**Head of Key Stage 5 Mathematics**

**Recruitment Pack**

**Executive Headteacher Welcome**

Welcome to Codsall Community High School, part of South Staffordshire Learning Partnership.

The partnership currently consists of five local schools; two First Schools (Lane Green and St Chads), two Middle Schools (Perton and Bilbrook) and one High School (Codsall High).

Whilst a relatively new organisation we are built upon the principles established over a number of years by myself and senior staff.

Simply put, our goal is to provide the very best educational journey possible for the children of the community which we serve. We do this through ensuring that our staff feel valued and part of a wider family, through investing in the ongoing professional development of all staff, through simplifying and implementing successful teaching and learning strategies, through understanding that teaching is the most valuable job anyone can have because we change lives.

Please take time to visit our schools and see what we are about. I'm confident that you will like what you see and be keen to be part of our exciting journey.

Regards

Alun Harding

**Executive Headteacher**

**Headteacher Welcome**



Thank you for your interest in this role and working with South Staffordshire Learning Partnership at Codsall Community High School. We hope that this recruitment pack provides you with the information that you need to pursue your application.

The success of any organisation and that of its employees depends very largely on the employees themselves, and I am privileged to work with wonderful colleagues to provide the very best education possible to our students.

As an employer we understand that working in education can be challenging, we aim to support staff through initiatives such as Workload Risk Assessment when introducing a new initiative, Wellbeing Days and ‘Star of the Week’. The role of the leadership team is to create the right climate and empower staff to deliver outstanding learning.

Codsall Community High School has a long tradition of success and we work hard to provide the very best academic and vocational provision, enabling our students to be confident and successful as they transition into adult life. Relationships between staff and students at the school are incredibly strong and you will feel a genuine warmth when joining our team. Our school vison of Ambition, Altruism and Achievement is at the heart of all we do.

I very much look forward to meeting you and having the chance to show you around our school.

Kind regards

Simon Maxfield

**Headteacher**

**Our Beliefs – Culture and Benefits**

* Our goal is to strip away the unnecessary and focus on the important stuff – making our schools the best possible environments for our young people.
* There is no expectation or belief that getting to school early or staying late is the only way of showing you’re working hard. All staff should work in a way that suits them, making sure that they have time for themselves and their loved ones.
* No lesson observation gradings, no showcase lessons, no tick sheet approach – we focus on a culture of typicality and will always work at developing a positive and inclusive culture of support and challenge.
* No expectations to answer emails out of school working hours.
* Open door senior leadership across the organisation – no issue is ever too small to discuss if it’s important to you.
* A strong focus on mental health and wellbeing – staff with responsibility for ensuring that there are resources and signposting for any staff that need support.
* In house leadership development programmes as well as access to various NPQ courses.
* SSLP Star of the Term – each term headteachers and SLT will be asked to nominate staff for this award. The winning member of staff will be presented with a £50 voucher for a local restaurant / pub.
* Every member of staff in each school is entitled to 2 x wellbeing half days. These can be requested in advance and can be for any reason.

**Our Beliefs - Workload**

* No need or expectation to write or rewrite lesson plans in a particular format.
* An assessment and marking policy which significantly reduces workload by moving from “marking” culture to an effective assessment culture.
* A goal of ensuring that there is no more than one cover lesson per half term, less if possible.
* Data will never be asked for twice in different contexts.
* A maximum of 3 data collection points per year group.
* If a new policy or practice is introduced we will strive to take away something old, ensuring that we review everything we do annually.
* Consultation on key policies which include workload assessments.

**Head of Key Stage 5 Mathematics – Full Time Permanent**

**£30,000 - £46,525 Plus TLR2**

**Codsall Community High School**

**Closing Date – 9am, Monday 11th March 2024**

Codsall High is a comprehensive school for Years 9 to 13 situated in a semi-rural area of Staffordshire near Wolverhampton. It has over a thousand students on roll and almost three hundred in its highly successful sixth form.

We are looking for a dynamic and inspirational Head of Key Stage 5 Maths to join our school in September 2024 or sooner to lead the development of A Level Maths and GCSE Maths: Resit in our school.

The ability to teach GCSE and A Level Mathematics is essential. The ability to teach GCSE Statistics, A Level Further Maths or Level 3 Mathematical Studies would be an advantage although not essential.

The post would suit an excellent teacher who is looking to take the next step in their career or an existing middle leader who already has the skills and expertise.

A retention allowance is available for an exceptional candidate.

Application forms and further details are available to download from [www.cc-hs.com/jobs](http://www.cc-hs.com/jobs).

To arrange an informal discussion about the post or visit to the school please contact Miss Williams, the Headteacher’s PA, at dwi@sslp.uk.

Completed application forms with a letter of application should be sent to Mrs Straw at jobs@sslp.uk.

The closing date for receipt of applications is Monday 11th March at 9am.

