



Recruitment Pack

Teacher - Maths & Science
(0.6fte)

St James School

8 Month Fixed Term from January 2025

Closing Date: 01/12/24

Interview Date: TBC

Ted
Wragg
TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

We demonstrate our love through our values



How we will succeed





St James School

We are looking to appoint a terrific leader to join our team as a Maths and Science Teacher at St James School. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. From the moment they join us, we ask our students to work hard and be kind. We know these behaviours are important for staff and students.

As a community, we empower our students to use their education to be kind and community minded, to lead happy and healthy lives and to thrive in life's opportunities.

We do this by living our four values:

- Kindness
- Equity for all (through the highest of standards)
- Community at the heart
- Diversity and celebration

We are proud of our school and our community. We know our students; our staff and our families are happy at school. The best way for you to experience this is by visiting our school and meeting us.

For this role, the successful candidate will:

- work hard;
- be kind;
- believe in equity for all and strive for this in education;
- be a good teacher who is keen to develop their classroom practice;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- and, have a good sense of humour.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to recruitment@stjamesexeter.co.uk.



The St James Maths Department

You will be joining an outstanding Mathematics department comprised of friendly, enthusiastic and engaging teachers wholly committed to securing the best academic and personal development outcomes for young people.

Our dynamic department uses innovative technology to enhance student progress with the use of iPads for lessons (Sparx – Illuminating Learning). All students follow a bespoke scheme of work. It is designed to equip them with a platform upon which they can develop the mathematical fluency required to meet the demands of the GCSE specifications. We insist that all core skills are mastered in year 7 and 8 so that students can access a more ‘problem solving’ approach used in years 9, 10 and 11. Students will follow the Edexcel course at GCSE and will also have an opportunity to choose statistics with further maths as an option subject. The teaching groups in mathematics are set from entry. Students are regularly assessed and are able to move groups at the end of each assessment cycle. Marking of class work is done during the lesson via self, and peer, assessments and ‘live marking’. In depth QLA from PinPoint Learning of formal assessments are also used to inform student targets.

The Maths department is well resourced. Each member of staff is provided with an iPad, for educational purposes. Homework is set weekly for our students and is bespoke to each individual student based on their classroom performance with Sparx. Our team of Maths specialists each have their own teaching room fully equipped with an interactive whiteboard. Maths classes are situated in a suite based around a departmental resource room so that the team enjoy a fully supportive environment.

Every year, the most mathematically able students attend a number of mathematics masterclasses. In addition, our most able students in Year 8, 9 and 10 enter the National Maths Challenge. Our department enjoys strong links with local primary schools and we host our own Primary Maths Challenge.

The maths department boasts a wealth of teaching expertise and consists of a Head of Department, two Deputy Head of Department, two lead practitioners, an Assistant Headteacher and three full-time teachers.

Our Vision:

