November 2023

Dear Candidate

Thank you for your interest in our Mathematics Teacher with TLR 2c (£3,169) vacancy. I hope that the provided information is helpful in encouraging you to apply for what is a vital role in our school.

We have an exciting opportunity a teacher of mathematics to join our distinctive and energetic school for a starting in April 2024. The ideal applicant will be a dynamic and supportive team player able to teach KS3 to 4, with the possibility of teaching KS5.

The successful candidate will:

* Hold a mathematics qualification.
* Be innovative, strategic and highly motivated.
* Be able to inspire, support and challenge staff and students.

We offer:

* A friendly, welcoming atmosphere.
* A genuinely committed, supportive and successful team.
* Excellent CPD opportunities.
* An outstanding reputation.
* Good work/life balance.

As headteacher, I am passionate about evidence-informed pedagogy. If you join us, you will be joining a school that believes in investing in you, so you are able to develop your skills as a teacher. We are a friendly, successful and vibrant 11-18 school, with excellent facilities and a genuinely comprehensive intake. We are a rural school, very much at the centre of the local community. We are a growth mindset school and believe that our motto (Believe. Strive. Achieve.) captures our philosophy and energy.

We are a school that cares about its staff. During our recent Ofsted inspection, the Inspector commented that:

“Leaders are considerate and supportive of the workload and well-being of staff. Senior leaders have high expectations of staff and are mindful of staff’s workload.”

“Staff say that they feel valued and appreciated. Morale is high. One member of staff summed up the views of many, by sharing that the school is ‘one big family’.”

At KS3, students in mathematics are taught in arrangements as necessary. We follow the White Rose Maths scheme of work which broadly takes a mastery approach and we have recently completed an overhaul of our KS3 schemes of learning to ensure that they provide a solid foundation for KS4. We endeavour that lessons will contain the opportunity to solve more open questions. In Year 10 the formal teaching of GCSE mathematics begins for all students, with our scheme of learning continuing to follow a mastery approach. The successful applicant will be encouraged to take a full part in our continuing curriculum development. The post offers the successful applicant the opportunity to support the

At KS4, students are taught in one of up to eight ability sets across two bands and work towards the Edexcel GCSE mathematics specifications.

At KS5 students follow the Edexcel A-level syllabus. The department has had a good track record in supporting students with applications to study mathematics or mathematics-based degree courses at university and each year helps prepare students, where appropriate, for STEP papers.

Every year a cohort of students enters the UKMT individual and team challenges. We have close links with the local Advanced Mathematics Support Programme and have taken part in many of their latest G&T mathematics enrichment events. The mathematics department is housed in a dedicated area which contains seven well-resourced classrooms and a staff working area.

De Aston is a school with a total commitment to comprehensive education and has an outstanding academic and pastoral record. The school’s ethos is supportive in ensuring students are happy, challenged appropriately, enjoy their learning and achieve well, no matter what their background is. The school’s Special Needs Department caters for a genuinely wide range of pupils of varying backgrounds and abilities. Visitors almost always comment on how friendly and pleasant the students are.

We are proud of our success at receiving Artsmark Gold, Careers Mark Gold and YE Centre of Excellence. This reflects not only the commitment to and from a dedicated and hardworking staff, but also the enthusiasm and involvement of pupils, and the significance of the school to its locality, which it supports through a number of social, cultural and sporting activities at a level which is surprising given the relative small size of the town.

The successful candidate may be assured that they will be working as part of a committed school staff and will find a good programme of professional support and career development within the department, and the school.

Lincolnshire, as a county, offers excellent value for money in the housing market and consequently our standard of living is higher than in other areas of the country. The countryside around Market Rasen is outstanding as we are situated on the edge of the Lincolnshire Wolds which is fast becoming a popular choice as a holiday destination and a good place to live, whilst also having the benefits of the historic city of Lincoln 30 minutes’ drive away.

Please contact Mrs Alice McNeill, PA to the Headteacher, via vacancies@de-aston.lincs.sch.uk or 01673 840 828, should you require any further information or you would like to arrange a visit.

If you feel you can inspire, challenge and achieve at De Aston then we would be delighted to hear from you.

