



PRIESTLANDS SCHOOL

Learn more... Do more... Be more...

Information for Applicants

Maths Teacher



Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.

Learn more... Do more... Be more...

From the Headteacher



Priestlands is an exciting school in which to work and we are proud of its many achievements. We are committed to being a leading comprehensive school that serves the entire community, provides high quality education across the curriculum and has ambitious plans for its continued success and development. In 2015, we were recognised by the Minister for Schools as one of England's top 100 schools for sustained performance at GCSE. Since then we have continued to build on this success with our headline GCSE Progress 8 score consistently placing us among the top schools in Hampshire and the New Forest. This measure indicates how much value a school adds to each student and shows that Priestlands is consistently delivering positive outcomes for students year on year.

However, Priestlands is about far more than exam results as our motto, *Learn more... Do more... Be more...*, implies. Our aim is to develop well rounded young people who have the skills and attributes to be successful in life and make a positive impact in our community.

We are looking for someone with a commitment to education, a capacity for hard work and a passion for continuous improvement. We are also looking for someone who enjoys their work and has a keen sense of humour!

You can be assured that a warm welcome awaits whoever is appointed. Priestlands is a mutually supportive and friendly staff community, dedicated to the continued professional development of all staff. If you would like to have an informal chat or visit the school prior to application, please contact us.

I very much hope that, having read the enclosed details, you will wish to apply for the post and become part of the Priestlands team. If so, please complete a Priestlands School application form (available on our website) and send it to me as soon as possible. We are happy to receive applications sent via email to hr@priestlands.hants.sch.uk and will consider applications as soon as they are received. The deadline is 12.00noon, Monday 4th July 2022, but we reserve the right to close the vacancy early so encourage you to submit your application as soon as possible. Should you require any further information please do not hesitate to contact us. I look forward to hearing from you.

Peter Main



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The Vacancy

Maths Teacher (MPR/UPR)

Required September 2022

We are seeking to appoint an appropriately qualified, dynamic and imaginative teacher of Maths to join an outstanding department that is well-equipped and thriving. Applicants should already hold QTS in the UK.

This post offers an excellent experience for the successful candidate, who is likely to be someone who:

- is an excellent classroom practitioner, with a track record of securing good student progress at both key stages
- is a good communicator
- is able to enthuse others
- has high expectations of students and colleagues, and will raise standards
- has a coherent vision of Maths in the curriculum, and its special contribution to the whole curriculum
- has an understanding of quality in Learning and Teaching
- is seeking further promotion and career enhancement
- is confident, resilient, resourceful and has a sense of humour.

The Maths Department

The Mathematics Department is excellent and consists of a committed team of ten specialist maths teachers. The Department is housed in an area with nine maths rooms, all of which are equipped with Interactive Whiteboards and a range of software. All specialist maths teachers have their own room within a highly supportive department. The Department also benefits from having a maths staff room.

We have a track record of excellent results significantly above national averages with students and teachers continually striving to improve their practice. We have realistic ambitions of consistently achieving over 85% of students receiving Grade 4 or better and over 30% at Grades 8/9. Our three-year Key Stage 4 curriculum incorporates three different pathways, depending on a student's ability in maths. Students in Year 9 begin studying towards GCSE and developing their confidence and ability to solve problems in a range of contexts. Students study Foundation and/or Higher tier maths with some Set 1 students also studying Level 2 Further Maths to prepare for post-GCSE courses.

Therefore, we are seeking to appoint a candidate who is determined, creative, resilient and has the ability to make a difference, helping us achieve these ambitious targets.

The Department works closely together as a team, providing a friendly and supportive professional environment. All staff contribute to supporting students in regular revision classes and such challenge activities as the UK Maths Challenges, and the UKMT Team Maths Challenge. We also run a successful inter-school Primary Maths challenge for Year 5 students every year.

Students are taught in half-year groups set from entry, based on KS2 results and other information from the linked primary schools. We aim to engage students in interesting activities and provide them with opportunities to discuss mathematical ideas to reach a deeper understanding of concepts. Over the last three years, we have introduced an exciting, new, mastery Key Stage 3 curriculum. We are passionate about developing a concrete, pictorial, abstract approach to introduce new topics and ensure that students are engaged with Mathematics from the start of their secondary education.

As a department, we are committed to engaging with current research into mathematics education and implementing this into our teaching practice. This forms a crucial part of our continuing professional development as we strive to ensure that our students are making the best possible progress.