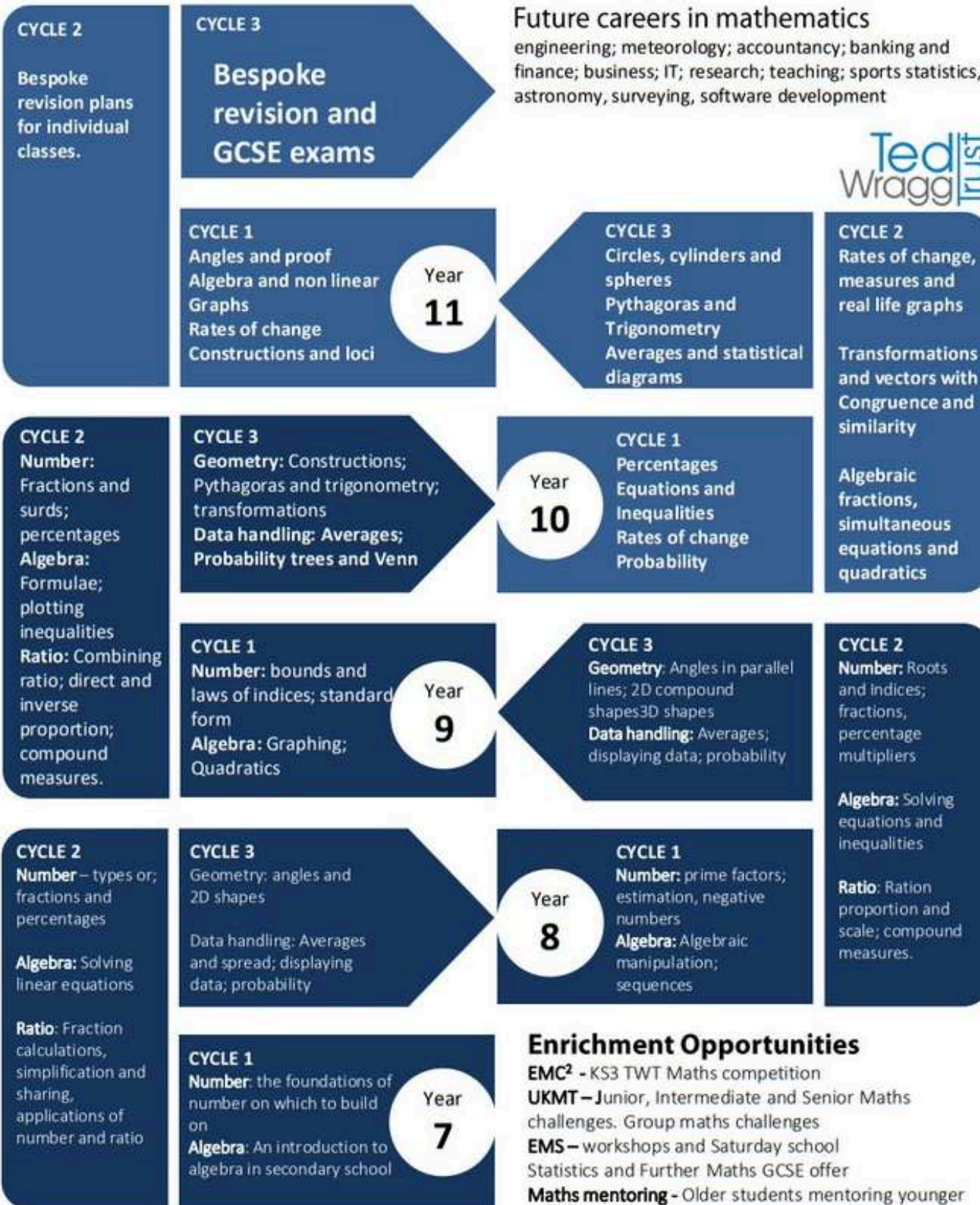
To infuse a passion for mathematics whilst developing real life applications and transferable skills. We endeavour to ensure all students are able to access mathematics in such a way that enables them to be *‘confident mathematicians, creative problem solvers’*.

Our Values:

- A consistent approach with high expectations
- Encourage an ethos of success and learning from mistakes
- Fostering a love of the subject



Future careers in mathematics
 engineering; meteorology; accountancy; banking and finance; business; IT; research; teaching; sports statistics, astronomy, surveying, software development



Enrichment Opportunities

- EMC²** - KS3 TWT Maths competition
- UKMT** – Junior, Intermediate and Senior Maths challenges. Group maths challenges
- EMS** – workshops and Saturday school
- Statistics and Further Maths GCSE offer
- Maths mentoring** - Older students mentoring younger students across the school in mathematics.
- Primary School Competitions** – working with local primary schools to offer enrichment activities



All Trust schools use Sparx learning as a homework package. It is expected that all student complete 100% of their homework each week and are supported by the school to do so. The retrieval based tasks are a crucial part of students retrieval. All schools should have a clear Sparx policy that outlines how students are supported in achieving our high expectations.





