APPLICANT Information Pack

Maths Teacher

Highcliffe School

Highcliffe School | HISP Multi Academy Trust

Dear Colleague,

I am delighted you are considering applying for a post at Highcliffe School, part of HISP Multi Academy Trust. Please find alongside this letter information, which, I hope, provides an insight to our school and the opportunities that await the successful candidate.

Highcliffe is a remarkable secondary school and sixth form of 1500 students. We are highly respected in our community, with whole generations of families coming here over the years. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent extra-curricular opportunities, although our track record of exam success is surely another factor. Our students are lovely young people to work with who respond enthusiastically to good teaching and are keen to learn.

Former students go on to work in international finance, law, education, politics, engineering, medicine, science, and in the Paris fashion houses, or as great chefs, carers, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. We have an excellent record of success placing students into the top universities in their chosen field. Every year for the last 12 years at least one of our Sixth Form students have gone on to study at either Oxford or Cambridge universities; In the last 3 years, 10 students have had the opportunity to progress to Oxford or Cambridge. Our Sixth Form achieved an ALPS Gold Award in 2024 for value-added outcomes inside the top 25% nationally. We have successful programmes for students accessing careers in medicine, the law and engineering. We are an outwardly focused community with extensive school links in France, Spain and Japan including a unique exchange programme with a school in Hiroshima.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEND, pastoral, clerical, financial, technical and site staff, who also form a strong team, are extremely good at their jobs and committed to the school's success. We are a friendly, welcoming and supportive environment in which to work or learn, located in a great part of the country. As part of the HISP Multi Academy Trust we offer our team extensive opportunities for professional development; direct collaborative working with other schools in the Trust, and enhanced employee wellbeing benefits through the Trust's Schools Advisory Services package – including access to private GP appointments, 24 hour medical helpline, counselling, physiotherapy. Career progression routes are available associated with our development as a regional Hub for school improvement and professional development providing the local ECTE programme and as the local Hun for Initial Teacher Training through Inspiring Future Teachers. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students. We recently completed a £1.8 million capital project improving heating and hot water, and in December 2022 successfully entered the School Rebuilding Programme to replace 18 classrooms with brand new buildings, which we expect to take the first steps towards during 2026.

We have a strong focus on staff well-being and an exceptional in-house professional development programme for teachers, ensuring that Highcliffe is a positive and supportive working environment for our staff. Visitors and new staff remark on how we feel like 'one big family'.

We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and have an unshakeable drive to make a difference to young lives through education. Unfortunately, we will not be able to contact every applicant who applies and take this opportunity to thank you for considering our school.

I look forward to hearing from you, but whatever your decision, I wish you all the best for your professional future.

Patrick Earnshaw (BA) Hons, MA
HEADTEACHER

Application:

Submit a completed application form.

Submit a personal letter or statement of no more than 2 sides of A4, 11-point Calibri font, explaining your vision, skills and experience relevant to the post.

Please note that CVs only will not be accepted.

Application Form

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Angie Parsons, PA to the Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD by email aparsons@highcliffeschool.com. Due to usually high volume, applications will not normally be acknowledged.

Information about the area

Highcliffe School is ideally situated minutes from Highcliffe and Avon beaches, Mudeford Quay and Christchurch Harbour. A few minutes' drive or cycle away are the beaches of Bournemouth while Poole Harbour, a mecca for watersports, is approximately 12 miles away. As a result, sailing, kitesurfing, kayaking, paddle boarding, surfing and beach life are prominent parts of life in the area.

Highcliffe is also on the doorstep of the New Forest, meaning that equestrian sports, cycling, walking and running are also prominent features of local life. There is an extensive range of top-class pubs, cafes, clubs, theatres and cinemas throughout the area catering for people of all ages and tastes.

Highcliffe School is easily accessible from the urban centre of Bournemouth and Poole. With its large student population Bournemouth uniquely offers a multicultural city buzz combined with the relaxed South Coast surfing and holiday culture. London, the South East and the South West are easily reached by road or rail links. The European mainland is easily reached by ferry from Weymouth, Poole, and Portsmouth, while Bournemouth and Southampton airports offer continental and worldwide flights.

Information about the School

We encourage potential applicants to explore in depth the School's website which includes recent publications and a prospectus. Potential applicants are also encouraged to read both the most recent Ofsted reports which are available via the school website or directly from www.ofsted.gov.uk and the published performance data available on the DfES performance tables site. www.education.gov.uk/schools/performance

SUBJECT INFORMATION

The Maths Department is a knowledgeable, welcoming and highly supportive team committed to delivering an exceptional learning experience for all students. We are a highly collaborative department, sharing ideas, resources and pedagogy openly. We meet every week to discuss and develop teaching and learning, and this year we are using Steplab as part of our whole-school professional development approach. We pride ourselves on maintaining a positive culture where staff are valued, encouraged, and well supported in their professional growth.