The Department is supported fully by the Senior Leadership Team and a Line Manager.



The School

Priestlands School, an 11-16 mixed comprehensive school, became an academy in August 2011. Serving the South of the New Forest, our catchment area covers an area of outstanding beauty, stretching from Beaulieu in the East, to Brockenhurst in the North, and Milford-on-Sea at its most westerly point. To the South lies the Solent, providing probably the most popular sailing area in the country.

We serve eleven primary and junior schools, although our intake includes children from other schools, including a number of private schools. Our intake pattern is eight forms of entry.

Academy status generated significant additional income that was used to create a Learning Support Centre, refurbish changing rooms and re-clad two buildings, install WiFi throughout the school site, and relocate the car park to create a pedestrian-friendly site. The school kitchen has been completely refurbished and the dining hall extended to double its size. Recently we created a brand new Science Lab from a standard classroom and have completely refurbished the library to create a contemporary study centre. All students and staff benefit from these initiatives.



Quotes from students, parents, visitors and Ofsted

"Parents describe the school as 'amazing, with a real family atmosphere'."

"It's like having a second family"

"At every stage of my children's education the staff have shown unflagging hard work, effort, goodwill, patience, creativity and energy. Always ready to understand, encourage and believe in the potential of each child and to teach them not only within each subject, but also how to be a part of a thriving and multi-faceted community."

"Pupils are friendly, polite and respectful of each other, staff and visitors.... They are proud of their school and the difference they make to school life."

"The comprehensive ideal is marvellously illustrated at Priestlands."



Our Facilities

Priestlands is situated on a large and pleasant campus, which we share with Pennington Infant and Junior Schools. The School is surrounded by some 25 acres of playing fields.

There are ten Science laboratories, Design and Technology workshops, ICT facilities throughout the school, as well as general classrooms. We also have an Learning Support Centre known as The Hub.

Our buildings include a Grade II listed building, which houses Art and Child Development. We re-commissioned our formerly derelict Grade II listed Coach House building and reclaimed the original Victorian Walled Garden where we keep animals, as well as growing fruit, vegetables and flowers.

We have access to an excellent indoor swimming pool. This facility forms part of the Lymington Health & Leisure Centre, now run by Freedom Leisure. The school owns a gymnasium, synthetic turf pitch, sports hall and floodlit tennis courts, enabling us to offer a very wide range of sporting activities, and we are proud of our sporting record.

Our Library was completely refurbished recently to create a modern contemporary study centre which KS4 students can also use after school to study independently to complete homework, research and revision.

There are ICT clusters in many subject areas, including Art, Careers, Design Technology, Maths, Music, Science, the Study Centre and The Hub. Interactive Whiteboards are installed in all History, Maths and Modern Languages classrooms. Ceiling-mounted data projectors can be found in all other subject areas.



The Curriculum

At KS3, students follow a common timetable, which includes English, Mathematics, the Sciences, ICT, History, Geography, Religious Education, a Modern Language (French, German and Spanish are offered), Technology, Performing and Visual Arts (Art, Drama and Music), Physical Education, and a tutorial PSHCE period.

We operate a condensed KS3 curriculum, so that all students complete their KS3 assessments at the end of Year 8, not Year 9. This has allowed the development of a more personalised and enhanced KS4.

At KS4, all students currently follow an extended core comprising: English Language and Literature, Mathematics, Science, Citizenship (Ethics and Philosophy, careers, enterprise and health), PE and tutorial work. Within Science, most students follow the Combined Science course with some taking Separate Sciences.

With the introduction of the English Baccalaureate, we have refined our KS4 curriculum pathways, so that students intending to attend university are strongly encouraged to choose a Modern Language and Humanities subject.

Option subjects currently available include: Art, Applied Business, Child Development, Computer Science, Design Technology, Drama, French, Food & Nutrition, Geography, German, History, Horticulture and Small Animal Care (non-exam course), ICT, Media Studies, Music, Photography, Physical Education (GCSE and OCR Sports Studies), Religious Studies, and Spanish.

Students are taught mostly in mixed ability groups in Year 7, and may be 'set' thereafter, although subject areas use the opportunities offered by block timetabling to group children flexibly. Our intention is to develop more individualised styles of teaching and learning, and we offer increasing opportunities for students to develop independence and a sense of ownership of their learning. Special Needs provision is overseen by our Special Needs Co-ordinator. It is our policy that all teachers are teachers of children with special needs. For the most part, children are supported in mainstream lessons, withdrawal being rare.