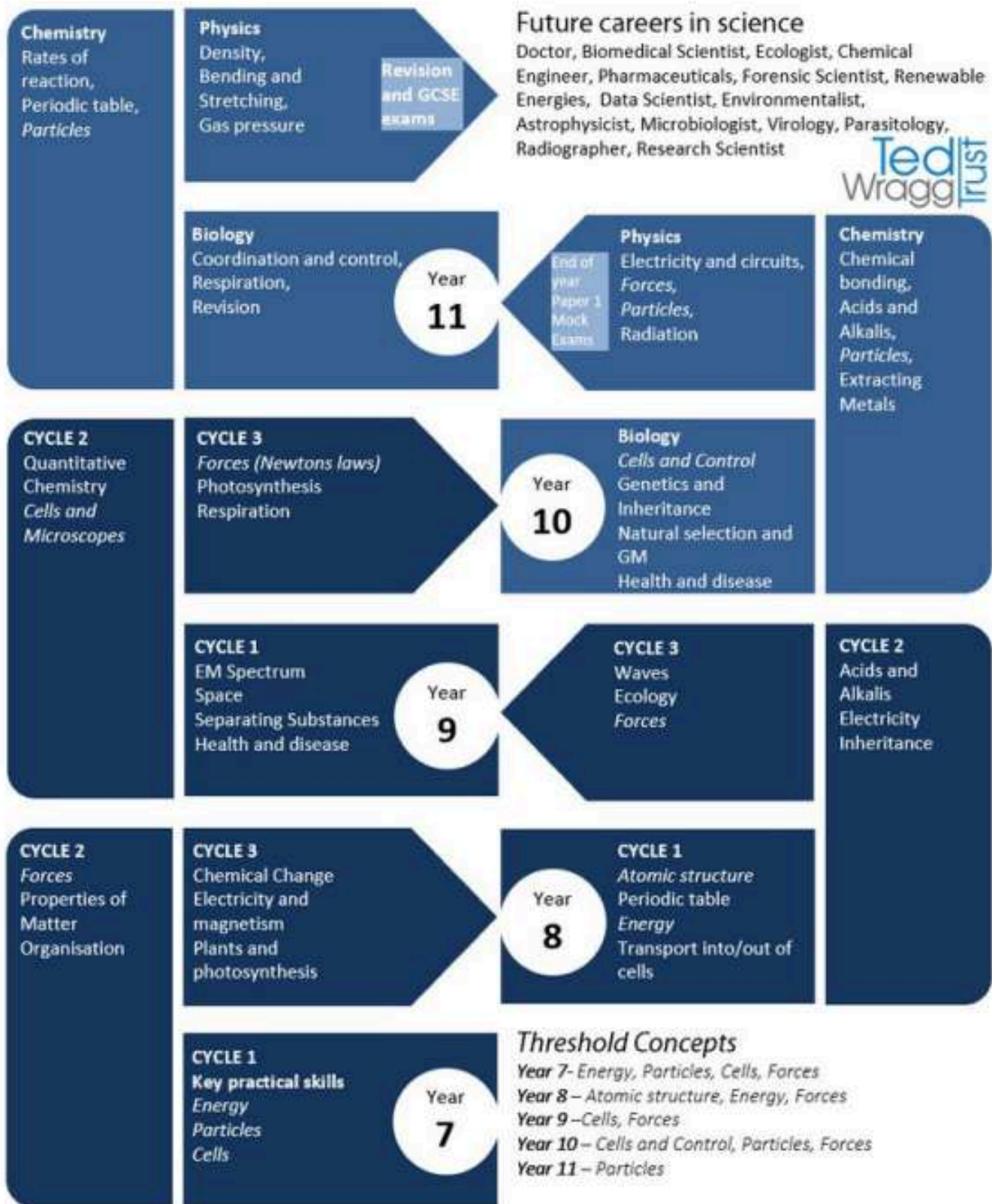
The St James Science Department

The Science department at St James has a mix of experienced and recently qualified teachers, with a variety of backgrounds and specialisms. Our experienced technician and assistant have a fully stocked prep room and service six modern laboratories. We are a cohesive and supportive team with a strong drive towards innovative practice and CPD. Working across the Ted Wragg Mufti Academy Trust we have developed detailed schemes of work and lesson resources for both KS3 and KS4, allowing teachers to focus on the development of their T&L and ensuring significant progress for students, whilst still maintaining a focus on staff wellbeing. The Science Department plays an active role in whole school activities with a gardening club, house quizzes and other engagement events.

At Key Stage 3, all students follow our own bespoke scheme of work, designed to deliver Science in a traditional manner that supports recall of knowledge and development of skills. Students are assessed formally at regular intervals throughout the year as well as lesson by lesson through various strategies. At Key Stage 4 we follow Edexcel Science courses, with groups that take Separate Sciences as well as the combined Science course. We use GCSEPod, Seneca, Tassomai and other online resources to support our teaching and learning. We also deliver GCSE Psychology within the science suite of qualifications.

Our teaching is student centred allowing for active, interdependent opportunities, with personalisation and differentiation really key to successful learning and outcomes for our students. We use research to inform our practice and as a department emphasise positive mind-set to instil self-belief and resilience in our students. It is an exciting time to be part of the Science department at St James, as we work towards developing outstanding learning in every classroom.

Staff within the department work tirelessly to enable pupils to achieve excellent progress at both Key Stages 3 and 4. We are looking to appoint somebody who will strive to do their very best for every single student in our school.



Key Ideas about Science

"Science assumes that for every effect there is one or more causes."

"Scientific models, theories and explanations are those that best fit the evidence at the time."

"The knowledge produced by Science is used in some technology to serve human ends."

"Applications of Science often have ethical, social, economical and political implications."

Key Details

Job Title: Part Time Teacher of Maths & Science (0.6fte)

Location: St James School

