



Recruitment Pack

Maths Teacher (full time)

QE School, Crediton

Closing Date: 9am Friday 27 September 2024

**Ted
Wragg** TRUST

Ted Wragg Trust



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



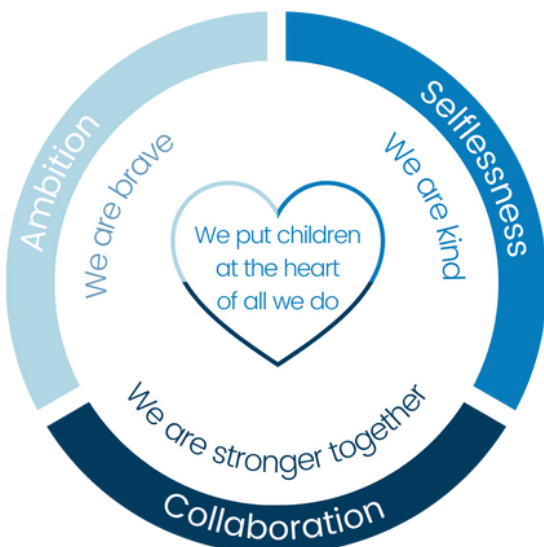
**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) 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



Key Details

Job Title: Maths Teacher

Location: Queen Elizabeth's, Crediton

Salary: Teacher pay range

Closing Date: 9am Friday 27 September

Interviews: TBC

Required From: 1 January 2025 (earlier if possible)

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 Anna Field, anna.field@qe.devon.sch.uk

Please use the application process available on the Trust website



Queen Elizabeth's School

Maths is led by our Education Support Manager, a key leadership position in the school and a full member of the school's Leadership Team.

This is indicative of the importance we place on Maths here at QE. It is a large team of both full time and part time colleagues and there are two TLR post-holders responsible for KS3 and KS4/5. The department is well resourced and is a professional and supportive environment in which to work.

We expect to appoint a teacher who shows evidence of commitment, enthusiasm and ability to communicate with and excite students; someone who is a good team member who can contribute positively to the Maths Team. It is a large team of both full and part time staff, who teach across all Key Stages and across both campuses.

As a department, we reject the idea that some students 'just can't do maths'. We encourage the belief that through hard work all students can improve their understanding and be successful. We support our students to develop their understanding of mathematical concepts and procedural fluency in unison, believing that both are required to be successful in mathematics.

We follow the White Rose curriculum at KS3/4. This provides a foundation for many of our lessons and supports planning and assessment throughout the year. Our staff are further supported with on-going CPD via a personal coach who will visit lessons and offer suggestions designed to incrementally improve our classroom practice. We believe that a collaborative and consistent approach to teaching is the best way to achieve excellent outcomes for our students whatever their starting points.

Our students sit Edexcel (1MA1) at the end of KS4 and AQA (7357/7367) at the end of KS5. Our recent maths results have been very strong and reflect the wider improvements in results across the school.

Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
1. High expectations for behaviour and routines	
<ul style="list-style-type: none"> a) Teachers demonstrate effective classroom management b) Teachers consistently apply the Ready to Learn policy c) Teachers ensure that there is a high student participation rate d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation 	<ul style="list-style-type: none"> a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning free from distractions c) All students are engaged d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of instruction	
<ul style="list-style-type: none"> a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions 	<ul style="list-style-type: none"> a) Students quickly grasp ideas b) Students have total clarity about what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Literacy: vocabulary, reading, oracy, writing	
<ul style="list-style-type: none"> a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary b) Teachers provide challenging subject-based reading c) Teachers plan, prompt and model structured talk activities d) Teachers break down, scaffold and model complex writing tasks in their subject 	<ul style="list-style-type: none"> a) Students use academic vocabulary fluently in speech and writing b) Students can comprehend challenging academic texts c) Students can eloquently verbalise their knowledge and understanding d) Students can independently plan, draft and edit extended writing
4. Making it stick	
<ul style="list-style-type: none"> a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to practise independently d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning 	<ul style="list-style-type: none"> a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge
5. Inclusive classroom	
<ul style="list-style-type: none"> a) Teachers have a clear understanding of all learners' requirements b) Teachers develop and apply personalised strategies in the classroom c) Teachers do not rely solely on resources or interventions d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback 	<ul style="list-style-type: none"> a) All students can access learning within lessons b) All students encounter the appropriate level of challenge within lessons and can make progress c) Inclusion is embedded in every aspect of the classroom d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact
6. Effective feedback	
<ul style="list-style-type: none"> a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teacher provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning 	<ul style="list-style-type: none"> a) Student actions are refocused/directed to achieve a goal (ReACT) b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning



