximately 774 students on roll.
- A very large proportion of students are of White British heritage (95.8%) and the remainder are from a range of minority ethnic groups. The proportion of students whose first language is not English is very low (0.5%)
- The proportion of students who receive support through pupil premium funding is similar to the national average. (27.0%)
- The proportion of students with special educational needs is slightly above the national average (20.3%)
- The school meets the government’s current floor standards.
- A number of the feeder schools are extremely small rural primaries where the new Year 7 students may have been the only Year 6 in their final year of KS2. Most students travel to school by bus and some travel considerable distances.
- A very small number of students attend alternative off-site provision.
- The school moved into new and remodelled accommodation in April 2016.

**Mr N Mitchinson**  
**Headteacher**

# The Department

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The Faculty of Maths are a team of dedicated educators who are passionate about their subject and are committed to fostering a love of Mathematics with our students. The core intent of the department is to equip students with the knowledge and skills needed to be proficient mathematicians and be able to use these skills in the real world. The curriculum takes a mastery approach developing students' problem solving skills and critical thinking.

The faculty are a close-knit team who all work together using their knowledge and experience to develop resources and lesson plans that maximise student progress. They work closely with the Maths strategic lead and The Maths Hub to continuously develop the curriculum.

The faculty have a robust assessment policy which allows them to continually revise their teaching to ensure gaps in learning are addressed. Students continue their learning outside of the classroom using SPARX Maths.

Beyond the classroom, the faculty offers a range of personal development opportunities to enhance students' mathematic experiences. From Maths club and educational trips to Mathematics competitions, we provide opportunities for students to explore their interests and engage with Maths outside of traditional lesson settings.

Currently, the Faculty has one Assistant Faculty Leader and four experienced teachers who teach across Key Stages 3 and 4.

## The Person

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- Inspirational and well-qualified teacher.
- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

## Job Description

<b>JOB TITLE</b>	Faculty Leader of Maths
<b>CONTRACT TYPE</b>	Permanent
<b>ACCOUNTABLE TO</b>	Headteacher
<b>GRADE</b>	L5-L9 <b>for the right candidate a recruitment and retention payment or exact pay scale point can be discussed</b>
<b>REQUIRED</b>	ASAP

### RESPONSIBILITIES OF ALL POST HOLDERS

#### ETHOS

**Employees are expected to support and contribute to the school ethos.**

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

#### GENERAL EXPECTATIONS

**Employees will:**

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

## RESPONSIBILITIES FOR ALL TEACHING EMPLOYEES

### Teachers will:

- Work within the National Conditions for Employment of School Teachers (STPCD).
- Uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers.
- Promote the school's stated ethos and support the school's policies in pupil leadership and management.
- Support and encourage colleagues at all levels within the school.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Teach as directed throughout the school, subject to appropriate training.
- Expect, monitor and improve progress in pupil learning.
- Contribute to the personal and social development of all pupils.
- Participate in the pastoral management and delivery of the schools Personal Social Health Citizenship and Enterprise Education programme (PSHCEE) as requested.
- Take part in quality assurance and performance management procedures outlined in an agreed school policy.
- Take responsibility for personal development.

## RESPONSIBILITIES FOR ALL SUBJECT TEACHERS

### All subject teachers will:

- Take full responsibility for ensuring a scheme of work is delivered to pupils in their allocated classes.
- Plan lessons using a range of strategies to meet pupil's individual learning needs understood from attainment and supporting data.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Use the models set out in School Policies for delivery of lessons.
- Set homework according to school and department policies.
- Mark, assess, record and report on pupil's achievements, setting appropriate targets. Keep to deadlines for reporting, marking, submission of coursework and assignments.
- Prepare pupils for examinations when required, taking part in standardising and moderating activities required by departments and examination boards.
- Contribute to the development of schemes of work, school and department policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area. Undertake whatever other duties might reasonably be requested by the Headteacher or Subject Leader.

## RESPONSIBILITIES FOR ALL FORM LEADERS

### All form leaders:

- Are responsible for day-to-day administration in the form group.
- Review and discuss pupil's work and welfare, setting targets as necessary.
- Meet with parents including school calendared meetings.
- Promote good behaviour and positive attitudes at all times.
- Support form, year and school activities as appropriate.
- Deliver an appropriate programme of form group activities, including the agreed PSHCE programme.

## CAREER STAGE RESPONSIBILITIES

### RESPONSIBILITIES OF POST THRESHOLD TEACHERS

Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.

#### Specifically:

- They provide a role model for teaching & learning.
- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development, using outcomes effectively to improve pupils' learning.
- There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching employees and will welcome pupil and Early Career Teachers and visitors, by prior arrangement, into their learning environment.