Salary: MPS-UPS

Closing Date: Sunday 1st December 2024

Interviews: TBC

Required From: January 2025 on an 8 month fixed term contract

We are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact our recruitment team at recruitment@stjamesexeter.co.uk

Please use the application form available on the Trust website to apply.



Teacher of Maths & Science Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by providing a high calibre teaching and learning environment for all our pupils, and challenge the educational and social disadvantage in the South West.

Your responsibilities

- Live our mission and values every day
- In accordance with schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the pupils, so as to facilitate progression in pupils' learning
- Ensure that teaching is broad, balanced, relevant, motivational and appropriately differentiated in order to maximise the academic potential of all pupils
- Facilitate the exceptional progress and wellbeing of any individual or group of pupils; target individual pupils' needs in lessons
- Promote and maintain discipline in accordance with the rules and behaviour policy of the academy
- Effective use of formative and summative assessment to drive planning
- Provide feedback that moves learning forward
- Support pupils throughout the day by fulfilling pastoral responsibilities
- Consistently implement all trust policies and contribute to decision-making and consultation procedures
- Report any safeguarding concerns immediately to a designated safeguarding lead
- Carry out any other reasonable duties as requested by Headteacher or Line Manager

Your key objectives

To support pupils to:

- Love coming to school
- Achieve well
- Live a life of opportunity

To support colleagues to:



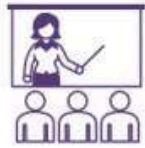

- Love coming to work
- Build high quality professional relationships with Trust networks
- Inspire others

To support communities to:

- Love our schools
- Value working together
- Make the world a better place



Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn 	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
Adaptive teaching: Creating a supportive environment 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>



Person Specification

Qualifications

- Qualified Teacher Status Essential
- Good honours degree Essential
- Further CPD or relevant qualifications Desirable

Experience

- Values driven Essential
- Strong teaching ability – demonstrated through previous experiences Essential
- Working in areas or school communities with high levels of SEND and/or deprivation Desirable