Person Specification

	Descriptor
Expertise	<ul style="list-style-type: none"> • Knowledge of how to, and ability to, motivate young people and adults • Supporting students' progress (in a holistic sense) • Analysis and interpretation of progress and assessment data • Ability to deliver consistently outstanding teaching • Interpersonal skills that promote school improvement • Effective communication skills that improve relationships with key stakeholders; staff, parents, students, governors and the wider community
Qualification	<ul style="list-style-type: none"> • Good honours degree • Teaching qualification • Qualified Teacher Status • Recent and relevant professional development
Experience	<ul style="list-style-type: none"> • Teaching • Working with young people • Teamwork • Communication • Safeguarding young people
Personal qualities and beliefs	<ul style="list-style-type: none"> • Passionate belief in the potential of all young people • Highest possible standards of practice in relation to the safeguarding of young people • Total respect for all members of our community and ability to model this respect • Highly effective team worker • A solution focused thinker • Inspirational • Reflective practitioner • Belief in 'growth mindset' (as defined by C. Dweck) • Belief that the concept of continuous improvement is a real and powerful process • Commitment to learning as a lifelong endeavor and able to model this to the wider community • Energy and enthusiasm • Creative and not risk averse • Belief that education empowers people • Belief that education is a moral enterprise and not an exercise in gaming the latest government's league table • Belief that comprehensive education is a powerful force for good in society

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.

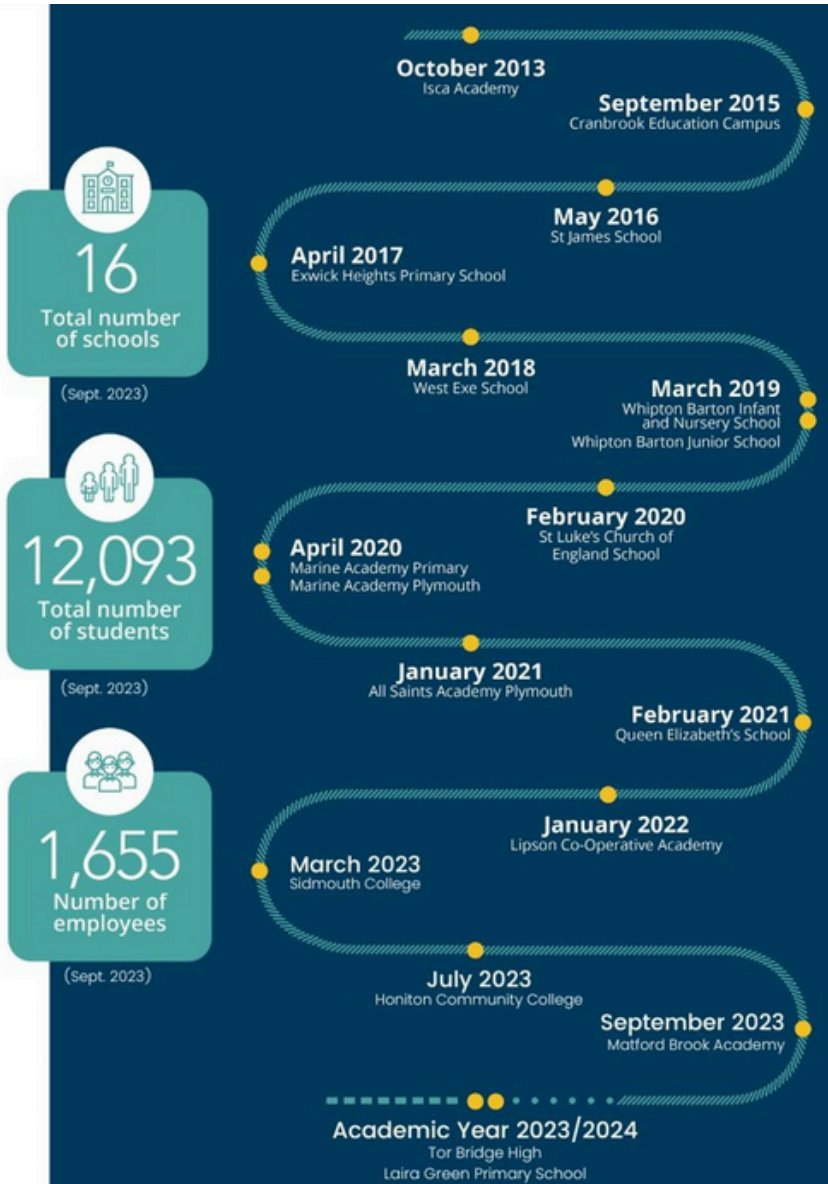


In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity 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.

