



APPLICANT Information Pack

Maths Teacher



Highcliffe School



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 school with a special atmosphere. We are very highly respected in our community, with whole generations of families coming here for over 50 years from Christchurch and the New Forest. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. Always popular, and usually over-subscribed, in the last two years our identity and success has attracted a rapidly growing number of admissions requests for Year 7. Although we have raised our PAN twice in three years, demand for places still exceeds availability. 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 10 years at least one of our Sixth Form students have, for example, gone on to study at either Oxford or Cambridge universities. 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 Germany, 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 form a good team, are also 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 Thornden School in Chandler's Ford and more widely across the Trust region; and career progression routes associated with our development as a regional Hub for school improvement and professional development delivering NPQs, the local ECT programme, the Science Learning Partnership. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students; one big family. 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.

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 if you apply, 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, Mundeford 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



DEPARTMENT INFORMATION

The Mathematics Department consists of twelve specialist teachers and is a vibrant and forward thinking support professional development across the team and provide opportunities for further enrichment for our students. We have an outstanding academic record of success at Key Stage 3, GCSE and at A Level.

Mathematics continues to be the one of the biggest providers in the Sixth Form and students from previous years have now gone to study at Oxford, Cambridge and other Russel Group Universities, to support this we offer timetabled STEP/MAT/TMUA sessions.

Students are taught in eleven classrooms, each with their own data projector and the school has an excellent network of computers, which can also be booked for appropriate Mathematics lessons. Two sets of I-Pads can now be booked and used in the classroom. All teachers within the curricular area are constantly developing the use of this facility to improve their teaching skills.

In Years 7 to 9 students follow a comprehensive scheme of work with an emphasis on a clear and coherent sequencing of mathematical ideas, concepts, knowledge and techniques both within and across different years. We frame our scheme of work around the NCETM Key Stage 3 framework and we are continuing to develop Teaching for Mastery in our curriculum across all year groups. Our schemes of work will be adapted year on year with the aim that within 2 years Teaching for Mastery is embedded across Key Stage 3. Student progression is rooted in depth of understanding and not through acceleration of content, new ideas are always connected to what has come previously with students appreciating that what is happening now will be connected to what is to come.

In Years 10 and 11 we follow the Edexcel Linear Mathematics GCSE. The faculty uses a variety of resources including our own scheme, web sites, interactive lessons, iPads and regular retrieval practice to allow pupils to reach their potential. Year 10 and 11 drop-in and booster sessions are provided to support students on a more individual basis along with developing their independent learning skills.

The A Level Mathematics course follows the Edexcel syllabus with a scheme of work developed to use a range of engaging resources including textbooks published by Pearson Edexcel, integral resources and Dr Frost Maths. Further Mathematics is a popular subject with recent students being accepted in Cambridge and Oxford.

Students learning is closely monitored through a combination of in class Learning Checks, tasks designed to assess learning during lessons and homework which is structured around staged retrieval practice. This allows teachers to adapt their lessons to best support students and allows students to improve on certain topics using the school's continuous assessment system. Year 7 and 8 groups are taught in Mixed attainment groups with students moved into a fluid banding system from Year 9 onwards.

We believe Mathematics should be enjoyable and this is reflected in our teaching and enthusiasm for the subject. As a school we strive for 'high expectations' at the core of everything we do. We expect our students to make significant progress within each subject area and for our teaching staff to strive to support and challenge our students in achieving their potential.

Recent extra-curricular activities highlight this fact; these include:

- Year 7 to 13 lunch drop-in help sessions 3 days per week.
- UKMT Maths Challenge for Years 7, 8, 10, 11, 12 and 13.
- Chess clubs.
- Year 12/13 STEP classes for Oxford and Cambridge applications.



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	<ul style="list-style-type: none"> Qualified teacher status. Good Honours degree (2:2 or above) or equivalent in relevant subject. 	<ul style="list-style-type: none"> 2:1 Honours degree or above. Further relevant qualifications and or In-Service training. 	Application
EXPERIENCE	<ul style="list-style-type: none"> Secondary School teaching experience of 12 months or more, which may be as a trainee. . 	<ul style="list-style-type: none"> 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 	Application Reference
TRAINING AND PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures. . 	Application References Interview.
PERSONAL QUALITIES AND SKILLS	<ul style="list-style-type: none"> 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. Good interpersonal skills, communicate effectively (both orally and in writing) to a variety of audiences. 	<ul style="list-style-type: none"> Experience of partnership working and dissemination of ideas/materials. 	Application References Interview.



	<ul style="list-style-type: none">• 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.		
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Academic Year 2023/24

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 Senior Curriculum Leaders/Directors of Learning
- 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 an online 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

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.

Social Media Checks

An online search which is publicly available online will be carried out on all shortlisted candidates, including any social media accounts. Any data collected during this search will be retained in line with our retention schedule.

Highcliffe School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.