Key skills

- Able to fulfil all aspects of the role with confidence and fluency in English Essential
- Excellent subject knowledge
- Understanding of the primary or secondary curriculum
- Effective use of formative assessment Essential
- Adaptive teaching that challenges and supports all Essential
- Ability to receive and act on feedback Essential
- Commitment to safeguarding Essential
- Desire to develop yourself Essential

Values

- **Ambitious:** works hard, has the highest standards and is positive for the future Essential
- **Selfless:** is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities Essential
- **Collaborative:** builds strong relationships and networks Essential

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.

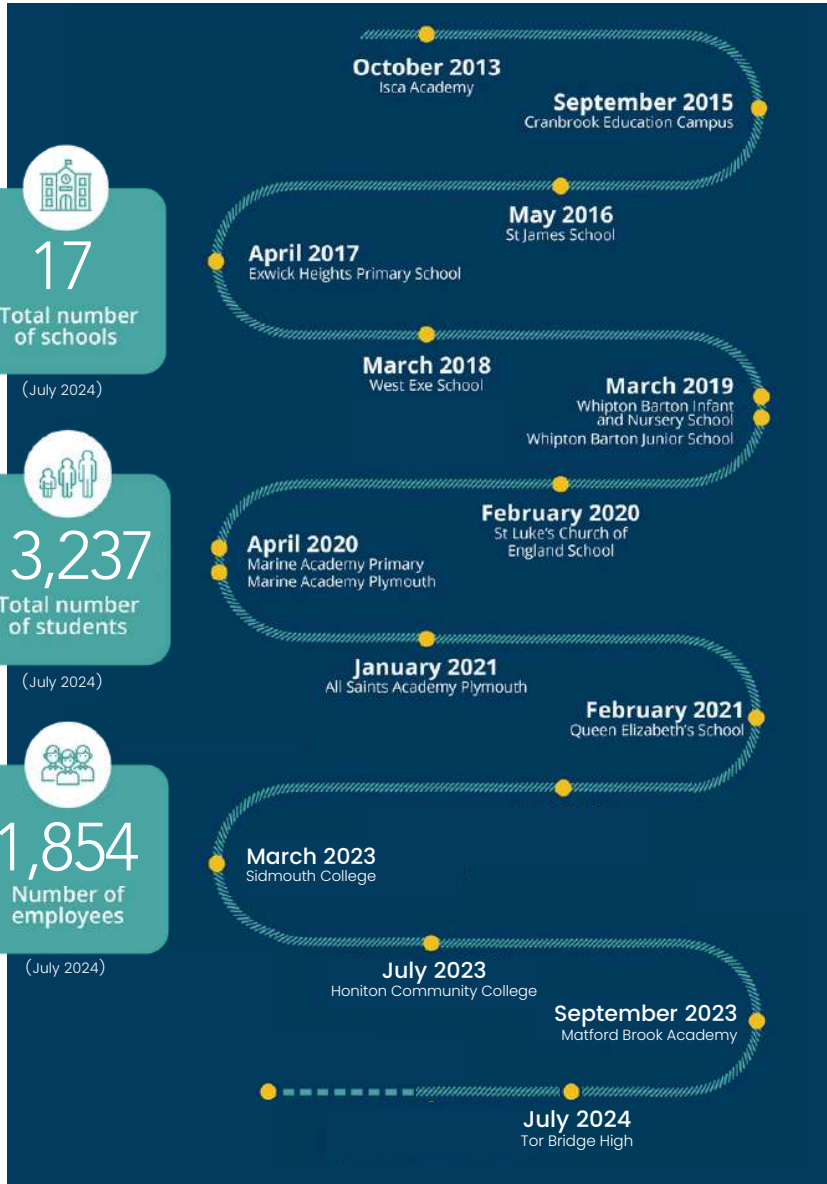


In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.





Recruitment Pack

Thank you for your interest!

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