We follow a carefully designed five-year curriculum from Year 7–11, ensuring students develop strong core understanding and deep mathematical thinking over time. At GCSE, we use OCR for Foundation and Edexcel for Higher, enabling us to tailor pathways effectively to meet the needs of all learners.

At Post-16, we offer Edexcel A Level Mathematics and Further Mathematics, with a strong history of high achievement across both courses. Every year, we have students who progress to Oxbridge, with A Level Maths playing a significant role within the Highcliffe Sixth Form and the success of these students.

Our department benefits from comprehensive, well-organised resources, supporting high-quality teaching and consistency across the curriculum. We use Sparx Maths to set meaningful homework and to guide students in independent revision, helping them build confidence and secure strong outcomes.

We are a successful and ambitious department, consistently achieving excellent results at both GCSE and A Level. We work collaboratively, share best practice, and continuously refine our curriculum to keep it engaging, challenging and accessible.

This is an exciting opportunity to join a thriving team where your passion for mathematics and commitment to student success will be supported and celebrated.

Highcliffe School | HISP Multi Academy Trust

Teacher Person Specification

CONTEXT: Before making an application candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	• Qualified teacher status. • Good Honours degree (2:2 or above) or equivalent in relevant subject.	• 2:1 Honours degree or above. • Further relevant qualifications and or In-Service training.	Application
EXPERIENCE	• Secondary School teaching experience of 12 months of more, which may be as a trainee. • .	• Evidence of outstanding teaching practice with a positive impact on student progress/outcomes • Using information technology in the classroom and for management. • Working in partnership with parents. • Experience of curriculum planning • Experience of or interest in teaching A Level Film Studies or English Language and Literature (combined)	Application Reference
TRAINING AND PROFESSIONAL DEVELOPMENT	• Knowledge and understanding of excellent practice in learning, teaching and assessment. • Knowledge and understanding of current issues relevant to the subject. • Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures at KS3 & KS4.	• Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures. •	Application References Interview.
PERSONAL QUALITIES AND SKILLS	• Energy and presence to lead by example, in terms of both departmental development, classroom management and organisation. • Commitment to raising achievement. • Commitment to staff development. • Ensure that issues of equality are addressed in all aspects of work. • Commitment to the success of an extra-curricular programme. • IT Skills appropriate to the role. • Ideas for implementing the school's vision. • The ability to develop good relationships with students, staff, colleagues & community members. • Manage time effectively and be highly organised.	• Experience of partnership working and dissemination of ideas/materials.	Application References Interview.

	• Good interpersonal skills, communicate effectively (both orally and in writing) to a variety of audiences. • Create a happy, challenging and effective learning environment. • Plan for changing needs and circumstances and be able to adapt quickly. • Report clearly and thoroughly on work completed. • Have the drive, determination and enthusiasm to work effectively.		

Job Description

Name of Teacher:
Line Manager: Subject Leader/Assistant Subject Leader

Core Purpose

It is the role of the subject teacher to deliver high quality lessons to maximise students learning and contribute to the realisation of our mission statements:

- To provide a safe, nurturing environment that promotes happy confident learners possessing self-discipline, self-motivation and respect for others, who acknowledge their responsibilities toward each other and the wider community
- Through our teaching to allow students to develop into talented, ambitious young adults equipped with the intellectual and practical skills to enhance their own lives and of those around them
- To use our resources responsibly to secure maximum achievement in all aspects of our students' education

Responsibilities

Assessment and Feedback:

- To complete KS3 Continuous Assessments and KS4/5 progress checks and profiles carefully and promptly
- To adhere to the school's procedures for formal assessments and examinations

Attendance and Punctuality:

- To record attendance electronically in line with the school student information system
- To ensure that class registers are accurate and maintained on a timely basis.
- To insist on punctuality and to lead by example in this respect
- To ensure that each lesson starts and ends in an orderly fashion

Preparation:

- To ensure that all lessons are thoroughly prepared and carefully structured in line with the scheme of work and that the work is appropriate to the needs and abilities of each student
- To ensure that assessment tasks are well planned, organised and hold value.
- To utilise the most effective Learning and Teaching strategies in the planning of individual sequences of lessons.
- To use SEN profiles to inform learning, teaching and assessment practice
- To plan opportunities to utilise the expertise of support staff to aid all students in their learning on a 1:1 or small group basis within the classroom