### (TLR) FACULTY POST HOLDERS / HEAD OF DEPARTMENT / TEACHING AND LEARNING RESPONSIBILITIES

- Act as a role model and lead professional for members of the team.
- Manage and conduct appropriate monitoring and evaluation procedures, including lesson observations, to ensure high standards of teaching and learning.
- Maintain a positive climate for learning based on high expectations of pupils and their potential.
- Take appropriate steps to support employees in developing their teaching practice including the organisation and delivery of appropriate training, advice, and coaching activities.
- Use and apply data effectively to ensure pupil progress is monitored against targets and prompt action is taken to address any concerns.
- Ensure that marking and assessment procedures are followed consistently by all members of the team, in line with school and department policy, including the application of assessment for learning processes and techniques.
- Plan and review schemes of work which incorporate all statutory requirements, and which demonstrate the use of appropriate and varied teaching and learning strategies.
- Ensure that the needs of all pupils are known and met effectively, including pupils with learning and behavioural needs.
- Use appropriate strategies and support mechanisms to meet the needs of the pupils.
- Develop opportunities for enhancing the curriculum experience for pupils including the provision of booster classes and other extension activities.
- Monitor and review the range of curriculum options and opportunities offered to pupils and advise on and manage the introduction of new provision where appropriate.

### PUPIL OUTCOMES

- Be accountable for the performance of pupils against targets in the appropriate curriculum area(s).
- Prepare reports as required analysing pupil progress and performance in the designated area
- Establish and maintain a safe, healthy and attractive environment for learning.

## RESOURCES

- Manage budgets within your area of responsibility following all Trust procedures.
- Deploy employees and physical resources effectively to support the delivery of high-quality teaching and learning.
- Ensure all relevant health and safety requirements are complied with, bringing concerns to the attention of the relevant employees promptly.

## LEADERSHIP RESPONSIBILITIES

### PERFORMANCE MANAGEMENT

- Performance management team leader responsibilities.
- Meet regularly with employees to monitor progress towards objectives.
- Carry out lesson observations as required as part of the monitoring arrangements.

### CONTRIBUTION TO SCHOOL DEVELOPMENT

- Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties.
- Liaise as appropriate with external agencies including the LA achievement services.
- Support the school ethos and policies in relation to pupils, parents, the local community and other external groups.
- Provide reports as appropriate for Governors on activities and progress within the area of responsibility.

### PERSONNEL

- Participate in and advise on the appointment and selection of employees.
- Provide support, guidance and leadership to all members of the team.
- Clearly articulate and promote a shared understanding of and commitment to the vision for the school and its development at both team and whole school level.
- Delegate tasks appropriately within the team.
- Chair team meetings.
- Mentor and support new employees.
- Provide advice to the Headteacher as required on matters including threshold and upper pay spine progression for members of the team.
- Prepare confidential references for members of the team as required.

**The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.**

## Person Specification

		Essential	Desirable
APPLICATION	A well-structured letter of application indicating interests and strengths in the subject.	*	
	Fully supported in references.	*	
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Qualified Teacher Status.	*	
	Ability to teach examination classes.	*	
	A degree in a relevant subject.	*	
	Ability to use ICT as a learning tool.	*	
	Evidence of further CPD.	*	
	A clear understanding of keeping pupils safe in schools.	*	
	A post graduate qualification.		*
EXPERIENCE	Recent and relevant Continued Professional Development.		*
	Evidence of involvement in developing Teaching and Learning.		*
	Ability to demonstrate high standards of classroom practice.	*	
	Proven ability to plan and deliver successful and inspiring lessons.	*	
	Use of data to inform planning, teaching and measuring progress.		*
	A commitment to extra-curricular activity.		*
QUALITIES & VALUES	Experience in more than one school.		*
	A drive to make learning fun, engaging and exciting for all pupils.	*	
	A passion for the subject.	*	
	Ability to motivate and inspire teaching.	*	
	The ability to inspire others and share good practice.	*	
	Good communication skills with the ability to relate effectively to all.	*	
	A commitment to promoting inclusion.	*	
	A desire to extend learning outside of the classroom.	*	
PERSONAL ATTRIBUTES	A commitment to Equal Opportunities.	*	
	Ability to adapt teaching to recognise new and emerging technologies.		*
	Ability to work successfully under pressure and retain a sense of perspective.	*	
	A strong moral purpose and drive.	*	
	Ability to work as a team member to achieve common goals.	*	
	Enthusiasm and self-confidence.	*	
	High expectations for all pupils.	*	
	Initiative, energy and perseverance.	*	
Caring and supportive.	*		
Ambition to go on to a higher position of responsibility.		*	

**Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.**



# Application Guidance

**Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.**

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **9am, Thursday 10<sup>th</sup> October 2024 addressed to:**

**Wolsingham School  
The Grammar School Building  
West End, Wolsingham  
Co. Durham  
DL13 3DJ**

or by e-mail to the School Reception, [info@wolsingham.school.net](mailto:info@wolsingham.school.net)

**Interviews will be held week beginning Monday 14<sup>th</sup> October 2024.**

## **AFTER SUBMITTING YOUR APPLICATION**

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

## **REFERENCES**

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

## **DBS**

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

## **PRE-OCCUPATIONAL HEALTH**

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

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.