*"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment". This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from schools or by visiting www.crb.gov.uk”*

**Job Description**

|  |  |
| --- | --- |
| **Post Title** | **Teacher of Mathematics (TLR2 £4000)** |
| **Purpose** | * To lead the development of the curriculum for A Level Maths and GCSE Maths: Resit.
* To enhance the quality of teaching and learning in Key Stage 5 Maths through coaching, sharing good practice and collaborative planning.
* To secure outstanding progress and enjoyment in A Level Maths and GCSE Maths: Resit.
 |
| **Reporting to** | Head of Mathematics  |
| **Liaising with** | Teachers, non-teaching staff and parents. |
| **Curriculum development** | * To lead the development of outstanding teaching plans and resources to support teaching, learning and assessment in A Level Maths.
* To lead the development of outstanding teaching plans and resources to support teaching, learning and assessment in GCSE Maths: Resit.
* To coordinate the development of planning and resources for KS5 Maths by other teachers in the department.
* To organise annual visits to increase interest and uptake in A Level Maths.
 |
| **Teaching, learning and assessment** | * To visit outstanding Maths departments to make links and learn from best practice in Key Stage 5 Maths.
* To consistently demonstrate outstanding practice in Maths teaching, learning and assessment that leads to high levels of progress, interest and enjoyment.
* To support teachers in using formative assessment to inform the next steps in teaching and learning.
* To write accurate milestone assessments that can be used to track learner attainment in A Level and GCSE Maths: Resit.
* To ensure teachers assess students’ work so they know their strengths (WWW), areas for improvement (EBI) and students take action to improve (DIRT).
* To set up and maintain a central database with summative and formative records of learner attainment in KS5 Maths.
* To analyse assessments using question-level analysis to identify specific objectives that students have not mastered and use this to improve the curriculum and organise academic support.
 |
| **Academic support** | * To monitor the attainment and achievement of students studying A Level Maths and GCSE Maths: Resit and ensure teachers are taking appropriate action in lessons to address underperformance.
* To run a weekly A Level Maths catch-up session for any students who are behind.
 |
| **Evaluation** | * To use milestone reflection forms, student survey results and student interviews to evaluate the quality of education in A Level Maths and GCSE Maths: Resit.
* To use evaluation data to refine approaches to ensure they have a significant positive impact on the quality of education.
 |
| **Leadership and management** | * To contribute to the formulation of the aims, objectives and targets for Maths in the school.
* To contribute to the Team Improvement Plan for Maths and lead its implementation for KS5 Maths.
* To promote teamwork and to motivate staff to ensure effective working relations and high morale.
 |
| **Communications** | * To ensure effective communication with parents of students.
* To liaise with partner middle schools, industry and other relevant bodies.
* To contribute to the school liaison and marketing activities, e.g. the contribution of material for press releases, newsletter, etc.
 |
| **Pastoral system** | * To register students in a tutor group, encourage their full attendance and their full participation in all aspects of school life.
* To monitor attendance, achievement and behaviour and support its development for students in a tutor group.
* To deliver PSHEE during tutor time.
* To communicate with parents and people concerned with the welfare of students.
 |
| **Safeguarding**  | * To promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
* To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* To be aware of, support and ensure equal opportunities for all.
* To contribute to the overall ethos, work and aims of the school
 |
| **Additional duties** | * To play a full part in the life of the school community, to support its vision, mission and ethos and to encourage staff and students to follow this example.
* To undertake any other duty as specified in the STRB not mentioned above.
* Every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
 |
| **Other** | * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* Middle leaders will be expected to comply with any reasonable request from their Head of Department or a Senior Leader to undertake work of a similar level that is not specified in this job description.
* This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.
 |
| This job description is current, but in consultation with you, may be changed by the Headteacher to reflect changes to job or school priorities, commensurate with the grade and job title. |

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable, but not essential** |
| **Qualifications** | * Graduate in a relevant subject.
* Qualified teacher status.
* Evidence of substantial professional development
 | * Good honours graduate.
* Further relevant qualification.
 |
| **Experience** | * Successful experience of teaching GCSE Mathematics.
* Experience and knowledge of effective teaching and learning strategies.
* Experience of securing high standards of attainment and learner achievement.
 | * Extensive successful experience of teaching A Level Maths, A Level Further Maths or Level 3 Mathematical Studies would be an advantage.
 |
| **Skills** | * An excellent classroom practitioner.
* Evidence that the vast majority of learners make outstanding progress in classes taught.
* Effective communication skills both written and oral.
* Ability to motivate, lead and inspire teachers and students.
* Ability to use IT as a teaching, learning and management tool.
* Skills in monitoring, evaluation and improvement planning.
 | * Skills in using coaching to develop the Quality of Education.
 |
| **Personal qualities** | * A vision and the ability to innovate.
* Commitment to a fully inclusive school.
* Ability to cope with the duties and responsibilities of the post.
* High levels of personal ambition, motivation and commitment.
* Ability to demonstrate sound and balanced judgement, decisiveness and flexibility.
* Enthusiastic and positive outlook.
* Sense of humour.
 |  |