**Eden Learning Trust**

**Ferryhill Business & Enterprise College**

**Candidate Pack**

**For**

**KS4 Maths Lead with the possibility of other**

**Posts in the Lead Practitioner Pathway for exceptional candidates**

**Contents of Pack**

* Headteacher’s Letter to Candidates
* Advert
* Personal Specification for a post on the Lead Practitioner Pathway for Maths
* Core Responsibilities of a Classroom Teacher
* Safeguarding Statement/Safeguarding Recruitment Statement
* Teaching Post Application Form Guidance Notes
* Teaching Application Form (PDF and Word version) – as a separate file if pack is emailed/downloaded from website.

**Ferryhill Business & Enterprise College**

**Merrington Road, Ferryhill, Co. Durham, DL17 8RW**

**Telephone: (01740) 651554**

**e-mail: general@fbec.uk web: www.fbec.co.uk**

Dear applicant,

Thank you for taking the time to apply for a **post on the Lead Practitioner Framework for Maths**. Eden Learning Trust is a small but developing MAT with welcoming staff and a positive reputation for academic success. The home school for this post is **Ferryhill Business and Enterprise College**.

The deadline for applications is **Tuesday 17th May 2022 @ 16:00**. Successful candidates will be invited for interview on a date **Friday 20th May 2022**.

As part of the process could I ask that the Eden Learning Trust Teaching Post Application Form is completed (these are available from Mrs Forster, MAT Company Secretary on sfo@fbec.uk) but **the supporting letter should be included in the application form**. **There is no need for any additional supporting letters**.

This letter on the application should be no longer than **1 side** of A4 (Arial font 12, single spaced) and should **briefly** identify:

1. How your experience and results make you suitable for the position;
2. Your vision for the role.

For your benefit I have included a person specification for the position and a job description.

As a matter of protocol, we may request references immediately on receipt of your application. We will contact you either by telephone or email if you are invited for interview, if you have not heard anything within 30 days please assume you have been unsuccessful.

Finally, I would like to wish you all the very best with your application and I will look forward to meeting you in the near future. If you have any questions, please do not hesitate to contact the school. **We would like all candidates to visit the school in order for you to see us at our best, when we are working.**

Kind Regards



Kevin Brennan, CEO Eden Learning Trust

**Posts on Lead Practitioner Framework for Maths**

**11-16 Students**

Applications are invited for a **post on the Lead Practitioner Framework for Maths**.

Eden Learning Trust are looking to employ first class teachers to work in an excellent Maths department at Ferryhill Business & Enterprise College. The department is full of hard working and committed staff who provide a first class quality of education for our students. Value Added is strong in the department and results are improving due to strong leadership, a ‘can do’ attitude, lots of intervention and a clear understanding of the GCSE course. The department also benefits from an outstanding member of support staff.

**The Role**

The successful candidate would be expected to establish themselves as a good teacher at FBEC and a supportive member of a strong department. The second phase of the work is to develop packages for pupil support that are commensurate with the post applied for on the Lead Practitioner Pathway. There are 3 **different** post that can be applied for on the lead practitioner pathway:

1. **KS4 Maths Lead** for developing practitioners (Salary Guide: UPS + 2B)
2. **KS4 Senior Maths Lead** for experienced teachers who already have significant experience and management responsibilities. (Salary Guide: UPS + 8K)
3. **MAT Senior Lead for Maths** for those applicants with leadership experience, who are looking for whole MAT responsibility and accountability.

Within FBEC, line management responsibility falls to the Director of Learning for Maths and the schools Deputy Headteacher for Raising Achievement.

For more senior roles that include a proportion of MAT work, line management for the MAT component of the work rests with the CEO of the Trust.