Homestudy:

- To set homestudy that is relevant, meaningful and reasonable in length which extends the studies undertaken in school and provides students with valuable life-skills, experience in self-discipline and individual responsibility.
- To set homestudy regularly on the night/s specified in the homestudy timetable in accordance with the school policy and record it online on the homestudy log
- To expect home study to be completed and handed in on time. If home study is not handed in then appropriate action should be taken (for example, issuing a demerit)

Marking:

- To ensure that over time marking, and feedback reflects the purpose and principles of the school's 'Marking and Feedback' policy
- To mark work regularly using agreed strategies from the marking and feedback toolkit (i.e. in line with faculty practice)
- To maintain a secure overview of the starting points, progress and context of all students

Meetings:

- To attend and contribute to subject, faculty, year team and learning and teaching development group meetings as per the school's calendar
- To attend parents' evenings and any other meetings as directed by the Headteacher.

Students:

- To praise students in line with school policy on rewards (for example rewarding individual or collective achievements using commendations (the basic currency of all rewards)
- To adhere to the schools Behaviour Management Policy and utilise effective behaviour management strategies.
- To ensure that any unacceptable behaviour is recorded using a demerit. Any further unacceptable behaviour should be followed up as set out in the school's behaviour policy

Whole School Development:

- To assess, plan and teach to the same consistent high standard with common long-term goals in mind:
- To improve the impact of teaching and assessing on all our students, to improve their learning
- To improve the behaviour and learning skills of all our students, to improve their learning and improve the general learning ethos
- To improve the attendance of the lower attenders so they progress better
- To motivate a higher number of the brightest students from inside and outside Highcliffe School into joining our Sixth Form

Working Environment:

- To ensure that teaching areas are organised appropriately and provide a pleasant, stimulating and tidy working environment

General Conduct (including corridors and external areas):

- To work within the Code of Conduct and Guidelines for Safe Working Practices for the Protection of Children and Staff
- To be courteous to colleagues and students and provide a welcoming environment for visitors.
- To maintain high expectations which inspire, motivate and challenge our students
- To ensure high standards of personal and professional conduct consistently displayed

Duties:

- To know when and where your weekly duties are. All teaching staff will have two duties on a set day of each week. Duties should be attended promptly.
- To inform the Operations Manager (with as much advance notice as possible) if unable to attend a particular duty.
- To be proactive whilst on duty, moving around the duty area and interacting with the students, maintaining a positive presence
- To promptly address any examples of inappropriate behaviour from students

Associated Responsibilities:

- To work collaboratively within and across teach to monitor, self-evaluate and improve the quality of teaching
- To engage in the learning and teaching strategy by fully participating in the activities of the Learning and Teaching Development Groups
- To follow subject specifications and schemes of work and contribute to their enhancement and development
- To contribute to and make good use of the relevant curricular performance and student progress data to inform Learning and Teaching
- To take responsibility to extend professional expertise by seeking, identifying and undertaking relevant personal professional development

- To contribute to and comply with agreed policy and priorities as per the Learning and Teaching policy
- To undertake any other reasonable duty, as required, and from time to time, by the Headteacher
- To undertake any other duty as specified by STRB (not already mentioned)

Professional Entitlements and Expectations:

- As set out in the schools 1265 time budget
- 44 teaching contact periods 10% PPA
- Gained time: Work programme - subject to direction and delegations of the Headteacher through Subject Leaders.
- Additional 'non-contact' (over 10%) will be assigned to priorities as outlined in the School Development Plan
- Rarely cover. Please note: Schools are required to ensure that teachers may be required to cover only rarely (paragraph 53.7 STPC 2016). This is consistent with current practice and therefore should not be interpreted as 'if ever' or 'never'
- ECTs: reduced contact time in Year 1 and 2 as required by the Early Career Teacher Framework
- We are strongly focused on investing in the best possible teaching in each subject in the curriculum to ensure lessons are stimulating and absorbing for students. As such we are heavily committed to the on-going professional development of our staff

Signed: ..... **Teacher** **Date**:…….

Signed: ..... **Headteacher** **Date:**……

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the following documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

- Pay slip, P45 or P60
- Passport or driving licence.
- Birth certificate/marriage certificate
- Current Council tax bill
- Utility bill showing your current home address and dated within the last 3 months

Social Media Checks

Highcliffe School will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Medical Fitness

In accordance with the Education (Teachers) Regulations 1999, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer. A medical questionnaire will also need to be completed by support staff.

No Smoking Statement

The School operates a No Smoking Policy.