Pastoral Organisation

It is our intention that our curricular and pastoral work should be integrated. At present, almost all teachers are tutors, and all students have a tutorial lesson each week. The school is year-based, each year having a team of tutors and a Head of Year. Year groups also have an Assistant Head of Year (a staff development opportunity – unpaid but with a laptop!). Each year group has an assigned Pastoral Support Manager, an experienced member of the support staff who fields most phone calls, investigates incidents and supports and mentors students.

Heads of Years have responsibility for monitoring learning across their Year Groups. Year Teams rotate from Years 7 to 11, to maximise continuity.

In addition, a House System operates to provide opportunities for competition and to cement relationships across year groups.

All students wear the school uniform, which is modern, comfortable, affordable and practical. Our Behaviour Blueprint has rules for learning developed by students and staff based around the principles of the 3Rs: Ready, Respectful and Responsible.

School Leadership

There is a regular pattern of meetings, which aims to provide ample opportunities for staff to participate in the decision-making process. We enjoy a close working partnership with our Governors, who are well integrated in the School's management structure.

At present, we have over 70 teaching staff, who are characterised generally by their enthusiasm, and commitment to Priestlands and its students. We have an excellent Admin staff, and our Resources team provide us with excellent ICT, reprographic, library and DTP services.

We are committed to the professional development of all staff, and aim to develop continually as a professional learning community.



Ofsted

Priestlands has had six successful Ofsted reports. At the last inspection (November 2016), under the new tougher framework, we were judged Good. The report said several things of which we are very proud, especially :

- “Pupils are friendly, polite and respectful of each other. They behave very well, they are knowledgeable about the risks of social media and confident about who to talk to if they have any concerns. They are proud of their school and the difference they make to school life.”
- “Parents describe the school as ‘amazing, with a real family atmosphere’.”
- “Parents and pupils are very positive about the care and support that they receive, especially those who need additional help.”
- “Pupils and parents are very enthusiastic about the many opportunities the school provides for learning outside the classroom.”
- “Staff are hugely positive about the school and enjoy working there because they are well supported and are part of a highly motivated team.”
- “Staff value the way that leaders have created a climate in which they can take risks and innovate.”



The Future

We want to continue to improve the quality of all that we do, especially the quality of the learning experiences we offer our students.

By becoming reflective practitioners, constantly reviewing and evaluating what we teach and how, we believe we can continue to develop as a school. We hope to provide good career development and opportunities for our staff.

The next few years will continue to be both challenging and interesting. We look forward to receiving your application.



Priestlands GCSE Results 2021

At Priestlands we pride ourselves on consistently delivering excellent outcomes at GCSE Level, year on year. 2021 was no different and saw a very strong cohort leave with outstanding GCSE grades. Because of the unique set of circumstances we have taken the decision alongside other local schools not to publish headline figures until we return to full national examinations.

We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.

The government baseline measure of Progress 8 demonstrates that students at Priestlands consistently achieve higher grades than their peers nationally. You can view more at: <https://www.compare-school-performance.service.gov.uk/compare-schools>.

All Students	Achieving 5+ 9-4 (including English & Maths)	Achieving 9-7 in English & Maths	Achieving 9-5 in English & Maths	Achieving 9-4 in English & Maths	Achieving EBacc 9-5	Achieving EBacc 9-4
2021	84.7%	25.8%	65.7%	86.4%	21.2%	23.7%
2020	76%	19%	59%	79%	20%	22%
2019	75%	17%	55%	78%	18%	
2018	73%	15%	55%	76%	22%	



Application Procedure

Priestlands is an exciting school in which to work. We hope this guide is helpful and that, having read the details, you will wish to apply for the post. If so, please complete the application form on our website at <https://www.priestlands.hants.sch.uk/about-us/vacancies>

Please do not submit additional documentation at this stage

In Section 6 of the application form (which may be presented as an attached letter if you so wish), I would ask you specifically to describe on no more than two sides of A4:

- your experience to date;
- your reasons for applying for the post and your suitability for it;
- your view of the challenges and opportunities which would await you in your first year in post.

Applications should be sent to hr@priestlands.hants.sch.uk as soon as possible. They will be considered as they are received so we do reserve the right to close the vacancy early. The deadline is 12.00noon, Monday 4th July, but you are encouraged to submit your application early. Interviews will be held shortly after the closing deadline..

Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.