**Candidates should identify and state which post from the grid below best suits current skills and experience.**

**Candidates who don’t quite fit into any of these roles should talk with**

**Mr Brennan before completing the application.**

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| --- | --- | --- | --- |
|  | **Developing** | **Intermediate** | **Full Application** |
| **Post** | **KS4 Maths Lead** | **KS4 Senior Maths Lead** | **Senior MAT Lead Maths** |
| **Salary Guide** | UPS + 2B | UPS + 8K | L11 – 15 |
| **Skills required** | Some of the skills and experience of a Senior Lead | Most of the skills of a Senior Lead | All of the skills of a Senior Lead |
| **Next steps:**  **Career Progression** | The post is a good grounding to apply for Head of Maths in future / T&L Maths Posts (if available) | The post is a good grounding to apply for Senior Lead Roles in the MAT (if available) | The post is a good grounding for more senior roles in the MAT/ DH in a school (if available) |
| **Place of work** | FBEC | FBEC and potential for some MAT work (on request of the candidate) | FBEC and MAT work |
| **No of posts available** | 1 | 1 | 1 |

The successful candidate would need to demonstrate the following:

* **Excellent GCSE outcomes from the past three years**
* Successful teaching of Maths, with lesson observations that are good or outstanding
* A proven track record of raising academic standards in Maths.
* A proven track record of developing an extensive Maths curriculum.
* Excellent classroom practice.
* Excellent interpersonal skills
* Experience of developing innovative support strategies for key students
* Experience as a 2nd in Maths or Head of Maths or equivalent.

If you wish to speak informally about the role and/or your application, please contact Mr K Brennan (CEO)

Any applicants interested in this position are invited to contact Mr Brennan to discuss your application. **We would strongly recommend a visit to the school if you are interested in this position.**

**Closing date: Tuesday 17th May 2022 @ 16:00**

✓ The college is committed to safeguarding children. All candidates will need to demonstrate a commitment to the welfare and safety of children and young people. Any offer of employment will be conditional upon receipt of two supportive references and a successful DBS check.

‘The Eden Learning Trust is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community’

✓✓ Applicants with disabilities will be invited for interview if the essential job criteria are met.

Ferryhill Business & Enterprise College   
  
*‘Outstanding care and support (Ofsted 2014)’*

Set on a ridge on the outskirts of Ferryhill, Ferryhill Business & Enterprise College benefits from magnificent views and spacious grounds. The building dates back to 1964 when it opened as Ferryhill Technical Grammar School. Most of the premises still service its occupants well having been updated, repaired and refurbished.

Ferryhill Business and Enterprise College is an 11-16 mixed school with some 790 students drawn from over 10 feeder primary schools in the local area including Ferryhill, Ferryhill Station and Chilton. Excellent liaison with our partner primary schools allow for curriculum links and effective information transfer, as well as initiatives such as summer schools and More Able provision.

The college’s mission is achievement for all; to provide a caring, orderly environment in which all students learn and develop to their full potential. Our core values of Integrity, Creativity and Excellence underpin our school ethos. We work in partnership with our community to ensure that quality teaching meets everyone’s needs. We set high standards, find ways to continuously improve and recognise our successes.

The School was inspected in 2014 by Ofsted and was judged to be **Good** with **Outstanding Features**. Our Ofsted reports can be viewed on the school website. In the past five years the college has maintained consistently high outcomes in Key Stage 4, for both GCSE and BTEC qualifications. We have also, in the past, been identified by the DFE as one of the top 100 schools in England for overall school improvement.

Ferryhill Business & Enterprise College values its people very highly – students, staff, governors and visitors. Staff members are friendly, supportive, hard-working and determined. We place great emphasis on ‘getting things right’, setting and achieving high standards. Our performance is very good and this is a tribute to teamwork and partnership. Our latest results show VA to be in the top 32%, CVA top 3%. Our school is well regarded by our mums, dads and carers, of which, 96% tell us that teaching at the school is good and that their children are happy. This is important to us, as is the happiness of our highly effective staff.

You may gain a flavour of Ferryhill Business & Enterprise College by visiting our website on [www.fbec.co.uk](http://www.fbec.co.uk). We would be delighted to welcome you to college for a tour, to meet members of our community, and to explain how we are ‘inspiring learners to succeed as enterprising individuals’ however, given the current situation this will need to be virtual.