The closing date is **9am Friday 1st December 2023**. With shortlisting taking place on Friday 1st December 2023 and the interviews being held on **Friday 8th December 2023.**

To apply please complete our [application form](https://deastonlincsschuk.sharepoint.com/%3Aw%3A/s/Documentstore/EfeHLZsh-dZNu7b6no0MsHIBg6pdHDwEHbPr7M29Thxgfw?e=eZNKbd) and send it to Mrs Alice McNeill at vacancies@de-aston.lincs.sch.uk. Please ensure you also include your completed [self-declaration form](https://deastonlincsschuk.sharepoint.com/%3Aw%3A/s/Documentstore/EbLj81CAop1HvH8LgPZH9mgBWkUoxBrnWvkfiQqsFiPZWg?e=p021aF) and [equal opportunities monitoring form](https://deastonlincsschuk.sharepoint.com/%3Aw%3A/s/Documentstore/EbOgfmYxPn5FttwU7gf1a9sB_SDi29kDUzJVlOq9hqvCxg?e=BVHr5s). Please note we do not accept CV’s.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The School is an equal opportunities employer. We celebrate diversity and are committed to creating an inclusive and diverse environment for all employees and students.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Thank you for your interest and we look forward to hearing from you.

Yours sincerely

Simon Porter

Headteacher

Enc: Job Description, Person Specification

*De Aston School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS disclosure, medical and reference checks.  All pre-employment checks are in line with Keeping Children Safe in Education.*

**Job Description**

**General**

School teachers may be required to carry out any of the duties set out in the relevant paragraphs of the latest versions of the School Teachers’ Pay and Conditions and Teachers’ Standards documents.

The postholder will support the ethos of the school; helping to create and maintain positive links between the school, home and the local community.

As with all members of the teaching staff, there is a requirement to participate in the school’s Appraisal and Performance Management system.

The following items are included in the professional duties which a school teacher may be required to perform under the reasonable direction of the Headteacher.

**Core Duties**

* 1. Planning and preparing courses and lessons.
	2. To teach the assigned pupils, according to their educational needs, in line with the current Teaching and Learning policy.
	3. To mark, assess, record and report on work, in line with the current school policies, to ensure the progress and attainment of all pupils.
	4. To organise and participate in extra-curricular activities.

## Other Duties

1. To support the current school policies on dress code and the management of student behaviour.
2. To promote the general progress and well-being of individual pupils and of any class or group of assigned pupils.
3. To provide guidance and advice to pupils on educational and social matters as appropriate to the needs of the pupil.
4. To make records and reports on the personal and social needs of pupils as deemed appropriate by the Headteacher.
5. To attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.
6. To communicate and co-operate with persons/bodies/agencies as appropriate to the needs of the pupil and in line with school policies and expectations.
7. To participate in meetings, INSETs and CPD requirements as requested.
8. To contribute, wherever appropriate, to the wider life of the school.
9. To ensure current safeguarding requirements are met at all times and all causes of concern are reported to the Child Protection Officer / SLT.
10. Duties for TLR to be discussed with the successful candidate.

To carry out such other duties which are within the scope of this post, as directed by the Headteacher.

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**Personnel Specification**

This person specification provides an indication of the skills, experiences, abilities and values that we are seeking for in teacher of mathematics with teaching and learning responsibilities. We are interested in candidates with the potential to make a substantial contribution to De Aston and we are committed to developing, through CPD, the successful candidate.

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| --- | --- | --- | --- |
| **Attributes** | **Criteria** | **How Identified** | **Rank** |
| Education and Training | 1. Formal mathematics qualification; at least to degree level.
2. QTS status
 | AA | EssentialEssential |
| Skills and level of experience. | 1. Experience of teaching mathematics in Key Stages 3 and 4.
2. Experience of teaching mathematics in Key Stage 5.
3. Recent experience of successful mathematics teaching in a secondary school.
4. A clear understanding effective teaching and learning strategies.
 | A & IA & IA & IA & I | EssentialDesirable EssentialDesirable |
| Abilities, behaviours, attitudes and values. | 1. Ability to work in a way that promotes the safety and wellbeing of children and young people.
2. Great degree of resilience.
3. Seek to help children rather than help themselves through children.
4. Self-aware and sees how their behaviour impacts on children.
5. Open to showing ideas and not work in isolation.
6. Courage to take action to protect children from harm.
7. Able to establish and maintain good professional relationships with learners, parents and colleagues.
8. Experience of working successfully and co-operating as a team member.
9. Able to work on own initiative.
10. Ability to communicate effectively and professionally.
11. Commitment to continued personal development.
12. Enthusiastic and hardworking.
 | A & IA & IA & IA & IA & IA & IA & IA & IA & IA & IA & IA & IA & I | EssentialEssentialEssentialEssentialEssentialEssentialEssentialEssentialEssentialEssentialEssentialEssentialEssential |
| Any Additional Factors | 1. Willingness to contribute to the extra-curricular provision in the department.
 | A & I | Essential |

**Key:**

A = Application

I = Interview

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