Kevin Brennan

Executive Headteacher

ERSONAL SPECIFICATION AND CRITERIA FOR SELECTION **FOR SENIOR LEAD**

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| CATEGORY | ESSENTIAL | DESIRABLE |
| APPLICATION | * Supportive reference/s * Well-structured supporting letter as part of the application form(no longer than 1 side of A4 – Ariel font 12 single spaced) |  |
| QUALIFICATIONS | * Qualified Teacher status * Degree | * Further professional Qualifications |
| EXPERIENCE | * Excellent GCSE outcomes over three years * Experience of working successfully and co-operatively and as a member of a team in a school * Successful teaching of Maths, with lesson observations that are good or outstanding * A proven track record of raising academic standards in Maths * A proven track record of developing an appropriate Maths curriculum * A proven track record of increasing numbers participating in all aspects of intervention. (appropriate to career stage of candidate) * A clear understanding of the role of data and Intervention on Raising standards * Value added or residual analysis showing good progress for students in Maths | * Experience of running a department as a second in Maths, or Head of Maths or equivalent. * Teaching experience in more than one establishment * Evidence of responsibilities over and above class teaching * Teaching experience in Key Stages 3 and 4 * Experience of administrative procedures * Evidence of whole school leadership |
| PROFESSIONAL DEVELOPMENT | * Undertaken Personal Professional Development activities covering curriculum and management within the last two years | * Evidence of active interest in staff development |
| SKILLS | * Ability to communicate effectively in a variety of situations * Developing leadership skills * High level of emotional intelligence | * Can offer a range of teaching styles and possibly other subject/s |
| SPECIAL KNOWLEDGE | * A clear vision and understanding of the needs of Secondary students including those with special needs, gifted and talented in and through Maths * Appreciates role of school within its community and vice versa * Supportive of the school’s safeguarding procedures | * Use of ICT in supporting all aspects of school and professional life |
| PERSONAL ATTRIBUTES | * Ability to demonstrate enthusiasm and sensitivity whilst working with others * Ability to initiate and manage change with successful outcomes * Caring attitude towards students and parents * Emotional stability, can cope with pressure and use humour to good effect * Ambition to progress further in due course | * Flexibility and adaptability in order to be able to mix and work with a wide range of people * Interests beyond teaching/school |

**Job Description**

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|  | Core Responsibilities of all Classroom Teachers |
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| **Purpose:** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. * To monitor and support the overall progress and development of students as a teacher/ Form Tutor * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. * To contribute to raising standards of student attainment. * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. |
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| **Reporting to:** | Head of Department and DHT Raising Achievement  For MAT Roles: CEO – (Headteacher) / Trustees |
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| **Responsible for:** | The provision of a full learning experience and support for students. |
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| **Liaising with:** | Head/Deputies, teaching/support staff, LEA representatives, external agencies and parents. |
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| **Working Time:** | 195 days per year. Full-time |
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| **Salary/Grade:** | Dependant on role within the pathway. |
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| **Disclosure level** | Enhanced |
| **MAIN (CORE) DUTIES OF ALL CLASSROOM TEACHERS** | |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. * To contribute to the Curriculum Area and department’s development plan and its implementation. * To plan and prepare courses and lessons. * To contribute to the whole school’s planning activities. |
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| **Curriculum Provision:** | To assist the Director of Learning, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. |
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| **Curriculum Development:** | To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s Mission and Strategic Objectives. |
|  |  |
| **Staffing**  **Staff Development:**  **Recruitment/ Deployment of Staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development. * To continue personal development in the relevant areas including subject knowledge and teaching methods. * To engage actively in the Performance Management Review process. * To ensure the effective/efficient deployment of classroom support * To work as a member of a designated team and to contribute positively to effective working relations within the school. |
|  |  |
| **Quality Assurance:** | * To help to implement school quality procedures and to adhere to those. * To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. * To review from time to time methods of teaching and programmes of work. * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
|  |  |
| **Management Information:** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for the College MIS system, registers, etc. * To complete the relevant documentation to assist in the tracking of students. * To track student progress and use information to inform teaching and learning. |
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| **Communications:** | * To communicate effectively with the parents of students as appropriate. * Where appropriate, to communicate and co-operate with persons or bodies outside the school. * To follow agreed policies for communications in the school. |
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| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. * To contribute to the development of effective subject links with external agencies. |
|  |  |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials. * To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources. * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students. |
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| **Pastoral System:** | * To be a Form Tutor to an assigned group of students. * To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. * To carry out a range of appropriate activities during tutor group sessions. * To liaise with the relevant Learning Coordinator to ensure the implementation of the school’s Pastoral System. * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. |
|  | * To evaluate and monitor the progress of students and keep up-to-date student records as may be required. * To contribute to the preparation of Action Plans and progress files and other reports. * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To contribute to citizenship and enterprise according to school policy * To apply the Behaviour management systems so that effective learning can take place. |
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| **Teaching:** | * To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. * To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. * To ensure that ICT, Literacy, Numeracy and Business and Enterprise are reflected in the teaching/learning experience of students * To undertake a designated programme of teaching. * To ensure a high quality learning experience for students which meets internal and external quality standards. * To prepare and update subject materials. * To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. * To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * To undertake assessment of students as requested by external examination bodies, departmental and school procedures. * To mark, grade and give written/verbal and diagnostic feedback as required. |
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| **Other Specific Duties**: | |
| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. * To support the school in meeting its legal requirements for worship. * To promote actively the school’s corporate policies. * To continue personal development as agreed. * To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate. * To undertake any other duty as specified by STPCB not mentioned in the above.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.  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 for any employee who develops a disabling condition. | |

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| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

**Safeguarding Statement**

The following statement is attached to job adverts and application forms:

*“To protect the public, the post for which application is being made is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. It is not, therefore, in any way contrary to the Act to reveal any information you may have concerning convictions which would otherwise be considered as “spent” in relation to this application and which you consider relevant to the applicant’s suitability for employment. Any such information will be kept in strictest confidence, and used only in consideration of the suitability of this applicant for a position where such an exemption is appropriate.*

*This reference should be treated in confidence within DCC, however please be aware that if the applicant makes a subject Access request under section 7(3) of the DPA 1998 we may have to disclose the contents of the reference.”*

**Safeguarding Recruitment Statement**

***Applicants are advised that:***

* When applying, you must provide a full employment history, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers.
* The Trust reserves the right to contact your present employer and any previous employer.
* Employers will be asked about disciplinary offences, including those which have expired.
* The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice.
* If successful in the selection process, you should be aware that you will be required to undergo a check carried out by the Criminal Records Bureau to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter.
* An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position, i.e. classified as working with children. (Criminal Justice and Court Services Act 2000).
* Confirmation of your identity will be undertaken through the production of birth certificate / marriage or divorce certificate / passport, and educational / professional qualifications will be verified.
* The Trust will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.
* Preliminary interviews will be used to ensure applicants have a full understanding of the requirements of the job and its difficulties; young people may be involved in the selection process.

A probationary period of six months is standard practice for all new appointments to local Government.

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**Please read this information before completing the enclosed Application Form**

These notes are intended to help you complete the enclosed application form section by section. The person specification provided with the details of the post, lists the criteria against which each candidate will be assessed. Invitation for interview is based on the information contained in the Application Form – complete it in a well-planned and positive way, use words such as ‘I plan’, ‘I am responsible for’. The candidates shortlisted will be the ones who most closely meet the criteria on the person specification.

**General Points**

* Please complete the form using type or black ink so that it can be photocopied.
* Please check that the form is for the correct post and take note of the closing date. If you are unable to complete the application form before the closing date, for example, due to requiring the form in a large print, then at the Lead Officer’s discretion, written information detailing how you meet the essential criteria may be accepted until the standard application form can be completed.
* Please ensure that you include as much relevant information as possible on the application form. Any information provided on CV’s will not be considered for shortlisting purposes. If little or no information is provided on the application form it will be impossible to assess your suitability and therefore progression to the shortlist for interview will be unlikely.
* If you do not have enough space on the form at any point you may continue on a separate sheet of paper, however, personal details, e.g. name, should not be included on any supplementary sheets.

**When completing the Important Information Box** about Criminal Convictions. The Rehabilitation of Offenders Act 1974 enables criminal convictions to become spent’ or ignored after a ‘rehabilitation period’. A rehabilitation period is a set length of time from the date of conviction. After this period, with certain exceptions, an ex-offender is not normally obliged to mention the conviction when applying for a job or obtaining insurance, or when involved in criminal or civil proceedings. Cautions, reprimands and final warnings are considered ‘spent’ immediately they are given. Some jobs are exempted from this Act.

If this post requires an Enhanced or Standard Disclosure (refer to advert and job description) then you should provide details of ALL convictions, cautions, reprimands and final warnings. Where the post is subject to an Enhanced Disclosure, other relevant non-conviction information, such as police enquiries and pending prosecutions should also be declared. If this post does not require an Enhanced or Standard Disclosure then details of ‘unspent’ convictions only are required. Relevant criminal convictions and other associated information will be discussed at the interview to assess job related risk.

The length of the rehabilitation period depends on the sentence given – not the offence committed. For a custodial sentence, the length of time actually served is irrelevant: the rehabilitation period is decided by the original sentence.

Custodial sentences of more than 2½ years can never become spent. The following sentences become spent after fixed periods from the date of conviction:

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| --- | --- | --- |
| **Sentence** | **Rehabilitation Period** | |
|  | People aged 18 or over when convicted | People aged under 18 when convicted |
| Prison sentences <1> of 6 months or less | 7 years | 3 ½ years |
| Prison sentences <1> of more than 6 months to 2 ½ years | 10 years | 5 years |
| Borstal (abolished in 1983 ) | 7 years | 7 years |
| Detention centres (abolished in 1988 ) | 3 years | 3 years |
| Fines<2>  Community rehabilitation order Compensation  Community punishment order  Community punishment & rehabilitation order  Curfew orders  Drug treatment and testing | 5 years | 2 ½ years |
| Absolute discharge | 6 months | 6 months |

<1> Including suspended sentences, youth custody (abolished in 1988) and detention in a young offender institute.

<2> Even if subsequently imprisoned for fine default. With some sentences the period varies:

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| --- | --- |
| **Sentence** | *Rehabilitation Period* |
| Probation <3>, supervision, care order, conditional discharge or bind over | 1 year or until the order expires (whichever is longer) |
| Attendance centre orders | 1 year after the order expires |
| Hospital orders  (with or without a restriction order) | 5 years or 2 years after the order expires (whichever is longer) |

<3> For people convicted on or after 3 February 1995 (from which date the rehabilitation period for a probation order was changed under the terms of the Criminal Justice and Public Order Act 1994).

* **When completing the Declaration box**: under the Trusts new Constitution you are required to state in writing whether to the best of your belief you are the parent, grandparent, partner, child, step child, adopted child, grandchild, brother, sister, uncle, aunt, nephew or niece of an existing Councillor or Officer (any employee) of the Council or a partner of such persons. Canvassing of Members of the Council or any Committee of the Council or any appointing officer directly or indirectly for any appointment with the Council is prohibited and shall, if deemed appropriate, disqualify you for that appointment.
* After reading the guidance notes including the information regarding Criminal Convictions you need to sign and date the Declaration to declare that the information you have given on the Application Form is true in all respects. If you choose to send the application form electronically you will be asked by the Lead Officer (or the relevant Recruitment Officer) to sign and date the Declaration when you attend for interview.

**Right to Work in the UK.** The Asylum and Immigration Act of 1996 requires employers to ensure that anyone who is taken on as an employee has the right to work in the UK. The successful candidate will be asked to provide documentary proof of their right to work in the UK***.***

**Referees**

For all positions in contact with children and vulnerable adults the Trust has the right to seek references from any or all previous employers and line managers prior to interview. All references will be verified by the Council with the referee to ensure authenticity.

Give name, job title, and relationship to referee and address of two people, who must know you well to whom a reference may be made. Referee 1 should be your present (or most recent) employer, or if you are a recent school leaver, should be the Head Teacher of your last school. Next of kin or immediate relatives should not be named as referees.

Please note appointment will only be confirmed subject to satisfactory references.

Finally, please check that you have completed your post reference number, post title, school/location and closing date and all personal details on the first section of the application form and that you have signed and dated the declaration. When submitting an electronic application form you will be asked to sign and date the declaration if invited to the interview stage.

**Complaints**

The aim of the recruitment and selection procedure is to afford every candidate a fair and appropriate process which accommodates individual needs and ensures that every appointment is made on merit in an effective and consistent way. We welcome any feedback on the procedure*.*If you feel you were not afforded this provision, then you should contact the Head Teacher or alternatively, if the post is for Head Teacher contact the Chair of Governors. This must be done within 5 working daysof the end of the time that you were told. Should you require advice with regard to making a complaint, please contact the Human Resources and Organisational Development.

**Thank you for your interest shown in Eden Learning Trust**